



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95095 - Solon Community Schools - Teacher Leadership & Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

<b>AnA User Id</b>	mtownsley@iowaid		
<b>First Name*</b>	Matt		Townsley
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
<b>Title:</b>			
<b>Email:</b>	mtownsley@solon.k12.ia.us		
<b>Address:</b>	301 South Iowa St.		
<b>City*</b>	Solon	Iowa	52333
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
<b>Phone:*</b>	319-624-3401	1352	
	<small>Phone</small>	<small>Ext.</small>	
<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
<b>Fax:</b>			
<b>Agency</b>			

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## Organization Information

<b>Organization Name:</b>	Solon Community Schools
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	
<b>DUNS:</b>	

**Organization Website:** www.solon.k12.ia.us

**Address:** 301 Iowa Ave.

Solon Iowa 52333  
City State/Province Postal Code/Zip

**Phone:** 319-624-3401  
Ext.

**Fax:** 319-624-4091

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Solon Community School District  
*Use the drop-down menu to select the district name.*

**County-District Number** 52-6093  
*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*

**Honorific**

**Name of Superintendent** Sam Miller

**Telephone Number** 319-624-3401

**E-mail Address** smiller@solon.k12.ia.us

**Street Address** 301 South Iowa St.

**City** Solon

**State** Iowa  
*Use the drop-down menu to select the state.*

**Zip Code** 52333

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## TLC Application Contact

**Honorific**

**Name of TLC Contact** Matt Townsley

**Telephone Number** 319-624-3401

**E-mail Address** mtownsley@solon.k12.ia.us

**Street Address** 301 South Iowa St.

**City** Solon

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

52333

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

The concept of teachers as leaders is not new. In the past, leadership roles were usually limited in scope. Teachers have served as team leaders, department chairs and curriculum developers. In these roles teachers were often "representatives" rather than "leaders" who enact change (Livingston, 1992). Solon's Teacher Leader (TL) program is designed to widely promote leadership because teachers have daily contact with learners and are in the best position to make critical decisions about how to maximize student learning. Our vision is to use our 28 new TLs to create a climate of trust and critical reflection throughout the district so that TLs can engage their colleagues in challenging conversations to help everyone improve their practice and impact student learning.

This proposal is the result of a 2-year planning process that gathered input from multiple stakeholders. A 12-member **Leadership Committee** that included parents, teachers, and administrators led the process. In the summer and fall of 2014, our team worked with a consultant to complete the planning process.

Our comprehensive Teacher Leader program provides opportunities for 28 teachers in roles that range from extra duty only (allowing teachers to keep a full-time classroom assignment) to full-release coaching positions with no teaching assignment. Because of TLC funding, this is the first time our district will have full-time Teacher Leaders to support their peers at all grade levels.

Solon currently serves 1,413 students in 3 schools, and each building will have its own full-time **Instructional Coach** to support every teacher through individual and group activities. Our Coaches will conduct weekly observations of classroom instruction, participate in co-planning sessions with teachers, and help teachers analyze student work. This support at the classroom level will provide direct and timely feedback on instruction to build the capacity of all teachers. In addition, our Instructional Coaches will support the healthy functioning of PLC teams by assisting with the group data analysis process, identifying appropriate materials and instructional strategies linked to identified student needs, fostering positive team interactions, and dealing with conflicts that arise. Coaches will also be key players in the curriculum review process for all content areas.

All initial licensed teachers will be supported for their first 2 years of teaching by our Mentor Coach and by our Professional Partners. The **Mentor Coach** will help new teachers implement effective instructional practices through weekly observations and feedback. The Coach will also model effective instructional practices for the new and returning teachers as well as develop and lead monthly PD sessions.

All new and returning teachers will be connected with one of our 14 **Professional Partners**. Teachers who are "new to the profession" will meet with their partner every week for 2 years either before school, after school, during lunch, or during prep time. Teachers who are "new to Solon" will meet with their partner every week for 1 year. These partnerships go well beyond just knowing about building logistics and activities. The Professional Partners will model effective instructional practices for new teachers while also helping them master our standards-based grading process.

All teachers will also have access to our 7 **Model Teachers** who will open their classrooms through direct observation and video recordings. The primary role of our Model Teachers will be to bridge the gap between the theory and the reality of the classroom.

The final leadership opportunity for teachers in Solon is to serve on the **TL Review Committee**. As a member of the committee, 3 teacher leaders will work with administrators to accept and review applications submitted for assignment to one of the 28 Teacher Leadership positions. To provide oversight for our TLC program, all 28 TLs will meet as a team with building principals and the Director of Instruction 4 times a year to monitor and adjust program activities. As a group, they will use Mark Friedman's Results-Based Accountability (RBA) process to determine the impact and effectiveness of the TLC plan.

Solon has a strong history of implementing major initiatives successfully. To finish the rollout of our innovative K-12 standards-based learning system, we recently completed a 2-year phased implementation of standards-based grading (SBG) at the middle and high school level. Solon is among the first in the state to use SBG in grades 6-12. Though not without its difficulties, the successful rollout of SBG in all grades K-12 demonstrates Solon's ability to manage challenging initiatives. A Task Force led the development and implementation of SBG. This Task Force—driven by Teacher Leaders—helped our district identify implementation concerns along with solutions to the identified problems. This process resulted in successful district wide use of SBG. Solon's 28 TLs will play a similar lead role in the monitoring and implementation of the new TL program to help ensure its success.

Solon loses very few teachers each year. Because of our K-12 standards-based education system (which includes K-12 standards-based grading), teachers who choose to work in our district have a clear understanding of the system they are joining—very few districts employ standards-based grading at all levels. Consequently, our K-12 team of teachers and administrators shares a clear vision for learning. Because Solon's approach is so well defined, we find that teachers who come

to Solon actually stay in Solon for long periods of time. This commitment of teachers to a standards-based learning and assessment process helps ensure that those we train and support through the TL program are likely to work in Solon for many years to come.

**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number

Model 3 Comparable Plan

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## **Narrative**

Using Part 1 application narrative from Year 1?

