



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

137516 - South Central Calhoun Teacher Leadership Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: South Central Calhoun Community School District

Organization Type: K-12 Education

DUNS:

Organization Website:

<http://www.southern-cal.k12.ia.us/>

Address:

709 West Main

Lake City

Iowa

51449

City

State/Province

Postal Code/Zip

Phone:

712-464-7210

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Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Jeff Kruse

Title

Superintendent

Organization

South Central Calhoun Community School District

If you are an individual, please provide your First and Last Name.

Address

1000 Tonawanda Avenue

City/State/Zip*

Rockwell City

Iowa

50579

City

State

Zip

Telephone Number

712-297-7341

E-Mail

jkruse@scc.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name

Carol Collins

Title

Business Manager

Organization

South Central Calhoun Community School District

Address

1000 Tonawanda Avenue

City/State/Zip

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E-Mail	ccollins@scc.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Calhoun County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	5
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	10
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

Not Applicable

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Jeff Kruse

Title of Person Submitting Certification

Superintendent

Recipient Information

District	South Central Calhoun Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	13-6091
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Jeff Kruse
Telephone Number	712-297-7341
E-mail Address	jkruise@scc.k12.ia.us
Street Address	1000 Tonawanda Avenue
City	Rockwell City
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50579

TLC Application Contact

Honorific	Ms.
Name of TLC Contact	Marleta Smith
Telephone Number	712-297-8621
E-mail Address	msmith@scc.k12.ia.us
Street Address	330 Brower Street
City	Rockwell City
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50579

Demographic Profile

October 2014 Certified Enrollment	905
October 2014 Free/ Reduced Lunch %	39
AEA Number	8
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

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)

South Central Calhoun is comprised of 900 students and located in a rural setting. Last year was the first full year of consolidation between Rockwell City-Lytton and Southern Cal Districts. SCC CSD has a shared superintendent, 3 principals, 83 teachers, with approximately 35% of students qualifying for F/R lunch rates. The district has a difficult time finding quality applicants for open positions. The district currently has a mentoring program for initial teachers; however, does not have a program for seasoned teachers new to the district. The TLC plan will help with recruiting quality applicants to the district. The plan will provide the means to offer more support for initial teachers, retain quality teachers, and improve teaching and learning.

Process

A committee began learning about the TLC program. They contacted other districts, read sample plans, discussed the various models attended workshops, and shared their learning with their building staff. After surveying the staff, the majority (84%) was in agreement to continue the TLC application process, and 91% showed interest in holding a leadership position in some capacity.

District TLC goals

1. Provide effective mentoring and induction for teachers new to the profession and new to the district.
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district, and with surrounding districts.
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.
5. Equip teacher leaders with the skills to help all teachers:
 - align district curriculum and instruction with Common Core, enhanced by the integration of technology
 - implement a multi-tier system of support
 - use data to make instructional decisions
 - create a positive learning culture
 - engage the community in our school

Connection to Existing Initiatives

The TLC plan will support seven existing initiatives: Core Curriculum, Concept-Based Instruction, Cognitively Guided Instruction, Olweus Bullying Prevention Program, Love and Logic, Multi-Tier System of Supports, and Early Literacy Initiative. The TLC plan help support new initiatives that are needed to improve student achievement.

Plan for New Teachers

The goal of the SCC district's Mentoring and Induction plan is to provide effective mentoring and induction for teachers new to the profession and new to the district. This goal aligns with the state TLC goal: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Teacher Leadership Roles

All three buildings will have an Instructional Coach who will oversee implementation of the teacher leadership system and serve as the liaison between teacher leaders and the administration, support teachers in the implementation of effective instructional practices, and coordinate the work of team leaders and mentor responsibilities. Each building will also have 4 team leaders and up to 5 team members per team. The Core Curriculum team will ensure the district curriculum is aligned with core and help plan professional development. The Community Connection Celebration team will be intentional in engaging the communities and the school in a positive relationship. The Climate Culture Conduct Character team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students and ensure students have appropriate learning supports. The Assessment for Learning team gathers student assessment data and ensures students are supported through MTSS. The Mentoring and Induction team will mentor and support teachers new to the profession and the district.

Rigorous Selection Process

A selection committee composed of administrators and teachers, will accept applications, screen candidates, conduct interviews, and make recommendations for assignment and reassignment of teacher leadership roles to the superintendent regarding the final selection of candidates. Teachers applying for all leadership positions must have at least three years of experience and one year of experience in the district. SCC leadership positions include: 3

Instructional Coaches, 12 Team Leaders, and team members and mentors as needed annually.

Professional Development (PD)

SCC CSD has designed teacher leadership positions that will improve the district’s current professional development program and align with the Iowa Professional Development Model.

Evaluation Plan

The TLC plan identifies short-term and long-term measures of effectiveness. The 3 Instructional Coaches and principals will collect and analyze data from the short and long term measures, at a minimum, quarterly. The analysis of the data will be used to monitor the implementation and effectiveness of the TLC plan for necessary adjustments and revisions.

Capacity and Sustainability

Teachers chose to wait until consolidation was complete so that sufficient time and effort could be contributed to the planning process. With a systematic plan, the TLC implementation will support a cohesive effort to improve teaching and learning. SCC has a high percentage of support from staff with 84% expressing a belief that the TLC plan would improve student learning, and 91% indicating that they intend to participate in a leadership position.

Budget

The TLC plan can help SCC reach the goals by creating a clear and quality framework to guide staff in improving teaching and learning. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals met.

Funds will be used to compensate teachers for their leadership roles and professional development for teacher leaders to be successful in new roles.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **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).

Deciding to Apply

In the fall of 2014, a small committee began learning about the vision, goals, and best practices with teacher leadership. They contacted year-one and year-two districts, read sample plans, and discussed the various models.

The committee shared their learning with their building staff. In March, the superintendent also gave a presentation during professional development. The staff was unable to give a decisive answer on whether to continue the TLC process. They requested more information and wanted to see what the plan would look like in the South Central Calhoun District. The staff did seem to agree on creating a plan specific to the district, rather than using Model One or Model Two.

Educating Staff, Choosing a Vision, and Creating a Plan

A TLC Planning Team was appointed, comprised of all administrators and an elementary teacher, a middle school teacher, and a high school teacher to represent each building. Planning grant funds were used to pay for substitutes and travel expense for the team to attend a technical assistance workshop in April of 2015. This was a pivotal point at which time the Team was able to envision how TLC could look in the district. The AEA disseminated the information, provided groups with planning documents, and supported us as we began discussions about how we might be able to make this process work for our district. We started with brainstorming ideas and ways we could improve teaching and learning. Through feedback from the AEA, and talking with other school leaders and our TLC team, we came up with a general structure of how we could create a system that might work for SCC.

More Staff Education

From that point, the TLC Planning Team felt more confident about how the process would be successful for our school. Three teachers from the Planning Team, which included one from each building, decided they would present the information to the staff describing what TLC is about, how it could look in our district, and the general overview.

They gave a powerpoint presentation to all staff in each building and answered questions. The teacher leader roles for instructional coaches, team leaders, and team members were all outlined. The staff took a survey seeking their buy-in for submitting a TLC application and their interest in becoming a teacher leader. The survey also provided staff a means for expressing concerns, and questions. The majority of the staff (84%) was in agreement to continue the TLC application process, and 91% of the staff showed interest in holding a leadership position in some capacity. The next step was to start talking with other districts who wrote a plan and whose plan was accepted as well as examine some of the exemplars that were published online from the state website. By gathering many resources, the team of teachers and administrators started tackling the task of composing the plan.

Writing the Grant

The team met during the summer to work collaboratively on each part of the plan. One of the questions on the survey asked staff if they would be willing to assist with the plan, so the team contacted those staff members to read and revise the work before submitting to the state. Teachers who engaged in this summer work were paid for their time with Planning Grant funds. Being able to do this work during the summer contributed to the quality of the plan. The plan was submitted to AEA Coaching Coordinator Jaymie Randel for feedback.

Stakeholder Groups

The draft was presented to stakeholder groups for their input. The TLC Leadership Committee presented information about TLC as well as the district's plan to a group that included three non-employee parents, four community members, and seven Board members at a school board meeting in July. The response was very positive as those present were supportive both of improving teaching and compensating teachers for their leadership roles. One parent "It was interesting to learn of what your goals are." Another community member who is both a retired teacher and a grandparent of students in the district stated, "The plan has the potential to improve teaching practices and student learning."

Next, the draft was presented to the Comprehensive School Improvement Committee at their annual meeting in August. There were two teachers, four administrators, two Board members, two students, and four parents in attendance. Marleta Smith and Becky Davis, teachers, presented a draft of the district's TLC application. Committee members asked questions about the intent of the plan and about teachers' reaction to it. Jill Birks, a parent, was particularly enthusiastic about the potential for the TLC plan to better align curriculum instruction vertically. School board member Judy Hungate liked the collaborative nature of the plan stating, "It sounds like this could help with the left hand knowing what the right hand's doing from grade to grade, and I think it's an excellent idea." Based on their

input, the TLC Leadership Committee revised the plan for clarity and to better define the connection between TLC and CSIP goals.

The revised draft was then presented to all teachers for questions, comments, and feedback at a district-wide staff meeting in August. A follow-up survey was given to ensure that the teaching staff as a whole understood and was supportive of the district's TLC plan. A majority of the staff (84%) was in agreement to continue the TLC application process, and 91% of the staff showed interest in holding a leadership position in some capacity. Staff support combined with the support demonstrated by parents and board members, gave the TLC Leadership Committee confidence that there is a high degree of commitment for implementing this plan.