No

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

**Use of Planning Grant**—This proposal is the result of a 2-year planning process that gathered significant input from multiple stakeholders. A 12-member **Leadership Committee (LC)** guided the overall process and included 3 parents, 4 teachers, 3 building principals, the Director of Instruction, and the Superintendent. All 3 buildings in our district—Lakeview Elementary, Solon Middle, and Solon High School—were represented by at least 1 parent, 1 teacher and 1 administrator. In the summer and fall of 2014, our team worked with an educational consultant (Mr. Ron Mirr) to complete the planning process. Mr. Mirr was able to help our LC understand effective practices used by other districts to design and implement a successful TL program. LC members were carefully chosen to represent all voices in the Solon school community. The LC met 6 times during Year 1 and a smaller working group met 4 times in Year 2 to gather information from stakeholders, analyze data, make decisions about plan components, and draft the TLC plan. Planning grant funds were used to compensate teachers, administrators, and parents for planning meeting participation as well as to compensate our planning consultant. To qualify for a full stipend, each committee member had to participate in at least 75% of all committee meetings. Meetings were held in the evening on dates agreeable to all committee members. We had a 99% attendance rate for our LC meetings and all committee members qualified for the full stipend.

**Stakeholder engagement**—Throughout the planning process we gathered input from all stakeholder groups—teachers, parents, and administrators—through multiple methods:

- 10 Leadership Committee meetings;
- Regular presentations with opportunities for teacher input in all 3 buildings;
- Community and parent updates with opportunities for comment through the quarterly *Superintendent Update*;
- Electronic access to meeting agendas and materials; and
- A formal presentation to School Board members along with regular School Board updates.

Initial review of TLC guidelines and district data by our **stakeholder groups** helped us understand:

- Solon currently has no paid Teacher Leader positions.
- Our district needs only minimal funding to meet Criteria 1 (minimum salary of \$33,500 for all teachers).
- Our district meets Criteria 2 (new teacher mentoring) through our work with Grant Wood AEA.
- Our district does not meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles); Criteria 4 (rigorous selection process); or Criteria 5 (aligned professional development).

We have chosen to base our plan on Model 3—the Comparable Plan Model. We used input from stakeholders to design a comprehensive plan to address Criteria 3-5.

**What we learned from stakeholders**—The multiple opportunities we provided teachers, administrators and parents to provide input helped our LC understand what stakeholders want included in our TL program.

**Parents** want...

- The TLC program to have a clear connection to increased student performance.

**Teachers** want...

- Opportunities to serve in a range of leadership roles.
- Assistance with the data analysis process.
- Support for identifying appropriate materials and instructional strategies linked to student needs.
- Even greater support for teachers new to the profession and new to Solon.
- Opportunities to observe successful teachers.
- Help translating theory into effective classroom practices.

**Administrators** want...

- The TL program to support the implementation of Solon's standards-based education system.
- Assistance from TLs to plan and implement high quality PD.
- To understand the impact of the TL system on teacher effectiveness and student learning.

Currently, our district relies solely on administrators to provide coaching and feedback to classroom teachers. With funding from the state's TLC program, we will now have a **Mentor Coach** and 14 **Professional Partners** who will accelerate the integration and effectiveness of beginning teachers. Our 3 **Instructional Coaches** will assist career teachers to strengthen their instructional practices, while our 7 **Model Teachers** will help all teaching staff translate theory into effective classroom practices. The 3 members of the **TL Review Committee** will work with administrators to accept and review applications submitted for the 28 new Teacher Leader roles.

**Commitment**—Our planning process has been transparent and has welcomed input from all 90 teachers, over 900 families,

and the broader community. The commitment of stakeholders is clear. All teachers provided input through monthly discussions. Many teachers expressed an interest in holding 1 or more of the new leadership positions. The Solon Education Association (SEA) participated in our planning sessions. SEA input was invaluable and the SEA has shown its strong support during the planning process via its representation on the LC (4 out of 11 members). Parents provided input through the *Superintendent Update* process and through representation on the LC. These stakeholders are committed to supporting students and have endorsed the implementation of a systemic approach to teacher leadership aimed at improving student achievement.

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## Narrative

Using Part 2 application narrative from Year 1?

No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Teacher leadership is an idea whose time has come. Though the incredible demands placed on schools today require leadership at every level, many schools are still organized as though all important decisions must be made by administrators and carried out by teachers. The vision of our Teacher Leader (TL) program is to create a climate of trust and critical reflection throughout the district where TLs engage colleagues in challenging conversations to help all teachers improve their practice and impact student learning.

The overarching goal of our TL Program is to ensure all efforts have a positive impact on student learning. We have 7 teacher-specific TL program goals. All teachers will...

- **Feel empowered and supported** by our TLs;
- **Improve their instructional skills** through collaboration and modeling;
- **Collaboratively analyze** learning data and accurately **interpret** results;
- Benefit from **constructive feedback** that strengthens their practice;
- Improve their practice through high quality **professional development**;
- Understand and employ Solon's **standards-based education processes**; and
- Seek **at least one leadership role** during their time in Solon.

**Local Context**—Our mission is “each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences.” In 2011-12 we set 2 benchmarks to measure our success in achieving this mission. We expected 85% of students to be proficient and 25% of students to be highly proficient in reading, math, social studies and science as measured by the Iowa Assessments in grades 2-11. Because of our K-12 standards-based learning system and our PLCs, we have been able to meet these benchmarks at most grade levels! As a result, we raised the bar even higher in 2013. We now expect 90% of our students to be proficient and 25% of our students to be highly proficient, and we believe the implementation of our TL program will help our students reach these higher levels of achievement. These benchmarks are annually reported to the board of education, staff and community.

Solon does not currently have any formal, compensated TL positions. Our administrators are only able to provide minimal coaching, observation, and professional development. Our primary vehicle for improving both instruction and learning has been the Professional Learning Communities (PLCs) in each of our buildings. While 40% of our teachers have completed Solution Tree's multi-day PLC training, we have not had the luxury of having TLs to help 100% of our staff function successfully as part of a PLC. With TLC funding, our new full-time Mentor Coach and the 14 new Professional Partners will bring new teachers up-to-speed with past professional learning and vocabulary. PD can quickly become fragmented when new teachers enter the system who have not experienced learning in previous years. Our 3 new Instructional Coaches (1 per building) will consult with teacher teams that are working to bridge identified skill gaps based on common formative assessments. Coaches will also provide an outsider's perspective to the PLC team as they share strategies they have seen which the members of the team may not be aware of.

**State Context**—Our plan clearly aligns with the State of Iowa's 5 TLC program goals.

**Goal 1:** Competitive Salaries

- All teachers in Solon will be paid at least \$33,500 with most being paid substantially more.

**Goal 2:** Retain Effective Teachers

- Solon loses very few teachers each year. 6 of our 9 new hires this year were for newly created positions. Only 2 teachers left our district, and 1 was a retirement. With TLC funding, Solon will have 28 TLs who offer teachers additional reasons to stay in our district. We believe the new TL positions, coupled with our innovative K-12 standards-based learning system, will help Solon attract **and** retain high quality teachers.