Narrative

Using Part 2 application narrative from previous submission? **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.

Deciding to Apply

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Using Part 3 application narrative from previous submission? 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)

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, we determined that six teacher leadership roles would be a part of our plan. The roles are 1) Instructional Coach, 2) Core Curriculum Team (C2), 3) Community Connection Celebration Team (C3), 4) Climate Culture Conduct Character Team (C4), 5) Assessment for Learning Team, and 6) Mentoring and Induction Team.

The six teacher leader roles will support the following South Central Calhoun CSD initiatives:

1. **Core Curriculum--** Teachers have been trained on Core Curriculum standards and worked to meet those expectations. Staff participated in a consortium with area districts unpacking the ELA and Mathematics standards. To make certain the teachers are teaching to the Core, the plan is to create a team that will develop a framework to collect and analyze data on how teaching practices currently align with the core. After collecting data, the Core Curriculum Team along with the Instructional Coaches will evaluate the intended and taught curriculum to help make decisions on future instructional practices. Dissemination of data will help fill the gaps in the curriculum.
2. **Concept-Based Instruction--** Middle and high school teachers have attended training and have been writing units of instruction that are based on Core Curriculum standards. With the help of AEA, teachers have written at least two units and have been evaluated on those units from administration or AEA leaders. The Core Curriculum Team and Instructional Coaches will be able to assist teachers in collaborating, brainstorming, and gathering resources to utilize either during the unit writing or implementation stage.
3. **Cognitive-Guided Instruction--** Elementary teachers have completed three years of training in this approach to teaching mathematics. Instructional Coaches will help teachers sustain implementation with fidelity. The Assessment Team will monitor student achievement data related to mathematics and identify needs for instructional changes. The Core Curriculum Team will ensure that CGI is implemented in alignment with Iowa Core. Mentors will support teachers new to the building who are not trained in CGI.
4. **The Olweus Bullying Prevention Program--** This anti-bullying program has been in its first year of operation at the middle school level. The high school has a group of teachers who are currently in training to help with the delivery of the program this fall. The Climate Culture Conduct Character Team and Instructional Coaches will support the execution of the program in both the middle and high schools.
5. **Love and Logic--** Preschool and elementary teachers and associates participate in ongoing training and review of the principles of Love & Logic as an approach to classroom management, character development, and the climate of the learning environment. Instructional Coaches will provide support for the implementation of Love & Logic techniques across instructional settings. The Climate Culture Conduct Character Team will collect and evaluate data relative to the effectiveness of the program. Mentors will support teachers new to the building who are not trained in Love & Logic.
6. **The Assessment for Learning Team** will gather and analyze building-wide assessment data, assign students to interventions within the MTSS, and provide resources to the classroom teachers for interventions within the MTSS. The Assessment for Learning Team and Instructional Coaches will support all teachers in the delivery and progress monitoring.
7. **The Assessment for Learning Team, Core Curriculum Team, and elementary Instructional Coach** will ensure that the requirements of ELI (Early Literacy Initiative) are met with fidelity, resulting in positive results for students. Through their leadership, teachers will gain fresh ideas and suggestions to improve instruction based on current FAST/IGDI assessment data. One of our district goals is that all students will read at high levels, and this type of teacher collaboration will help strengthen core instruction. For example, common practices around comprehension or fluency strategies can maximize learning for all students, no matter where they fall along the achievement spectrum.

Using Part 4 application narrative from previous submission? **No**

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)

The goal of the South Central Calhoun district's Mentoring and Induction plan is to provide effective mentoring and induction for teachers new to the profession and new to the district. This goal aligns with the state TLC goal: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

The short term measures for monitoring progress of the plan:

- * creation of application for mentor teacher
- * hiring of mentors
- * log of weekly meetings with mentee
- * list of suggested topics for discussion for use by mentors and mentees

The long term measures for monitoring impact of the plan:

- * annual mentor/mentee survey
- * teacher retention data
- * license conversion within two years data
- * annual evaluation of mentor by administrators

Mentors will be selected based on their understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. Mentors must show evidence of a willingness to engage in ongoing learning and ability to lead others.

The new SCC's Mentoring and Induction plan will support staff who are new to the profession and new to the district by providing a mentor to help disseminate information regarding current school initiatives, policies, housekeeping tasks, and teacher leadership opportunities. Mentors will demonstrate effective classroom instruction for mentees, facilitate learning conversations, and assist initial teachers with planning.

The new Mentoring and Induction program emerged from studying the current program and interviewing past and current mentees and mentors to identify positives and negatives.