**Goal 3:** Promote Collaboration

- The primary role of our TLs—3 Instructional Coaches, 1 Mentor, 14 Professional Partners, and 7 Model Teachers—is to create a climate of trust that allows all teachers to actively engage with colleagues in collaborative conversations during all individual and group professional learning activities.

**Goal 4:** Reward Professional Growth

- TLs in Solon will be rewarded both financially and with opportunities for increased professional challenges. Not only will all TL positions be paid, but also as teachers develop their capacity to lead they will have access to increasingly challenging leadership roles (e.g., Mentor, Instructional Coach).

**Goal 5:** Improve Student Achievement

- While our TLs will employ different methods to support teachers depending on their role, the primary purpose of all TL

activities is to build the assessment, data analysis, planning, and instructional skills of all teachers so that students' maximize their learning. Our K-12 standards-based learning system and grading process provides our teachers with a much clearer understanding of how their professional practice results in increased student learning.

Using Part 3 application narrative from Year 1?

No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

**How TL roles strengthen student learning**—Solons' most significant effort to improve student learning is our implementation of a K-12 standards-based learning system that includes standards-based grading. Solon's standards-based learning system establishes challenging and appropriate learning targets for all students. We do this in every course, at every grade level, and in every classroom. We use standards-based education across the district to ensure all students graduate with the critical knowledge and skills to succeed in the 21<sup>st</sup> century. Through standards-based education we are able to:

- Provide 21<sup>st</sup> century learning opportunities that prepare students for today and the future;
- Offer a fair and objective way to evaluate students based on what they have learned while providing the appropriate level of challenge and rigor;
- Give teachers a powerful system for teaching; and
- Help parents be knowledgeable participants in their students' education.

To complete the rollout of our K-12 standards-based system, Solon has just completed a 2-year phased implementation of standards-based grading (SBG) at the middle and high school level. While we have used SBG in the elementary for decades, Solon is among the first in the state to use SBG in both middle and high school.

A Standards-Based Education and Grading Task Force led the development and implementation of Solon's standards-based learning system. The Task Force—driven by Teacher Leaders—helped our district identify implementation concerns along with solutions to the identified problems. Now that we have full implementation of SBG K-12, our 28 Teacher Leaders will be the key to continued student success. According to Rick Wormeli (a nationally-known educational consultant), 80% of the switch to a standards-based education system is a shift in mindset, while the other 20% is the nuts and bolts of implementing standards-based grading. The paradigm shift to standards based learning and grading is of utmost importance. Helping other teachers understand why our grading system improves accuracy and integrity is an effort our Teacher Leaders will continue to champion. Paradigm shifts take time—we don't expect all teachers to change their thinking and be completely ready for all aspects of our standards based culture instantaneously. Our Mentor Teacher and our Professional Partners will help new and returning teachers understand and employ our standards-based education processes, while our Instructional Coaches will support our career teachers in their efforts to continue their mastery of the standards-based education process.

An important component of our standards-based education system is the use of the Professional Learning Communities (PLCs) in each of our 3 buildings. Our district implemented PLCs in 2010 and, to date, 40% of our teachers have completed a multiple-day PLC training (in Iowa, Minnesota or Missouri) provided by Solution Tree. The goals of our PLCs include:

1. Documenting and agreeing on what students should learn (100% of SCSO teachers will document power standards for their courses.)
2. Aligning our assessments with standards (100% of SCSO teachers will create and implement at least 4 common formative assessments based on course/grade-level power standards.)
3. Ensure we systematically respond when students are struggling or have already demonstrated understanding (All PLCs will align their work with the MTSS process)

We have worked to embed the PLC concept in Solon through multiple steps:

- In 2010 a leadership team (2 teachers from each building and all administrators) read *Learning by Doing*.
- During Fall 2010, all certified staff read Chapter 7, "A Tale of Excellence in Assessment" from *Revisiting Professional Learning Communities at Work*. All teachers new to the district read it as part of new teacher orientation.
- In 2010-11, all 3 PLCs began using digital agendas and minutes as well as norms and SMART goals. "What is it we want all students to learn?" was viewed as a question supporting the PLC culture in the context of digging into the state's newly adopted standards.
- During 2012-13, the PLC leadership team created a 3-year PLC plan. We revisit and revise this vision annually as we continue to evolve as a PLC.
- Last summer, the board approved an academic calendar with weekly early dismissals for collaborative teacher teams to meet—something we have never had in Solon.
- In the summers of 2011, 12 and 14, 40% of teachers and administrators attended Solution Tree "PLC at Work" Institutes. The district plans to send another 10 teachers to the PLC at Work Institute in 2015.
- Each year, all PLCs complete a self-audit to determine their strengths and weaknesses based on principles identified in *Learning by Doing*.

Our TLs will play an important role in the continued successful functioning of our PLCs. First and foremost, the Mentor Coach and Professional Partners will assist in bringing new teachers up-to-speed with past professional learning outcomes and

vocabulary. Professional learning can quickly become fragmented when new teachers enter the system who have not experienced learning from previous years. Second, Instructional Coaches will consult with the teacher teams that are bridging identified skill gaps based on common formative assessments. Third, Instructional Coaches will provide an outsider's perspective to each PLC team. Our teachers work extremely hard to provide quality learning experiences for students, however, we know that an outsider's perspective can sometimes be the tipping point in moving from good to great. As each PLC considers the question, "How will we respond when a student experiences difficulty?" or the question, "How will we respond when a student has already demonstrated understanding?" the Instructional Coaches will share strategies they have seen which the members of the team may not be aware of.

Using Part 4 application narrative from Year 1?

Yes

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

(pasted from last year's application)

### **Teacher leadership roles**

The Solon Community School District TLC plan allocates money in support of new teachers via four teacher leadership roles: mentor coach, professional partner, instructional coach and model teacher as described on the TLC plan abstract.

### **Research**

A policy paper from the New Teacher Center in Santa Cruz, the leading mentoring and induction research entity in the country, recommends providing regular release time for classroom teachers serving as mentors to meet with and observe beginning teachers during the school day. (Source: <http://www.newteachercenter.org/sites/default/files/ntc/main/resources/brf-ntc-policy-state-teacher-induction.pdf>).

### **Building on Solon's mentoring & induction program**

Beginning with the 2013-14 year, Solon transitioned from a "one-to-one" mentoring program to a "one-to-many" program. Previously, all beginning teachers were supported solely through a locally assigned mentor (additional responsibility for a current classroom teacher) that received a stipend. The district currently shares a full-release mentor with two other school districts through the Grant Wood Area Education Agency consortium (new model). All beginning teachers are supported by the full-release mentor for 60-90 minutes each week. The remaining needs for each beginning teacher are supported by a locally assigned professional partner.