Current Mentoring Plan

The district follows the mentoring program it created and had approved by the Department of Education. Mentors are selected based on National Certification or content area in relation to the newly hired staff member. Teachers are generally approached to be mentors rather than going through an intentional application process. Mentors meet with new teachers weekly within the contract day. Principals are to meet with new teachers and their mentors each semester to have discussions, provide support, coach teachers toward mastery of the Iowa Teaching Standards, and help overcome obstacles if issues arise. New teachers are required to observe other teachers to be exposed to a variety of teaching styles and strategies. Mentor teachers observe their new teacher, at a minimum, once a semester to discuss teaching practices and provide feedback. The new teachers are also observed by the principal and follow the guidelines as identified in the master contract with pre-observation and post-observation discussions. At the end of the second year, teachers on an initial license are required to demonstrate mastery of the eight teaching standards.

Problems with the Current Plan

Through interviews the following concerns were identified:

- No orientation of tenured teachers new to the district or building: in the past, new staff members had to be proactive in learning the systems and policies of the building and district
- No guideline for scheduling observations and conversations
- No guideline for focusing the conversations between mentors and mentees
- No consistency in implementation between buildings
- No evaluations of the effectiveness of the program

New Mentoring Plan

The TLC plan includes a Mentoring and Induction Team with assistance from the building Instructional Coach. The Team is responsible for implementing the improvements to the program, evaluating its effectiveness, and making adjustments to the plan. Implementing an application process will ensure that mentors will be a good fit for mentees. This Team will also provide a structure of execution of the Mentoring program, including talking points between the mentor and mentee during their weekly meetings. With a structure in place, teachers will be proactive and prepare appropriately for important tasks or dates, like conferences, midterms, or submitting end of quarter or semester grades. This will create an atmosphere of a support to mentees and create a reflective environment in pursuit of

excellence in the classroom.

Including experienced teachers new to the district or building, the mentoring plan will provide a systematic approach to welcoming them and supporting them as they complete the new school year.

Mentor Teacher Leaders will mentor and support teachers new to the profession and the district. The following are the duties and responsibilities of the team leader and Mentoring and Induction Team:

- Create new staff welcome wagon
- Demonstrate effective classroom instruction
- Facilitate learning conversations
- Assist initial teachers with planning
- Collaborate with school administrators and Instructional Coaches to address instructional issues and ensure alignment of the Mentoring Program throughout the district
- Evaluate and make revisions to district mentoring plan

Mentor positions will be posted as needed with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment.

The TLC Committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Mentor will be evaluated annually based on mentee/peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

Narrative

Using Part 5 application narrative from previous submission? **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.

Part 5: Teacher Leadership Roles

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, South Central Calhoun determined that six teacher leadership roles would be a part of our plan.

Instructional Coach (one at each building)

- 100% Instructional Coach
- 8 days extended contract, \$2000 yearly stipend¹

Role Summary

Duties/Responsibilities

The IC will oversee implementation of the teacher leadership system and serve as the liaison between teacher leaders and the administrative team

The IC will support teachers in the implementation of effective instructional practices

The IC will coordinate the work of team leaders and mentor responsibilities

- Analyze data
- Communicate with team leaders about the data
- Use a systematic approach to improve teaching and learning which may include finding MTSS resources
- Find and provide research-based teaching strategies
- Promote effective instruction
- Collaborate with administration and team leaders to promote communication
- Support technology integration into teaching and learning
- Provide resources for teachers as needed
- Help facilitate STEAM in the classrooms
- Assist teachers in planning and implementing Career Development Plans
- Help create Peer Review groups
- Facilitate peer observation
- Enhance collaboration among teachers by attending grade-level/department meetings and TLC team meetings
- Coordinate team leader responsibilities
- Oversee building mentoring program
- Ensure and enhance communication with school leaders by attending administrative meetings
- Help develop and review district mentoring plan

C2: Core Curriculum

3 Leadership Roles, one per building,
5 team members per building

- 1 leader per building, 4 days extended contract, \$1,000 stipend
- 5 team members per building, 2 days extended contract, \$500 stipend¹

Role Summary

Duties/Responsibilities

This team will ensure the district curriculum is aligned with core

Team Leader: Meet with ICs to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Help make decisions on Professional Development
- Help with implementation of PD
- Receive feedback from teachers regarding PD
- Review the Core/Align curriculum with Core
- Work on C-Plan with Administrators
- Create a framework to collect data and evaluate the intended, taught, and assessed curriculum
- Disseminate data to teachers to fill the gaps
- Ensure implementation of Cognitive Guided Instruction (CGI) with fidelity
- Ensure implementation of Concept-Based Instruction (CBI) with fidelity

C3: Community, Connection, Celebration
3 Leadership Roles, one per building
5 team members per building

- 1 leader per building, 4 days extended contract, \$1,000 stipend¹
- 5 team members per building, 2 days extended contract, \$500 stipend¹