The 2013-14 mentoring and induction program has several strengths and weaknesses:

#### **Strengths**

- Beginning teachers are observed by their full-release mentor in their classrooms at least once per month, which is significantly more than previous years' mentors were able to do (see data below).
- Current professional partners are meeting the ongoing needs of beginning teachers by improved understanding of building dynamics and day-to-day management acclimation
- The current full-release mentor teacher participates in weekly professional learning related to mentoring and induction.

#### **Weaknesses**

- Full-release mentor program with AEA is not financially sustainable.
- Implementation data from this year's beginning teachers indicate additional dedicated classroom time and observations would be beneficial for their professional growth.
- Shared full-release mentor has a large caseload and travel time between three districts limits accessibility.
- Because current professional partners are provided limited compensation for their yearlong responsibilities, the expectations placed on them have been limited.
- Current professional partners have not been provided adequate training for their roles.

### **The Solon TLC vision**

A full-time mentor coach dedicated to Solon's first and second year teachers will...

- Provide increased classroom observation and reflection time for beginning teachers.
- Allow beginning teachers to observe model teachers while another teacher leader assumes classroom responsibilities, therefore eliminating the need to request and compensate a substitute teacher.
- Participate in at least two triad conversations with the beginning teacher and principal.
- Work with the building principal and instructional coaches to accelerate beginning teacher understanding and implementation of building initiatives.

Because the district's mentor coach will be a K-12 role, the district believes extending support at the building level through a professional partner is essential. Increased compensation, extended contract and training for professional partners for first and second year teachers will allow the professional partner to...

- Provide one-to-one support for the immediate needs of beginning teachers understanding building dynamics and day-to-day management acclimation.
- Complement the role of the mentor coach beginning at the New Teacher Institute (see below) and extending through the school year.

For the past ten years, the Solon district has offered a two-day "New Teacher Institute" (NTI) in August. It has been planned and led solely by a central office administrator. In Solon's TLC plan, the district's mentor coach and instructional coaches will co-plan and co-facilitate the NTI with the central office administrator. In addition, professional partners' extended contracts and compensation will allow them to attend both days of the NTI to further support beginning teachers and learn more extensively

about their roles. Solon's TLC plan strategically builds upon current program gaps to improve the mentoring and induction process by providing additional training for professional partners, increased classroom observation opportunities for new teachers and a more effective and comprehensive New Teacher Institute.

#### **Additional Data Sources**

The following data was collected during the summer of 2013.

1st year Teachers [One-to-one mentors only]

- 13% did not have a classroom observation by a mentor
- 100% returned for 2013-14 school year

2nd year Teachers [One-to-one mentors only]

- 25% did not have a classroom observation by a mentor.
- 75% returned for 2013-14 school year

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## **Narrative**

Using Part 5 application narrative from Year 1?

No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

**Differentiated TL Roles**—Our comprehensive Teacher Leader (TL) program provides opportunities for teachers to work as leaders in roles that range from extra duty only (allowing teachers to keep a full-time classroom assignment) to full-release coaching positions with no teaching assignment. While some teachers may hold more than 1 role at a time, at least 25% (N=23) of Solon’s 91.25 teachers will serve in leadership roles every year. This is the first time our district will have the luxury of full-time Teacher Leaders (TLs) who can support their peers at all grade levels.

The following table lists the 5 differentiated TL roles along with the number of extra days and their stipend.

<i>Title</i>	<i>#</i>	<i>Student Instruction Time</i>	<i>Teacher Leader Time</i>	<i>Stipend</i>
Instructional Coach	3	0%	100%	\$5,000
Mentor Coach	1	0%	100%	\$5,000
Model Teacher	7	100%	Extra duty time	\$1,500
Professional Partner	14	100%	Extra duty tim	\$1,200
TL Review Committee	3	100%	Extra duty time	\$500
<b>Total TL Positions</b>	<b>28</b>			

Solon currently serves 1,413 students in 3 schools—Lakeview Elementary (K-4), Solon Middle School (5-8), and Solon High School (9-12). Each of the 3 buildings will now have 1 full-time **Instructional Coach** to support every teacher in the building through individual and group activities. Instructional Coaching is the process through which highly skilled Teacher Leaders help individual teachers maintain a focus on high quality, data-driven instruction. Our Instructional Coaches will conduct weekly observations of classroom instruction, participate in co-planning sessions with teachers, and help teachers analyze student work. This support at the classroom level will provide direct and timely feedback on instruction to build the capacity of all teachers. In addition, our Instructional Coaches will support the healthy functioning of PLC teams by assisting with the group data analysis process, identifying appropriate materials and instructional strategies linked to identified student needs, fostering positive team interactions, and dealing with conflicts that arise. The Instructional Coaches will also be key players in the curriculum review process for all content areas.

Each year, Solon hires approximately 7 new teachers. All initial licensed teachers will be supported for their first 2 years of teaching by our Mentor Coach and by 1 of the 14 Professional Partners. The **Mentor Coach** will help all new teachers implement effective instructional practices through weekly classroom observations and feedback. The Mentor Coach will also model effective instructional practices for the new and returning teachers as well as develop and lead monthly PD sessions. All new and returning teachers will be connected with a **Professional Partner**. Teachers who are “new to the profession” will meet with their Professional Partner every week for 2 years either before school, after school, during lunch, or during prep time. Teachers who are “new to Solon” will meet with their Professional Partner every week for 1 year. These partnerships go well beyond just knowing about building logistics and activities. The Professional Partners will model effective instructional practices for new teachers while also helping them master our standards-based grading process.

All of Solon’s teachers will have access to our 7 **Model Teachers** who will open their classrooms through direct observation and video recordings. The primary role of our Model Teachers will be to bridge the gap between the theory (communicated by the Mentor Teacher and the Instructional Coaches) and the reality of the classroom. Our Model Teachers will also develop and provide PD in all buildings.

The final leadership opportunity for teachers in Solon is to serve on the **TL Review Committee**. As a member of the TL Review Committee, teacher leaders will work with administrators to accept and review applications submitted for assignment or reassignment for all of the 28 Teacher Leadership roles. The review committee will make recommendations regarding the applications to the superintendent for final approval.

Currently, our district relies solely on administrators to provide coaching and feedback to classroom teachers. With funding from the state’s TLC program, we will now have a Mentor Coach and 14 Professional Partners who will accelerate the integration and effectiveness of beginning teachers. Our 3 Instructional Coaches will assist career teachers to strengthen their instructional practices, while our 7 Model Teachers will help all teaching staff translate theory into effective classroom practices.