Role Summary

Duties/Responsibilities

This team will be intentional about engaging the communities and the school in a positive relationship

Team Leader: Meet with ICs to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Prepare and write articles to share with the local media outlets
- Monitor and utilize social media, ie. the school facebook page, to promote the community and school interactions
- Organize assemblies relating to community and home involvement at school
- Organize community night at the school
- Organize community involvement activities and field trips
- Create ambassador program in each building for teachers and/or new to the district

C4: Climate, Culture, Conduct, Character
3 Leadership Roles, one per building
5 team members per building

- One leader per building, 4 days extended contract, \$1,000 stipend¹
- Five team members per building, 2 days extended contract, \$500 stipend¹

Role Summary

Duties/Responsibilities

This team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students. They will ensure that students have appropriate learning supports

Team Leader: Meet with ICs to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Implement Olweus Anti-Bullying Program
- Execution of Love and Logic philosophy
- Monitor student attendance, office referral, extra-curricular/co-curricular participation
- Organize staff social gatherings
- Help administrators with dropout prevention plan
- Help identify and develop a plan to address any climate, culture, conduct, and character issues that arise

Assessment for Learning

3 Leadership Roles, one per building

5 team members per building

- One leader per building, 4 days extended contract, \$1,000 stipend¹
- Five team members per building, 2 days extended contract, \$500 stipend¹

Role Summary

Duties/Responsibilities

This team gathers student assessment data and ensures that students are supported through MTSS

Team Leader: Meet with ICs to disseminate information to and from the team. The team leader will also set meeting times, write the agendas, and conduct the meetings

- Gather and analyze building-wide assessments
- Create MTSS for learners of all abilities
- Assign students to interventions within the MTSS
- Provide resources to the classroom teacher for MTSS
- Review progress monitoring data

Mentoring and Induction

- As needed
- New to the district with initial license requires two-six semesters
- New to the district with standard license requires one semester
- 2 days extended contract, \$500 per semester¹

Role Summary

Duties/Responsibilities

Mentor Teachers will mentor and support teachers new to the profession and the district

- Create new staff welcome wagon
- Demonstrate effective classroom instruction.
- Facilitate learning conversations.
- Assist initial teachers with planning.
- Collaborate with school administrators and colleagues to address instructional issues.
- Evaluate and make revisions to district mentoring plan

Using Part 6 application narrative from previous submission? **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.

A selection committee composed of administrators and teachers, will accept applications, screen for potential candidates, conduct interviews, and make recommendations for assignment and reassignment of teacher leadership roles to the superintendent regarding the final selection of candidates. Teachers applying for all leadership positions must have at least three years of experience and one year of experience in the district. South Central Calhoun leadership positions include: three Instructional Coaches, 12 Team Leaders, and team members and mentors as needed annually.

Instructional Coach

For the teacher leadership program to be successful, it is of primary importance to fill the Instructional Coach positions with teachers who demonstrate strong teaching practices and habits of reflection, deep understanding of the Core Curriculum, commitment to ongoing professional growth, desire to serve as a leader, and willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them.

The three Instructional Coach positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment.

Candidates will be asked to submit a resume. Resumes will be screened for evidence that individuals have continued their growth as professionals and sought out leadership opportunities in the past. The selection committee will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidates will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication skills and understand their philosophy as educators and leaders. The aim is to ensure that they have a strong teaching pedagogy, are reflective practitioners, and understand the essential skills of teacher leaders, including collaboration, relationship building, and being positive voices for change while working with resistance to that change.

Candidates will either submit a video of their teaching practices or select a time to be observed by a member of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, the selection committee will look to see that candidates can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.

The candidates will also be asked to submit letters of reference from two colleagues with whom he/she has worked.

Here, the selection committee will look for evidence of how the candidates have collaborated with other professionals to improve teaching practices, give and accept feedback, and communicate effectively.

Finally, candidates will be asked to attend an interview. The purpose of the interview will be to meet and discuss the candidate's teaching practices, how the teacher has sought to grow as an educator, and understand the candidate as a leader.

Following this process, the selection committee will choose one teacher from each building to serve in the capacity of Instructional Coach. The Instructional Coach will be evaluated annually by a team of administrators and will be based on peer feedback on the effectiveness of the Instructional Coach duties and fulfillment of responsibilities as listed in the job description.

Team Leader

The Team Leader positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to the Team for which the teacher is applying. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Team Leader will be evaluated annually based on peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

Team Member

The Team Member positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to collaborate with others. The Team Member will be evaluated annually based on peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

Mentors

Mentor positions will be posted. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. The selection committee will accept written applications. Application questions will be designed to gain insight into the teacher's depth of understanding of the Iowa Teaching Standards, Common Core content and practices, Iowa Professional Development Model, and other specific topics as they pertain to mentoring. The selection committee will look for evidence of a willingness to engage in ongoing learning and ability to lead others. The Mentor will be evaluated annually based on mentee/peer feedback on the effectiveness of the duties and fulfillment of responsibilities as listed in the job description.