**How roles fit with instructional improvement strategy**—Solon’s comprehensive plan to strengthen instruction throughout the district will provide **all** teachers with 3 types of critical support:

1. A consistent **foundation** so all teachers implement our standards-based education system with fidelity—a foundation that

ensures consistency of quality instruction and assessment in every classroom;

2. Individual support and **coaching** in every building that includes observation, co-planning, feedback, and analysis of student work to successfully understand student results and adapt instruction; and

**3. Building structures** to support teachers as they work collaboratively to create a culture of student learning.

Our district has just completed a 2-year phased implementation of a K-12 standards-based education system that establishes challenging and appropriate learning targets for all students. We do this in every course, at every grade level, and in every classroom. Accordingly, our teachers must employ instructional strategies likely to help all students reach these targets. The first step in maintaining the successful **foundation** we have laid for instructional improvement means ensuring all teachers possess a common understanding of what quality instruction looks like in our comprehensive standards-based system. When all teachers operate from the same core knowledge, they are much less likely to “go their own direction” and deviate from the intent of the system. Initially, the Mentor Coach and Professional Partners will assist in bringing new teachers up-to-speed with past professional learning outcomes and vocabulary. Professional learning can quickly become fragmented when new teachers enter the system who have not experienced learning from previous years. Through additional PD for all K-12 staff provided by our Mentor Teacher, our Professional Partners, and our Instructional Coaches, we will ensure that all teachers continue to develop their understanding and mastery of the standards-based education system.

The next step in our efforts to strengthen instruction throughout the district involves helping teachers effectively apply their knowledge of effective instructional practices in the classroom. **Instructional Coaching** is the process through which our highly skilled Teacher Leaders help individual teachers maintain a focus on high quality, data-driven instruction. Our Instructional Coaches will provide weekly observations of classroom instruction, co-planning sessions with teachers, and collaborative analysis of student work. This support at the classroom level will provide direct and timely feedback on instruction to strengthen the capacity of all teachers to consistently implement instructional strategies that help students master the learning targets. Currently only our administrators are able to limited coaching support. TLC funding will allow the 28 new Teacher Leaders to provide intensive coaching for all teachers throughout the district—an effort that will clearly improve instruction throughout the district.

The final step in our efforts to strengthen instruction throughout the district **helps teachers work collaboratively** to improve student learning. Our TLC funds will support Professional Learning Communities (PLCs) to meet at regularly to analyze student data, plan PD and monitor implementation of our standards-based education system that include K-12 standards-based grading. Our district implemented PLCs in 2010 and, to date, 40% of our teachers have completed a multiple-day PLC training (in Iowa, Minnesota or Missouri) provided by Solution Tree. The goals of our PLCs include:

- Documenting and agreeing on what students should learn (100% of SCSD teachers will document power standards for their courses.)
- Aligning our assessments with standards (100% of SCSD teachers will create and implement at least 4 common formative assessments based on course/grade-level power standards.)
- Ensure we systematically respond when students are struggling or have already demonstrated understanding (All PLCs will align their work with the MTSS process)

We have worked hard to embed the PLC concept in Solon through multiple steps:

- In 2010 a leadership team (2 teachers from each building and all administrators) read *Learning by Doing*.
- During Fall 2010, all certified staff read Chapter 7, “A Tale of Excellence in Assessment” from *Revisiting Professional Learning Communities at Work*. All teachers new to the district read it as part of new teacher orientation.
- In 2010-11, all 3 PLCs began using digital agendas and minutes as well as norms and SMART goals. “What is it we want all students to learn?” was viewed as a question supporting the PLC culture in the context of digging into the state’s newly adopted standards.
- During 2012-13, the PLC leadership team created a 3-year PLC plan. We revisit and revise this vision annually as we continue to evolve as a PLC.
- Prior to the 14-15 school year, the board approved an academic calendar with weekly early dismissals for collaborative teacher teams to meet—something we have never had in Solon.
- In the summers of 2011, 12 and 14, 40% of teachers and administrators attended Solution Tree “PLC at Work” Institutes. The district plans to send another 10 teachers to the PLC at Work Institute in 2015.
- Each year, all PLCs complete a self-audit to determine their strengths and weaknesses based on principles identified in *Learning by Doing*.

Our TLs will play an important role in the continued successful functioning of our PLCs by ensuring 100% of our teachers understand how to be a successful PLC participant. Other building level structures include 1 Mentor Coach, 7 Model Teachers, and 14 Professional Partners. Our building-based structures help teachers work collaboratively to analyze data and develop actions **specific to the needs of students in each building**. These structures provide oversight for all building-based school improvement efforts so that students are immersed in a school culture that supports high levels of learning for all. With the addition of 28 TL roles, we aspire to become a "Model Professional Learning Community" District by 2016.

Using Part 6 application narrative from Year 1?

No

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

**Candidate Effectiveness**—Solon has never had any paid Teacher Leader (TL) positions prior to this TLC funding. To ensure all teachers have the opportunity to apply for one of the 28 new positions, we will employ 2 strategies to inform all staff about the new TL opportunities. First, our Director of Instruction and a representative from the Solon Education Association will make joint presentations about the new TL system in all 3 buildings. Second, we will make all TL program information accessible electronically through links on the district’s website. The TL section of our website will include: (1) a program overview; (2) a list of Frequently Asked Questions with responses; and (3) a listing of all TL roles with links to complete job descriptions for each position. The school presentations, coupled with electronic access to TL program information, will ensure all teachers have an equal opportunity to apply for the 28 new TL positions.

We will develop a screening checklist for each of the 5 TL roles—Mentor Coach, Instructional Coach, Professional Partner, Model Teacher, and TL Review Committee. When a teacher is interested in applying for one of these roles, the teacher can complete the screening checklist to determine if they meet the basic criteria.

All applicants must possess a valid Iowa Teaching License. Other basic criteria for the 5 TL roles include:

<b><i>TL Role</i></b>	<b><i>Minimum Years Experience</i></b>	<b><i>Minimum Years in Solon</i></b>
Instructional Coach	5 years	1 year (3 years preferred)
Mentor Coach	5 years	1 year (3 years preferred)
Model Teacher	3 years	1 year
Professional Partner	3 years	1 year
TL Review Committee	3 years	1 year

The 3 TL Review Committee positions will be the first to be selected. The Superintendent, the Director of Instruction and a teacher representative from each of the 3 buildings will screen the applications, conduct the interviews, and select the 3 TL Review Committee positions. Once these positions are filled, they will work with the 3 principals to screen, interview and select the remaining TLs.