All positions require annual application.

Narrative

Using Part 7 application narrative from previous submission? **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.](#)

South Central Calhoun School District has designed teacher leadership positions that will improve the district's current professional development program and align with the Iowa Professional Development Model. SCC leadership positions include: three Instructional Coaches, 12 Team Leaders, and team members and mentors as needed annually. The teams are 1) Instructional Coach, 2) Core Curriculum Team (C2), 3) Community Connection Celebration Team (C3), 4) Climate Culture Conduct Character Team (C4), 5) Assessment for Learning Team, and 6) Mentoring and Induction Team.

Iowa Professional Development Model Component	TLC Plan
Establish a Professional Development Leadership Team	Instructional Coaches and the Team Leaders, along with the administrators, will serve as the district's PD Leadership Team. The coaches and leaders will solicit input and feedback from teachers concerning professional development.
Collect and Analyze Student Data	The Assessment for Learning and C4 Team will monitor student achievement data at the building and district levels. Input will be given to the PD Leadership Team.
Goal Setting and Student Learning	The PD Leadership Team will set measurable goals for professional development that reflect improved teacher practices and student learning.
Selecting Content	As part of the PD Leadership Team, the C2 Team Leaders will ensure that the content selected is supportive of Iowa Core and reflects evidence-based practices.
Designing Processes	The PD Leadership Team will formulate plans for the delivery of the training, the practice of new teaching techniques, and the provision of coaching and feedback.
Providing Training and Learning Opportunities	The PD Leadership Team will access appropriate resources, including AEA consultants, digital sources, community resources, and in-house experts, for the delivery of content.
Collaboration	Instructional Coaches and administrators will ensure that time is allocated for collaboration and implementation so that new training and learning is translated to classroom practices. Instructional Coaches will provide additional demonstration, feedback, and resources as needed.
Implementation	
Formal Evaluation	The PD Leadership Team will evaluate the effectiveness of each professional development event through the collection of implementation data (provided by teachers) and observation data (provided by Instructional Coaches).
Summative Program Evaluation	The PD Leadership Team will evaluate the effectiveness of the district's annual PD program by reviewing student achievement data to determine if changes in teaching practices translated into improved learning. The leaders of the building Assessment for Learning Team will provide and help analyze this data.
Developing Individual Teacher Professional Development Plans	Instructional Coaches will assist teachers in the development of individual plans that reflect the goals of the district plan. They will support teachers in executing their plans by helping teachers access resources and providing feedback as appropriate.

Using Part 8 application narrative from previous submission? **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.

The mission of the South Central Calhoun School District is to partner with our communities to provide an environment rich with opportunities that challenge every student to master skills and understandings which will transfer into a successful future.

SCC Goals:

1. All PK-12 students will achieve at their maximum potential in reading in order to be college and/or career ready.
2. All PK-12 students will achieve at their maximum potential in math in order to be college and/or career ready.
3. All PK-12 students will achieve at their maximum potential in science in order to be college and/or career ready.
4. All PK-12 students will use technology to collaborate, communicate, and create.
5. All PK-12 students will feel safe and connected at school and in the community.

The TLC plan can help us reach our goals by creating a clear and quality framework to guide our staff in using best instructional practices. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met.

The three full time Instructional Coaches and the building administrators will collect and analyze data from the short and long term measures, at a minimum, quarterly. The analysis of the data will be used to monitor the implementation and effectiveness of the TLC plan in order to make necessary adjustments and revisions.

District TLC Goal	Short Term Measure	Long Term Measure
1. Provide effective mentoring and induction for teachers new to the profession and new to the district.	<ul style="list-style-type: none"> * creation of application for each leadership position * hiring of mentors * log of weekly meetings with mentee * list of suggested topics for discussion for use by mentors and mentees 	<ul style="list-style-type: none"> * annual mentor/mentee survey * teacher retention data * license conversion within two years data *annual evaluation of mentor by administrators
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.	<ul style="list-style-type: none"> *development of application and implementation of selection process *ensure at least 25% of staff at each building are holding a leadership position 	<ul style="list-style-type: none"> *annual application process for all positions * annual evaluation of Team Leaders and Instructional Coaches by administrators
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district.	<ul style="list-style-type: none"> * building Team Leaders, Instructional Coach, and administrators meet at the beginning of each semester * district Team Leaders, Instructional Coaches, and administrators meet at the beginning of each semester * teacher feedback following each PD event 	<ul style="list-style-type: none"> * teacher survey on the effectiveness of enhanced communication and collaboration * data compiled by the instructional coach on collaborative classroom activities * data compiled by the instructional coach and/or principal on PD effectiveness and sustainability
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.	<ul style="list-style-type: none"> *advertise the leadership opportunities *implement the application for leadership positions 	<ul style="list-style-type: none"> *number of teachers serving in a leadership role will be at least 25% *number of teacher applicants