All those who decide to apply for a TL position will complete a brief online application (using TalentED Recruit & Hire software) that includes a description of how the applicant meets the TL role requirements. The TL Review Committee will screen applications and select potential TLs for interviews. Applicants will participate in an oral interview that includes responding to scenarios specific to the TL role. Each applicant will also use information from his/her Individual Professional Development Plan and other artifacts to demonstrate his/her qualifications. For example, applicants for coaching positions would document their ability to lead a team and their ability to analyze and respond to student and instructional data. Applicants for the Mentor position would demonstrate their understanding of Solon’s standards based grading system (SBG) and their ability to help others understand and apply the SBG process. A rubric will be used to assess each applicant’s skills and talent for the position. All applicants will be required to provide peer references that address their potential for success.

**Professional Growth**—Through our work with Grant Wood AEA’s Induction program, Solon staff have been exposed to the work of the New Teacher Center (Santa Cruz, CA). The New Teacher Center (NTC) helps schools redesign their induction programs for better results. One facet of the NTC process is the use of a “Continuum of Development” rubric for mentors to document knowledge, abilities and dispositions that focus on advancing beginning teacher professional practice and promoting student learning. The NTC Mentor Rubric uses 3 levels—(1) Beginning/ Emerging; (2) Applying; & (3) Integrating/Innovating—to assess professional growth for multiple criteria. By July 1, 2014, we will create “Continuum of Development” rubrics (like those of the NTC) for Solon’s 5 TL positions.

To measure TL effectiveness, supervisors will observe each TL in his/her leadership role every year. Next, the TL will reflect on his/her leadership ability using the appropriate Continuum of Development. For example, our Coaches would rate their level of proficiency (Beginning/Emerging, Applying, or Integrating/Innovating) for the following criteria:

- Engages, supports and advances the professional learning of each teacher;
- Creates and maintains collaborative and professional partnerships to support teacher growth;
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards;
- Designs and facilitates professional development for teachers;
- Utilizes assessment to promote teacher learning and development; and
- Develops as a professional leader to advance mentoring and the profession.

Once the self-assessment is complete, the TL and the supervisor will jointly discuss the TL’s reflection using the criteria in the

Continuum of Development. We will also ask all teachers who have been supported by the TL to comment on the TL's leadership and effectiveness through an anonymous survey. The TL will also collect artifacts to document the success of his/her work.

Though all TL positions will require annual reapplication, TLs will be able to maintain their positions (if desired) through the successful completion of the annual review process. Successful completion of the review process includes **showing growth on the Continuum of Development** along with positive feedback from the position supervisor and the teachers who are served by the TL.

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## **Narrative**

Using Part 7 application narrative from Year 1?

No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

**a) A description of the role teacher leaders will play in the creation and delivery of professional development.**

**b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).**

*Click here To access the Iowa Professional Development Model page.*

**PD Program Alignment with TL System**—In Solon, all PD supports the implementation of our standards-based education system—a process that includes K-12 standards-based grading as well as the use of grade-alike and content-alike collaborative PLCs to improve instruction in response to identified student needs. All 28 TLs will meet as a team with building principals and the Director of Instruction 4 times a year to develop and coordinate all PD. With funding from this grant, our 28 Teacher Leaders, in collaboration with administrators and GWAEA staff, will plan and deliver all PD using our 5 full professional development days, 36 weekly early dismissals, 3 teacher pre-service days, and other school year and summer time. All PD in Solon is customized to the needs of students. The leadership team in each of our 3 buildings, with the help of the building's new Instructional Coach, will annually create a School Improvement (SI) Plan that includes goals and action steps to address the learning needs of their students based on a careful review of student achievement data. All building SI plans will align with our 5 district goals and will include specific actions to improve student learning. Once each building finalizes their goals and action steps, the administrator, the Instructional Coach, and the remaining members of the leadership team in each building will determine what PD is necessary to support the teachers in their efforts. For example, the middle school Instructional Coach and the middle school science team determine an area of improvement for their building is common formative assessments correlated to the Next Generation Science Standards (NGSS). This would be clearly articulated in the building's SI plan. Their PD plan for this might be that all middle school science teachers would have time to meet as a group while substitute teachers cover their classrooms. The Instructional Coach, the principal and the AEA science consultant would co-plan and co-lead a 90-minute refresher on the NGSS followed by a 15-minute review of sample common formative assessments. The remaining time would be dedicated to the science team creating and revising their existing student assessments based on their new learning with the support of the Instructional Coach. The 28 TLs will jointly work with the Director of Instruction (during quarterly meetings) to provide input on PD needs common across buildings. District-wide PD can be a more efficient option for reaching instructional staff who teach the same content or address similar issues in different buildings. District wide PD addresses crosscutting teacher needs like the implementation of the Iowa Core, working with diverse learners, content specific issues, standards-based grading, etc. Our 28 TLs will be key players in both the **identification** and **provision** of all building and district wide PD.

**Alignment of TLC Plan with Iowa PD Model**—The Iowa PD model consists of **12 steps**: (1) a Leadership Team; (2) collecting and analyzing student data; (3) goal setting; (4) selecting content; (5) designing PD; (6) training opportunities; (7) collaboration; (8) implementation; (9) formative evaluation; (10) summative evaluation; (11) individual teacher PD plans; and (12) building PD plans. Solon's TL program clearly addresses all 12 steps.

Building teams (**IPDM Step 1**), with the support of their Instructional Coach, will design all PD to maximize the ability of instructional staff to address identified student learning needs (**IPDM Step 5**). PD at the building level supports the use of a continuous cycle of improvement to help students learn—analyze student work, set SMART goals, implement instructional strategies, monitor student growth, adjust interventions (**IPDM Step 2**). With TLC funding, all 3 buildings will have Instructional Coaches to help teachers analyze student data, set SMART goals for student learning, and implement the intended curriculum (**IPDM Steps 2, 3, & 4**).

Both district wide and building level PD will be part of an ongoing cycle of training (**IPDM Step 6**) through which teachers have multiple opportunities to enhance, practice and refine their professional skills. Our 3 Coaches, 12 Professional Partners, and our Mentor Coach will provide leadership and support through informal and formal PD for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the implementation of K-12 standards-based grading. Building-based PD will help teachers from the same building learn collaboratively, while district wide PD will foster collaboration among teachers from different buildings who address common issues/content. All teachers will have the opportunity see concepts applied by observing Model teachers (**IPDM Step 7**).