5. Equip teacher leaders with the skills to help all teachers:

- | | | |
|--|--|--|
| <p>a. align district curriculum and instruction with Common Core, enhanced by the integration of technology</p> | <p>a. Instructional Coaches along with Core Curriculum Team support teachers in implementation of the Common Core standards including the 21st Century Skills</p> | <p>a. Iowa Assessment and MAP data analyzed to find “gaps” in meeting Core Curriculum standards</p> |
| <p>b. implement a multi-level system of support</p> | <p>b. create and utilize MTSS structure with students</p> | <p>b. track proficiency percentages and have reflective conversations about needed improvements in the MTSS process</p> |
| <p>c. use data to make instructional decisions</p> | <p>c. analyze screening data to determine effective teaching practices (MAPS, DIBELS, FAST, STAR)</p> | <p>c. analyze students data to determine annual trends (ACT, graduation rates, Iowa Assessment trends)</p> |
| <p>d. create a positive learning culture</p> | <p>d. identification of positive things that are going well and things to improve using staff and student input</p> | <p>d. survey students annually using the Safe and Connected Survey</p> |
| <p>e. engage the community in our school</p> | <p>e. Community, Connection, Celebration Team notes would track community engagement</p> | <p>e. collect data on community participation in student activities</p> |

Using Part 9 application narrative from previous submission? **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)

Many factors will contribute to the sustainability of South Central Calhoun TLC.

- Timing:** The decision to wait to apply until year three was strategic. The leadership felt that it was important to wait until consolidation was complete so staff could engage in the TLC process as a unified group with sufficient time and effort.
- High percentage of staff support and commitment:** 84% of staff expressed a belief that the TLC plan would improve student learning, and 91% of staff indicated that they intend to participate in a leadership position. This broad base of teacher support will help ensure that TLC is sustained into the future.
- Existing structures that promote teacher leadership:** Prior to the implementation of TLC, teacher leadership opportunities existed at the building and district levels, including C2, C3, C4, and Assessment Teams in one building. The plan builds on existing structures that have been successful to make those roles more systematic.
- History of successful implementation of initiatives:** Our district has taken the approach of focusing on one or two initiatives at a time, sustaining the focus over multiple years and across buildings. For example, the elementary staff committed to the three-year process of becoming trained in Cognitively Guided Instruction (CGI) with a fourth year of follow-up to maintain fidelity to the approach. The middle and high school buildings have been implementing Concept-Based Instruction, using a backward design process to create units connected to Core Curriculum standards. Another example of an initiative that has been successful is the Olweus Anti-Bullying Program. The middle school started training and implementation with success as measured by annual student survey data. The high school will apply this program next. Finally, the district has established procedures for peer review, and this has helped lay the foundation for the culture of shared leadership and collaboration that will propel TLC into the future.
- Incorporation into CSIP process:** TLC goals will be aligned with CSIP goals on an annual basis, and the CSIP Committee will have input into the TLC process.
- Data collection:** Data will be collected and analyzed to evaluate the effectiveness of the TLC plan. This will include student achievement data as our ultimate purpose is to increase student achievement. Using all this data will help monitor the TLC plan and make necessary changes for sustainability.
- Training:** All leaders participating in the TLC plan have appropriate professional development regarding coaching and leadership strategies. This will be done with the help of the AEA as well as staff already employed who may be of assistance in helping to share their knowledge.
- Job duties and responsibilities:** A viable, working system will be created by ensuring that all members know exactly what is expected of them. Responsibilities for sustaining the TLC plan will be formalized and shared among the Board, superintendent, CSIP Committee, teacher leaders, and principals. There will be written job descriptions for each leadership position in order to ensure continuity. These job descriptions, along with all TLC policies and procedures, will be Board approved and become part of the staff handbook.

South Central Calhoun School Board

- Make ultimate decisions regarding the TLC program
- Ask questions to all TLC stakeholders to ensure accountability of all involved
- Provide feedback to improve the TLC system

CSIP Committee

- Ensure alignment between TLC and School Improvement goals
- Ask questions to all TLC stakeholders to ensure accountability of TLC program
- Provide feedback to improve the TLC system

TLC Leadership

Provide vision for the Teacher Leadership Program.

Communicate with stakeholders about the program's success or changes that need to be addressed

- Work with teacher leaders regularly for communication and decision making

Provide assistance to all teachers as needed

- Dialogue with all staff to gather feedback
- Make decisions on what changes may need to be implemented to create a better system
- Annually review the TLC plan and make adjustments as needed

Superintendent and Principals

- Set and maintain vision for the TLC plan
- Provide oversight and accountability for the implementation of the TLC plan
- Monitor and oversee the TLC budget
- Evaluate Teacher Leadership roles

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**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$58,871.92
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).	\$209,380.20
Amount used to provide professional development related to the leadership pathways.	\$660.74

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>	\$14,000.00
Totals	\$282,912.86

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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.