Participants in all building and district wide PD will provide feedback to all TLs regarding the effectiveness of the PD through anonymous surveys following each district or building PD (**IPDM Step 8**). As a group, our 28 TLs will meet with the Director of Instruction to use this and other data to determine the effectiveness of building and district wide PD efforts (**IPDM Steps 9 & 10**). All teachers in our district have Individual Professional Development Plans to drive their professional growth, and Coaches will help teachers refine these plans (**IPDM Step 11**). The IPDP plans are an important part of the teacher evaluation process. IDPD plans in our district incorporate peer review to help teachers measure their professional growth.

The SI planning process in each building results in a detailed description of the PD to be provided by TLs, administrators, and consultants (**IPDM Step 12**). In our plan, the TLs in each building will ensure the building's PD plan is responsive to the building's goals and that the action steps that are crafted to address student learning needs.

Using Part 8 application narrative from Year 1?

No

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

**a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.**

**b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.**

To provide oversight for our TLC program, all 28 TLs will meet as a team with building principals and the Director of Instruction 4 times a year to monitor and adjust program activities. As a group, they will use Mark Friedman's Results-Based Accountability (RBA) process to determine the **impact and effectiveness of the TLC plan**. RBA is a simple, common sense framework that teachers, parents, and students can understand. This data-driven, decision making process will help the team answer 3 basic questions about the TLC program:

1. **How much** did the TL Program do?;
2. **How well** did the TL Program do it?; and
3. Are students, teachers, and teacher leaders **better off** as a result?

In the initial stages of our TL program we will concentrate on reviewing program implementation—**how much** we did and **how well** we delivered our services. Using process monitoring data from multiple sources, our TL team will: (1) identify implementation problems as they occur; (2) make necessary adjustments in our action steps; (3) provide a record of TL Program resources and methods; and (4) document the fidelity of TL Program implementation. The TLC oversight process will concentrate on implementation during the start up phase of our TL Program to ensure the smooth operation of all project components. Once the program is running smoothly, we can begin to determine the effect of our efforts on TLs, teachers, and students. The following 2 tables list our initial monitoring questions and their data sources. These questions will be expanded after project startup.

**How Much Did We Do?**

<i><b>Monitoring Questions</b></i>	<i><b>Data Sources</b></i>
Did we clearly advertise all TL positions?	Teacher Survey (annual)
Did we hire all TL positions?	HR reports
What % of teachers in our district has held at least 1 TL role?	HR reports
Who completed building-based and district level PD?	Attendance logs
How often did Professional Partners meet with new teachers?	Teacher Leader logs (collected monthly)
How many TLs provided PD?	Teacher Leader logs (collected monthly)
How many classroom observations did TLs make?	Teacher Leader logs (collected monthly)
How many follow-up consultations did TLs make?	Teacher Leader logs (collected monthly)

**How Well Did We Do It?**

<i><b>Monitoring Questions</b></i>	<i><b>Data Sources</b></i>
What % of teachers stay in the district beyond the 1 <sup>st</sup> and 2 <sup>nd</sup> year?	HR reports
Do TLs stay in their roles?	HR reports
Did TL's receive the support that they needed to carry out their job description?	TL survey (2x year)
Were teachers satisfied with TL support?	Teacher survey (2x year)
Were new teachers satisfied with their mentoring support?	Teacher survey (2x year)

While our initial focus will be on implementation to ensure the project operates smoothly, evaluation efforts will ultimately help us document changes in systems as well as changes in teacher leaders, teachers, and student learning. With our outcome data we will be able answer the following questions:

**Is Anyone Better Off?**

<i><b>Results Questions</b></i>	<i><b>Data Sources</b></i>
Do TLs feel supported?	TL survey (2x year)
Do TLs feel confident in being able to do their work?	TL survey (2x year)

Are TLs making professional growth?	Continuum of development rubrics Teacher survey (2x year)
Do teachers feel empowered and supported by the TLs?	Teacher survey (2x year) Teacher focus groups (annually)
Can teachers describe how they have improved their practice as result of TL support?	Teacher survey (2x year) Teacher focus groups (annually)
Do teachers believe student achievement is better because of the support received?	Teacher survey (2x year) Teacher focus groups (annually)
Did we increase the # of students proficient in Math and Reading?	Teacher survey (2x year) Teacher focus groups (annually)
Did we increase the # of students who made greater than expected growth?	District & State Assessments
Did we reduce the achievement gap?	District & State Assessments

**Adjusting the TL Program**—While collection of data is an important aspect of the overall evaluation, we are most concerned with how we use our data to adjust TL program performance to improve results for TLs, teachers, and students. During the quarterly meetings of the 28 TLs, the building principals, and the Director of Instruction, the Director of Instruction will present trend data about the TL program to track progress over time for all key measures. He will help the TL group review and reflect on the data through the use of the following 5 questions as the agenda for each meeting:

1. **Who have we targeted** for TL services and support?
2. What are the **outcomes** they were expected to attain?
3. **What do our data tell us** about their success in attaining these outcomes?
4. What **other data** do we need to collect?
5. How will we **adjust our action plan & budget**?

These quarterly monitoring meetings are not about simply reporting data. Instead, they will help the TLs and administrators understand the “story behind the data” so they can reflect on how well current TL strategies are working. Each of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on the most important questions—are Teacher Leaders more effective?; are teachers more effective?; and has student learning improved?

All TL Program reports and data will be posted to the district’s website. One role of the TLs will be to share evaluation information with their buildings and to bring feedback from their buildings back to the larger oversight group. TLs in each building will make presentations about TL Program activities and results to their staff each semester and to their PTOs once each year. The Director of Instruction will provide regular updates to the school board and School Improvement Advisory Committee. Solon will also work with the Iowa Department of Education to share what we have learned with other districts that are planning/implementing TL programs.

Using Part 9 application narrative from Year 1?

No

**Part 9 - Describe the school district’s capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

One benefit of being a small district with only 3 buildings is that full implementation of a program like TLC can happen quickly and efficiently.