Certified Enrollment Number	904.8
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$282,912.86
Total Allocation	\$282,912.86

Other Budgeted Uses - Description

Item description	Amount budgeted
Estimated Open Enrollment Out funds following students	\$14,000.00
	\$14,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$282,912.86
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from previous application? **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)

The TLC plan can help South Central Calhoun reach our goals by creating a clear and quality framework to guide our staff in using best instructional practices. We believe that by meeting the TLC goals of attracting, retaining, promoting, and rewarding highly effective teachers in order to strengthen instruction, student achievement will increase and our goals will be met.

State TLC Goals

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improve student achievement by strengthening instruction.

District TLC Goals

1. Provide effective mentoring and induction for teachers new to the profession and new to the district.
2. Establish opportunities for teachers to advance to a variety of leadership positions within the district.
3. Enhance communication and collaboration among teachers and between teachers and administration while driving the professional development opportunities throughout the district, and with surrounding districts.
4. Build a broad-base of teacher leaders by creating a model in which every teacher who wishes to participate may do so and be compensated for these efforts.
5. Equip teacher leaders with the skills to help all teachers:
 - align district curriculum and instruction with Common Core, enhanced by the integration of technology
 - implement a multi-level system of support
 - use data to make instructional decisions
 - create a positive learning culture
 - engage the community in our school

SCC CSD already meets the minimum salary requirement of \$33,500.

SCC CSD will use the TLC funds to pay for three Instructional Coach positions. Funds needed to hire these positions are estimated at \$67,461.80 for each full-time teacher salary, totaling \$202,385.40. SCC budgeted a \$2,331.6 stipend (eight extended contract days) per Instructional Coach for additional time to complete job responsibilities and attend meetings. One of the job responsibilities of the Instructional Coach will be to cover classrooms to allow teachers time to observe and collaborate with other teachers in the building. No substitute teacher costs are necessary.

\$49,546.50 will be used to compensate other teachers holding leadership positions. Of that, \$13,989.60 will go to team leaders, which include four extended contract days, and \$35,556.90 will go to team members, which include two extended contract days. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities and attend meetings.

We are budgeting \$9,326.40 for fulfilling the needs of the Mentoring program.

It is necessary to account for differences in Open-Enrollment in and out of our district which may cause amendments to the budget plan. The estimated difference of students enrolling out is 45 which would be a reduction of approximately \$14,000 to the district's TLC funds.

The remaining funds will be available for staff Professional Development and training for Instructional Coaches. This balance will be about \$660.74.

Distributing compensation in this manner will allow SCC CSD to develop leadership opportunities for exemplary educators, improve instructional practices and ultimately increase student achievement.

Teacher Leader Roles	Number of teachers and stipend amounts	Est. funding \$280,000 (costs include: insurance, FICA & IPERS)
Instructional Coach	3 Full Time Employees x \$67,461.80	3= \$202,385.40
The Instructional Coach will oversee implementation of the teacher leadership system and serve as the liaison between teacher leaders and the administrative team. The IC will support teachers in the implementation of effective instructional practices. The IC will coordinate the work of team leaders and mentor responsibilities	3 x 2,000	3= 6994.80 <u>209,380.20</u>
Core Curriculum Team (C2)	1 lead per building x 1,000	3 = 3,497.40
This team will ensure the district curriculum is aligned with core.	5 team per building x 500	15 = 8,888.98 <u>12,386.38</u>
Community Connection Celebration (C3)	1 lead per building x 1,000	3 = 3,497.40
This team will be intentional about engaging the communities and the school in a positive relationship.	5 team per building x 500	15 = 8,888.98 <u>12,386.38</u>
Culture Climate Conduct Character (C4)	1 lead per building x 1000	3 = 3,497.40
This team will promote a positive learning atmosphere by attending to the culture among adults and behavior of students. They will ensure that students have appropriate learning supports.	5 team per building x 500	15 = 8,888.98 <u>12,386.38</u>
Assessment for Learning Team	1 lead per building x 1000	3 = 3,497.40
This team gathers student assessment data and ensures that students are supported through MTSS	5 team per building x 500	15 = 8,888.98 <u>12,386.38</u>
Mentoring and Induction Team	as needed but are budgeting for 8	\$500 per semester
Teachers will mentor and support teachers new to the profession and the district	mentors as an average for a year	Estimating \$9326.40 for the first year
		Total of \$263,588.92
		<u>+\$14,000 (Open enroll out)</u>
		\$282,252.12
		Remain budget for PD - \$660.74