**Key Staff**—The 12-member **Leadership Committee (LC)** that guided the development of this plan will serve as the TLC Program advisory committee. The LC consists of parents, teachers, building principals, the Director of Instruction, and the Superintendent. All 3 buildings—Lakeview Elementary, Solon Middle, and Solon High School—are represented by at least 1 parent, 1 teacher and 1 administrator. Beginning in January 2015, the LC will meet monthly to: (1) finalize all TL job descriptions; (2) design “Continuum of Development” rubrics for each of our 6 TL roles; (3) prepare TL application materials, interview questions, and processes; (4) develop and post TL materials to the district website; (5) design the building TL program presentations; and (6) interview and hire the 3 TL Review Committee members. Once the 3 TL Review Committee members have been chosen, they will take the lead in the screening, interview and hiring process of the remaining 25 TLs. When fully staffed, our TL Program team will consist of 28 TLs—1 **Mentor Coach**, 3 **Instructional Coaches** (1 per building), 14 **Professional Partners**, 7 **Model Classroom Teachers**, and 3 **TL Review Committee** members. All 28 TLs will meet as a team with building principals and the Director of Instruction 4 times a year to monitor and adjust program activities. Throughout the year, our **Superintendent** will spend 10% of his time supporting the TL Program. Our **Director of Instruction** will spend 50% of his time working with the TLs and building administrators to develop comprehensive school improvement plans with clear PD action steps. He will also work with the TLs in each building to ensure all PD is delivered consistently and superbly well.

**Capacity to Implement**—Solon has a strong history of implementing major initiatives successfully. To finish the rollout of our innovative K-12 standards-based learning system, we recently completed a 2-year phased implementation of standards-based grading (SBG) at the middle and high school level. Solon is among the first in the state to use SBG in grades 6-12. Though not without its difficulties, the successful rollout of SBG in all grades K-12 demonstrates Solon’s ability to manage challenging initiatives. A Task Force led the development and implementation of SBG. This Task Force—driven by Teacher Leaders—helped our district identify implementation concerns along with solutions to the identified problems. This process resulted in successful district wide use of SBG. Solon’s 28 TLs will play a similar lead role in the monitoring and implementation of the new TL program to help ensure its success.

As part of the planning process we have already developed basic **job descriptions** for the 5 different TL roles. Our HR Department will assist with all aspects of recruitment and hiring, including finalizing all TL job descriptions. HR will also post the TL program information to our district’s website and will use “TalentED Recruit & Hire” software to streamline the application and hiring process. Our Payroll Department will ensure TLs receive appropriate compensation.

We have ample **space** in schools to house our TLs. With 71% approval, Solon recently passed a bond issue to fund a new middle school and performing arts center. Our new space, coupled with existing space, provides excellent facilities to support our TLs and host all professional learning. Additional training facilities are available through the Grant Wood AEA. Our district will contribute all of the space, utilities, supplies, technology, and training materials for the TL Program.

**Sustainability**—We are in an excellent position to sustain and expand our TL program. Thanks to our reputation for high quality learning experiences, our district continues to increase its enrollment. With increased enrollment comes increased funding, part of which can be used to support TL activities. The success of our recent bond issue demonstrates that the residents in our attendance area are strong supporters of our educational efforts and are willing to show their support both in terms of time donated as well as their financial commitment.

Solon loses very few teachers each year. Last year only 3 teachers left the district, and one of these was due to retirement. Because of our K-12 standards-based education system (that includes K-12 standards-based grading), teachers who choose to work in our district have a clear understanding of the system they are joining—very few districts in the US employ standards-based grading at all levels. Consequently, our K-12 team of teachers and administrators shares a very clear vision for learning. Because Solon’s approach is so well defined, we find that teachers who come to Solon actually stay in Solon for long periods of time. This commitment of teachers and administrators to a standards-based learning and assessment process helps ensure that those we train and support through the TL program are likely to work in Solon for many years to come.

With funding from the Iowa DE, Solon will create and implement a comprehensive TL program that provides a high level of organization and support for all TL positions. We believe a highly organized TL program—a program that provides quality training and support for all TLs—will help us sustain the successful aspects of the entire TL effort. Solon will move **from** a district with no paid TL positions **to** a program which:

- Encourages all teachers to lead;

- Employs a rigorous selection process;
- Trains and supports every TL;
- Facilitates collaboration among all 28 TLs;
- Uses data to continuously improve implementation; and
- Collects and shares data about the impact of all TL positions on teachers and students.

## Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

*To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.*

<b>Certified Enrollment Number</b>	1258.7
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$388,711.73
<b>Total Allocation</b>	\$388,711.73

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$5,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$56,894.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$320,000.00
Amount used to provide professional development related to the leadership pathways.	\$6,817.73
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$388,711.73</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$388,711.73

*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

Using Part 10 application narrative from Year 1? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Solon will receive \$390,197 in funding for its TLC program. The following table lists the amount to bring salaries to \$33,500 as well as budget information for all 6 TL roles including the number of TLs serving in each role, their salary and benefits, and their stipend for the TL role.

A. Item	B. # of TLs in each role	C. Stipend amount per person	D. Supplement w/ benefits	E. Time for those not providing direct instruction	F. Total Cost for all TLs
1. Amount to bring salaries to \$33,500	-	-	-	-	\$5,000
2. Instructional Coach	3	\$5,000	\$17,487	\$240,000	\$257,487
3. Mentor Coach	1	\$5,000	\$5,829	\$80,000	\$85,829
4. Model Teacher	7	\$1,500	\$12,243	-	\$12,243
5. Professional Partner	14	\$1,200	\$19,586	-	\$19,586
6. Review Committee	3	\$500	\$1,749	-	\$1,749
7. Professional Development	-	-	-	-	\$6,817
	28		<b>\$56,894</b>	<b>\$320,000</b>	<b>\$388,711</b>
	Enrollment				
	<b>1258.7</b>	X	<b>\$308.82</b>	=	<b>\$388,711</b>

Only \$5,000 is needed to raise the minimum salary of all teachers in our district to \$33,500 (Row 1).

Column B lists the number of TLs for each role (N = 28), while Column C shows the salary supplement each TL will receive. We will spend a total of \$56,894 on salary supplements (including benefits on these supplements) for the 28 TLs (Column D). 4 of the 28 TL positions will be full-time positions, and these 4 TLs will not provide any direct classroom instruction. We have budgeted \$320,000 to cover the cost of salaries and benefits to cover the cost of teachers who are out of their classrooms (Column E).

We have budgeted \$6,817.73 (Row 7) to help support the costs of TL professional development. We spend significantly more on PD for teachers every year and we will contribute this additional amount to the project. We anticipate the district will use an additional \$65,000 of general and categorical funds to support professional development next year, \$10,000 of which will be dedicated to teacher leaders. Our district implemented PLCs in 2010 and, to date, 40% of our teachers have completed a multiple-day PLC training (in Iowa, Minnesota or Missouri) provided by Solution Tree. We will plan to send an additional 10 teachers to Solution Tree's PLC Institute in 2015.

We are not asking to use TLC funds for any other expenses besides the ones listed in the table above. Approval for other expenses from the Iowa DE is not necessary.

## Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

**Minimum Salary** The school district will have a minimum salary of \$33,500 for all full-time teachers.  Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes