



Application

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

137947 - South Hamilton TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/07/2015 10:36 AM

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## Primary Contact

**AnA User Id** KEN.HOWARD@IOWAID

**First Name\*** Ken Kay Howard  
First Name Middle Name Last Name

**Title:** Superintendent

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**Address:** 315 Division Street

**City\*** Jewell Iowa 50131  
City State/Province Postal Code/Zip

**Phone:\*** 515-827-5410  
Phone Ext.

**Program Area of Interest** Early Literacy Implementation

**Fax:** 515-827-5368

**Agency** Administrative Services, Iowa Department of

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## Organization Information

**Organization Name:** South Hamilton CSD

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:** www.s-hamilton.k12.ia.us

**Address:** 315 Division Street  
Jewell, Iowa 50130

Jewell Iowa 50130  
City State/Province Postal Code/Zip

**Phone:** 515-827-5479  
Ext.

**Fax:** 515-827-5868

**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Ken Howard  
**Title** Superintendent  
**Organization** South Hamilton Schools

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

**Address** 315 Division Street

City/State/Zip\* Jewell Iowa 50130  
City State Zip

**Telephone Number** 515-827-5418

**E-Mail** ken\_howard@s-hamilton.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** Sue Headley  
**Title** Business Manager  
**Organization** South Hamilton Schools

**Address** 315 Division

City/State/Zip Jewell Iowa 50130  
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**Telephone Number** 515-827-5418

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County(ies) Participating, Involved, or Affected by this Proposal	Hamilton 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	24
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	48
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

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

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

None

### Question # 2

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

No

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.

No

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.

Ken Howard

Title of Person Submitting Certification

Superintendent

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## Recipient Information

District

South Hamilton Community School District

Use the drop-down menu to select the district name.

County-District Number 40-6095

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.

Honorific Mr.  
Name of Superintendent Ken Howard  
Telephone Number 515-827-5479  
E-mail Address ken\_howard@s-hamilton.k12.ia.us  
Street Address 315 Division Street  
City Jewell  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 50130

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## TLC Application Contact

Honorific Mr.  
Name of TLC Contact Ken Howard  
Telephone Number 515-827-5479  
E-mail Address ken\_howard@s-hamilton.k12.ia.us  
Street Address 315 Division Street  
City Jewell  
State Iowa  
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Zip Code 50130

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## Demographic Profile

October 2014 Certified Enrollment 663  
October 2014 Free/ Reduced Lunch % 33  
AEA Number 9205

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

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 Hamilton's vision is to prepare students for the world in which they live now and in the future. We use a rigorous curriculum that challenges students and aligns to the Iowa Core. The focus is on the characteristics of effective instruction and ensuring all students receive the skills necessary to be productive citizens. Implementation of a teacher leadership program will help us reach this goal.

Included in the South Hamilton Teacher Leadership plan are six teacher roles. The Instructional Coach will assist career teachers in the delivery, training, implementation, and monitoring of the instructional elements within the South Hamilton Community School District. S/he also supports the instructional leadership of principals and career teachers through consultation, observation, planning and leading professional development. The Technology Integrationist provides training and support to the staff on technology integration, the Iowa Core 21st Century skills, and administrative applications. The integrationist assists with identifying and recommending technology resources. Mentor Teachers will support and help new teachers as they work toward their standard license. Mentor Teachers will work closely with other teacher leaders to provide a variety of learning opportunities for mentees. The Professional Development Facilitator acts as a liaison between the Professional Development Team, Instructional Coach, Technology Integrationist, faculty and administration. S/he is responsible for assisting with the planning and implementation of professional development as determined by the district. Model Teachers will contribute to the professional growth of teachers by allowing others to observe his or her high quality instructional practices. Curriculum Leaders will enhance professional growth in the district through their guidance of vertical curriculum articulation. Curriculum leaders are responsible for facilitating content alignment, assessment, and instruction.

Each leadership position collaborates directly with the Professional Development Team and Building Administrators to enhance the district's professional development plan, respond to the needs of South Hamilton students and teaching staff, and provide leadership opportunities to bolster current initiatives focused on academic improvement.

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 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).

## **Part 1 - Planning Process**

### **Deciding to Apply**

In November 2013, the district received planning funds to begin exploring the TLC plan. The district administration consulted with other districts implementing TLC plans and with Prairie Lakes AEA consultants. In April 2015, the district convened a K-12 planning team of district administrators and four teachers. This team met in conjunction with the Clarion-Goldfield-Dows TLC planning team and an AEA consultant to begin formulating a TLC plan based upon the Comparable Plan Model.

### **Writing a Vision**

The TLC Committee reviewed the district mission and instructional focus to determine how to best align the TLC plan with the state's vision. The committee considered current practices to:

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

The committee drafted a TLC vision and leadership goals and began to identify initial teacher leadership positions to meet those goals.

### **Creating a Plan**

A significant amount of time was spent discussing theoretical and practical plans. Because the district's focus has been on implementing technology and meeting Common Core, the TLC committee identified necessary teacher leadership positions to support those goals.

The TLC committee designated team roles and utilized the TLC Workbook to guide the process. Each part was written and reviewed by the committee. The AEA consultant provided ongoing advice.

### **Educating Staff**

At an in-service conducted April 15, 2015, the TLC committee presented the preliminary plan to the faculty. Each building held a faculty meeting to discuss questions regarding the plan. The TLC committee fielded additional questions during a follow up discussion on May 6th. After further input, it was suggested that the PLC team leaders be changed to Curriculum Leaders to better meet the needs of the district. On the September 2 in-service, the TLC committee presented the completed draft of the plan to the faculty. Comments and suggestions were requested before the final submission in October. One teacher on the follow up survey noted "I think the staff needs more, specific information about the positions being recommended to feel comfortable about applying," Revisions were made based upon input received.

### **Educating Stakeholder Groups**

May 11, 2015 - Representatives of the TLC Committee presented the preliminary plans to the South Hamilton Community School Board. An overview of the TLC plan was also posted on the district website in May.

In September 2015 School Improvement Advisory Committee (SIAC) members were presented an overview of the TLC plan. A parent representative said, "I truly believe most teachers at South Hamilton have long been leaders in school improvement, I guess they will now get a TLC title and a little extra pay."

### **More Staff Education**

Contingent upon receiving the TLC grant, the district plans to send groups of teachers to observe teacher leader systems in other districts on February 22, 2016. Teachers who obtain teacher leader positions will receive further training to prepare them for the upcoming year.

### **Description of Support and Commitment from Teachers**

The K-12 TLC planning team includes four teachers: two high school, one middle school, and one elementary. These teachers formulating the plan are also the education association president, former president, and chief negotiator. Teachers: During Spring 2015, the faculty completed two surveys. The initial survey gained insights into concerns and questions they may have, ascertained what types of help teachers would appreciate, and weighed their buy-in to the plan as it was presented. One hundred percent of the staff expressed optimism that the teacher leadership plan will benefit the district. The results showed that 95% of the staff stated a willingness to participate in a teacher leadership role in some capacity.

A second survey was conducted to gather data about the current mentor and induction program. Approximately 80% of the staff responded, and while two-thirds of the responses were favorable, nearly all revealed that the program was in need of improvement.

**Administrators:** The administration has been 100% on board throughout the entire process. The team has participated fully in every aspect of the grant writing process and has shaped the plan and supported revisions shared by the stakeholders.

**Stakeholders:** Administrators reviewed and discussed the plan with various parent committees and the elementary booster organization. Booster members were enthusiastic about the plan. Community members on the SIAC were also surveyed to garner personal insight and support. Several articles were placed on the school website and the district newsletter to educate the general public. Superintendent Ken Howard stated, "The time when Instructional Leader can be embedded only into a school administrator's job description has passed...all district educators must take a lead role if a school district is to be universally successful!"

#### Writing the Teacher Leadership Compensation Plan

Budget of expenses (planning costs)

TLC Committee Meetings:

Teaching staff salaries - extended days/hours (FY15/16) - \$1,434

Teaching staff benefits - (FY15/16) - \$237

Classroom Substitutes salary and benefits (FY15 only) - \$163

Grant Writing - \$600

Meeting Expenses and Supplies - \$259

Total Planning Expenses - \$2,693

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## 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.

## Part 2 - Vision & Goals

The South Hamilton vision is to prepare students for the world in which they live now and in the future. The district uses a rigorous curriculum that challenges students and aligns to the Iowa Core. Our focus is on the characteristics of effective instruction and ensuring all students receive the skills necessary to become productive citizens. Staff members meet regularly in their curricular or grade alike PLC (Professional Learning Communities) to discuss assessment data, curriculum alignment, intervention and enrichment ideas for students and effective teaching techniques and activities for the classroom.

Attracting and retaining excellent teachers, enhancing student achievement data, addressing individual, building and district professional development needs and developing internal capacity through refinement of the current teacher leadership structure are all goals that the planning team considered in drafting the TLC plan. The district's vision directly aligns with the state's vision for the teacher leadership compensation program including a beginning salary of \$37,530 for FY16.

The state's TLC goals are to:

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

South Hamilton TLC Goals:

**TLC GOAL 1:** To provide a system of support to recruit and support new teachers in addition to promoting exceptional teachers to leadership positions at South Hamilton CSD. Every beginning educator in the first or second year of the profession or new to the district enters into an induction program that addresses personal and professional needs and trains him or her on Iowa's eight teaching standards.

District goal: The district aims to hire and retain highly qualified teachers that embody the district's core values. In addition it aims to have 100% of the beginning teachers successfully complete the requirements for gaining Standard Licensure.

Evaluation of goal:

- Pre/Post Iowa Teaching Standards Self-Assessment (modified from Iowa State University's Student Teaching Observation Rubric)
- Analysis of retention rate over five years
- Teacher Evaluation and Licensure Process
- Survey about the Mentor Program

**TLC GOAL 2:** To expand the district's teacher leadership roles and successfully plan, put in place, and enact the foundational components/processes that will ensure immediate and long lasting success for district's improved teacher leadership model.

District goal: By fall of 2016, we WILL strive to fill all the newly allotted leadership roles within the local TLC system.

The following will be in place for each new position: job descriptions with role functions and criteria for evaluation; completed Individual Teacher Career Development Plan; orientation to the new role; training for TLC staff pertaining to their specific duties and administrators in supporting teacher leaders; and orientation to full staff about the Teacher Leadership System and each of the following positions.

- One PreK-12 Technology Integrationist
- One PreK-12 Instructional Coach
- Two Mentors (PreK-6 and 7-12)
- Four Model Teachers (two PreK-6 and two 7-12)
- Five PreK-6 Curriculum Leaders
- One Curriculum Leader (Grades 7-12)
- One Professional Development Facilitator

Evaluation of Goal:

- Data will show twenty-five percent of faculty participated in the roles identified in the TLC plan

- Data will show 100% of newly created teacher leader roles were filled and each TLC appointee was provided training designed to increase his/her effectiveness in said role.
- Review of Individual Career Development Plan(s)
- Employee Satisfaction Survey
- Exit Interviews

**TLC GOAL 3:** To create a TLC system that encourages collaboration and community while providing teachers with compensation commensurate with responsibilities of the leadership role and additional contract days for professional leadership growth opportunities.

**Evaluation of Goal:**

- Implement a viable TLC plan to engage 100% of the faculty in collaborative learning communities based upon year-end PD survey data.
- A year-end data review will show the district's PLC sessions were more effective and substantive based upon staff survey results

**TLC GOAL 4:** To improve student achievement and the quality of instruction through integrating technology within all aspects of instruction while promoting effective and efficient use of technology by students and staff.

**Evaluation of Goal:**

- Comparison of gains/growth/progress in student achievement based the data derived from several district-wide assessments before the implementation of the TLC plan in 2016-2017 and each subsequent academic year.
- Comparison of results before the implementation of the TLC plan in 2016-2017 and each subsequent academic year derived from the Clarity Technology Survey obtained from students and teachers

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)**

### Part 3 - Key structures, processes and initiatives

The South Hamilton TLC plan will integrate teacher leadership roles into the three primary - prevailing - initiatives and improvement structures. These initiatives and structures work collaboratively to help the district achieve the principal goal of preparing students to meet the challenges of the 21st century world.

#### 1. Iowa Core: Implementation, Assessment, and on-going Amendment

Over the last several years, targeted endeavors, significant time, and substantial finances have been expended in an on-going effort to assist district teachers develop a better understanding of the Iowa Core and how the curriculum elements relate to their teaching context. Teachers have met at grade and subject levels to unpack the standards and examine how content aligns.

**Connect, Support and Strengthen:** A large part of this work will continue through Professional Development.

Curriculum Leaders will be responsible for facilitating content alignment, assessment, and instruction. The Instructional Coach and the Technology Integrationist will work closely with Model Classroom Teachers to ensure their classrooms truly reflect the standards, ideals, and best practices as delineated in the Iowa Core and district-wide initiatives. In addition, the Instructional Coach and Technology Integrationist will collaborate with the PD Facilitator and Curriculum Leaders to provide all teachers with creative, targeted, and effective learning opportunities. They will also offer feedback intended to increase the understanding, implementation, and systematic practices instrumental if the district is to effectively deliver the Core Standards. Mentors will work with beginning teachers to ensure there is understanding and implementation of the Iowa/Common Core; including local systems used to organize and revise the curriculum.

#### 2. 1:1 Technology: Adoption and Implementation K-12

South Hamilton has been a leader in technology integration. For the last five years, students have been issued school-owned computers for which they assume complete responsibility. The 1:1 Technology Initiative has three focuses: integration within the curriculum, academic enrichment, and digital life responsibilities.

**Connect, Support and Strengthen:**

Under the leadership of the Technology Integrationist, students and staff will better use technology in a manner that may be progressively more effective, responsible, productive, and provides connecting members of the local learning community with additional technological opportunities, resources, and direction. All of the proposed TL positions as described above are designed to work collaboratively to implement consistency in our technology initiative.

#### 3. Professional Development Team: Representation and Effectiveness

There are three main structures within the district that provide the framework to facilitate Professional Development. The structures include the District Professional Development Team (PD), the Building Leadership Teams (BLT), and Professional Learning Communities (PLC). Although there is a hierarchical appearance to the framework, the intention is to have information uniformly flow among the teams. As a result, all three tiers influence district decisions regarding professional development.

**Connect, Support and Strengthen:**

These teams and learning communities will have the opportunity to shape and direct the focus of the district's professional development. The PD Facilitator will act as the primary liaison between the Professional Development Team and the Teacher Leaders.

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)**

## **Part 4 - Improving Entry into the Profession**

### **Current Mentoring in our District**

According to data collected from a staff survey, the teachers do not have a particularly favorable opinion of the present mentoring program. For example, the highest favorable response yielded a mere 15%. That was in response to on-going beginning teacher professional development occurring. Currently, mentoring and induction in the district follows the Prairie Lakes AEA structures. The district has been fortunate to utilize highly effective, formally trained local teachers as mentors; however, the program seems to need a structure that is better communicated and more comprehensive. The TLC program will provide this structure as well as appropriate compensation for the mentoring responsibilities.

### **Mentoring Philosophy**

Teaching is one of the few professions where those in entry-level positions have the same workload, must meet the same standards, and have virtually the same expectations as the education veterans. Often this happens with no more training than is received from their undergraduate work. According to research, almost one-third of beginning teachers leave within the first three years. In order to try and stop this trend, we need to have more supports in place for novice teachers.

A formal mentoring program improves not only the practices of novice teachers but also reinforces the practices of the mentors. According to recent studies on mentoring programs, novice teachers felt more supported and were more reflective on their teaching practices. Likewise, the mentors, through coaching the novice teachers, also became more reflective on their own practices and made necessary changes to their teaching techniques.

### **New Requirements for Mentoring**

In an effort to improve entry into the profession and in response to the data derived from the survey, the district will provide opportunities for the following:

- Rigorous mentor selection based on qualities of an effective mentor
- On-going professional development and support for mentors
- Sanctioned time for mentor/teacher interactions
- Intensive and specific guidance moving teachers' practices forward
- Data-driven conversations focused on Iowa Teaching Standards
- On-going beginning teacher professional development
- Clear roles and responsibilities for administrator

Mentor teachers will regularly visit mentees' classrooms to provide highly intensive and personalized coaching. Coaching can take a wide variety of forms: modeling specific instructional strategies, team teaching a lesson, collaborating on lesson planning, reviewing student work, or providing feedback after observing a lesson. Mentor and model teachers will make their classrooms available for new teachers to observe teaching practices. The timeline below specifies the duties of the mentor/mentee partnership.

#### **Timeline for Duties: Year 1**

##### **Summer:**

- Make initial contact with mentee.
- Be available to answer any questions they may have before arriving.

##### **Quarter 1:**

- All mentors, mentees, and administration will meet for one full day prior to the first contract day.
- Be with mentee during all staff meetings and debrief after each.
- Help prepare for the first week with students.
- During the first two weeks of school, the mentor will have daily, informal contact with the mentee.
- One formal meeting will occur each week lasting 45-60 minutes each (before/after school, or during common prep).

Administration will work with both teachers to find time during contract hours.

- Mentor and mentee must attend a school board meeting together.
- Mentor will observe mentee followed by a post-observation meeting using template provided by district.
- Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be facilitated by the administration.

•Mentor and mentee must keep logs to document contact during the year.

Quarter 2:

•Repeat requirements (formal meeting, observations, post-observation meetings, logs)

Quarter 3:

•Repeat requirements (formal meeting, observations, post-observation meetings, logs)

•Guide mentee on development of professional teaching portfolio.

Quarter 4:

•Repeat requirements (formal meeting, observations, post-observation meetings, logs)

•Continue mentee's work on professional teaching portfolio.

•Assist in end of year procedures (ie. inventory, requisitions)

•At the end of the first year, and again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.

Year 2: Repeat requirements (formal meeting, observations, post-observation meetings, logs). Additional duties include assisting with completing the requirements to obtain licensure and finalizing the professional teaching portfolio.

If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement to ensure the proper support. Funding would offset the cost of a mentor needed for a third year teacher and beyond.

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## 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**

The identification of teacher leader roles included outreach to stakeholders, evaluation of the needs of students and teachers, consideration of the responsibilities for each role, and budget parameters. The TLC planning committee determined six different teacher leader roles were required to meet the needs of the district. Detailed job descriptions for each role have been written. Below is a short description of each role followed by a chart that outlines the number of positions, time spent out of the classroom, stipends, cost, and extended days.

**Mentor/Induction Teachers:** Mentor Teachers will support and help new teachers as they work toward their standard license (2 years). They will conduct observations of their mentees and will have their mentees observe other classrooms. Mentor teachers will work closely with other teacher leaders to provide a variety of learning opportunities for mentees.

**Professional Development Facilitator:** The Professional Development Facilitator will act as a liaison between the Professional Development Team, Instructional Coach, Technology Integrationist, faculty and administration. S/he is responsible for assisting with the planning and implementation of professional development as determined by the district.

**Model Teachers:** Model Teachers will contribute to the professional growth of teachers by allowing others to observe his or her high quality instructional practices.

**Curriculum Leaders:** Curriculum Leaders will enhance professional growth in the district through their guidance of vertical curriculum articulation. They will provide a channel for on-going communication between teachers, teacher leaders, and administrators. Curriculum leaders are responsible for facilitating content alignment, assessment, and instruction. Elementary curriculum leaders will represent each content area (reading, math, science, social studies, language arts). The 7-12 curriculum leader will facilitate work in a focused area to be determined yearly.

**Instructional Coach:** The Instructional Coach will assist career teachers in the delivery, training, implementation, and monitoring of the instructional elements within the South Hamilton Community School District. S/he also supports the instructional leadership of principals and career teachers through consultation, observation, planning and leading professional development.

**Technology Integrationist:** The Technology Integrationist will provide training and support to the staff on technology integration, the Iowa Core 21st Century skills, and administrative applications. The integrationist assists with identifying and recommending technology resources.

Teacher Leader Position	# of Leaders	Out of Classroom	Stipend	District Cost	Extended Days
Mentor/Induction Teachers	2 (1/bldg)	0%	\$1000 per mentee with a limit of 2 mentees (in accordance w/previous AEA stipend)	\$2000	2
PD Facilitator	1	0%	\$1000	\$1000	5
Model Teachers	4 (2/bldg)	0%	\$500/position	\$2000	2
Curriculum Leaders	5 (PreK-6) and 1 (7-12)	0%	\$600/position	\$3600	2
PK-12 Instructional Coach	1	100%	Total \$5,000 (\$2,500 stipend plus 10 additional days at \$250 per day)	\$85,000	10

PK-12 Technology Integrationist	1	100%	Total \$5,000 (\$2,500 stipend plus 10 additional days at \$250 per day)	\$85,000	10
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**TLC Cohesiveness**

All teacher leadership roles will require teacher leaders to work together and along with the entire instructional and administrative staff to accomplish district goals. The Instructional Coach will work with Model Teachers to provide opportunities for all teachers to observe research-based instructional strategies that support teacher growth and student learning. The Technology Integrationist will work with the Instructional Coach, Model Teachers and directly with all instructional staff to effectively integrate technology. Instructional Coaches, Model Teachers, Technology Teacher Leaders, and Mentor Teachers to ensure new teachers are provided with a variety of classroom experiences and strategies to observe and learn. All of these teacher leaders will take feedback from classroom teachers to promote professional development based on what teachers actually need. Members of this TLC cohort will meet with district administrators periodically – individually and/or as a collaborative group - to identify need and propose solutions.

The district plan will systematically provide more collaboration for teachers, something that is desperately sought, as per survey feedback data. The cooperative learning opportunities will allow for additional internal support and an expended ability to work together in an effort to improve instruction and student achievement. The district believes the system will further encourage teachers to become instructional leaders, role models for colleagues, and create a stronger collaborative environment wherein teachers may more easily accept assistance and recommendation for growth. The district’s students will not only benefit from an increased focus on quality instruction, but also from the potency of a group of caring professionals work together to provide a preminent educational environment.

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.

## Selection Process

The Teacher Leadership Compensation (TLC) plan states that South Hamilton will hire 15 teacher leaders for the year 2016-17:

- 1 full-time equivalent PreK-12 Instructional Coach
- 1 full-time equivalent PreK-12 Technology Integrationist
- 2 Mentor/Induction Teachers (one per building preferred)
- 1 PD Facilitator
- 4 Model Teachers (two per building)
- 6 Curriculum Leaders (Five PreK-6; One 7-12)

The team reviewed *Teacher Leader Model Standards* by the Teacher Leadership Exploratory Consortium and a rubric evaluating teacher qualities by the Center for Strengthening the Teaching Profession. The eight teacher leader qualities that best align with the teacher leadership roles are described below. The application will consist of 1) a written application addressing the teacher leader qualities, 2) an interview, and 3) when applicable, a classroom observation demonstrating teacher effectiveness. A scoring rubric, adapted from the *Teacherpreneur Rubric* (Center for Teaching Quality 2012), will be used to evaluate all three parts and will be shared with the applicants.

### **1. Written response and letter of application/reapplication.**

All applicants must meet all the minimum qualifications and will be asked to write a paragraph response to each teacher leader characteristic listed for their desired job.

The eight Teacher Leader Qualities include the ability to:

1. Work with adult learners and foster a collaborative culture to support educator development and student learning
2. Work collaboratively with others to facilitate improvements in instruction and student learning
3. Demonstrate knowledge of content and pedagogy and the ability to incorporate outcomes, core-friendly teaching strategies, and assessments within excellent units of instruction
4. Access and use research to improve practice and student learning
5. Promote professional learning for continuous improvement
6. Promote the use of assessments and data for school and district improvement.
7. Communicate effectively within the school and in outreach and collaboration with families and the community
8. Practice systems thinking and be a strong advocate for student learning and the profession

The Instructional Coach, Technology Integrationist, and the PD Facilitator will be asked to demonstrate all eight. The Mentors and Model Teachers will be asked to demonstrate the first seven. The Curriculum Leaders will be asked to demonstrate the first six.

### **2. Professional Effectiveness**

Candidates for the positions of Instructional Coach, Technology Integrationist, Mentor/Induction Teachers, Model Teachers will demonstrate professional effectiveness through classroom observations and an interview by the selection committee.

Candidates for the positions of PD Facilitator and Curriculum Leaders will demonstrate professional effectiveness through an interview.

### **3. Interview**

Applicants will be asked to participate in an interview to discuss professional growth, teacher effectiveness, and leadership skills.

**Note:** Due to privacy issues, no teacher will be required to provide information that violates privacy, such as evaluation documents or student data changes from their own classroom. However, the candidate may provide them if they choose.

### **Selection Committee**

The TLC team chose a tiered hiring process: beginning with the instructional coach and technology integrationist, then mentor/induction teachers, then PD facilitator, followed by model teachers and finally curriculum leaders. Each interview committee will consist of four people and will contain equal numbers of administrators and teachers. One teacher on each selection committee will be a member of the education association, and one teacher will be a member of the TLC Committee. The selection committee will make final recommendations for each Teacher Leader position to the superintendent.

## Annual Review of Teacher Leadership Assignments

Each teacher in a Teacher Leadership position will undergo an annual review of effectiveness of his/her performance of duties specific to the role. The review will include peer feedback. A teacher who completes the assignment in a leadership role may apply for a new leadership role or reapply to the same position.

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## 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.*

## Part 7 - Teacher Leaders' Role in Professional Development

Teacher leaders in the South Hamilton School District currently play, and the district's TLC system purposely includes elements that will encourage and provide supports so that teachers may take an even more significant role in district's professional development planning, delivery, and assessment. TLC staff will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the re-evaluation and ongoing assessment of data using the cycle of continuous improvement. Planning for professional development may include: working with staff and AEA consultants to identify PD topics; researching, planning, and delivering professional development sessions; and documenting progress.

The district-wide PD and administrative teams will work collaboratively with Teacher Leaders to identify targeted areas in need of improvement based upon data collections. Teacher Leaders will have significant roles and responsibilities in planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the Iowa Professional Development Model (IPDM) as a guide for planning.

**Collecting and analyzing student data** – Teacher Leaders in collaboration with South Hamilton teachers will collect student data, analyze, and design a plan for making instructional decisions.

**Goal Setting for Student Learning** – Teacher Leaders in collaboration with South Hamilton teachers will use student data to determine goals.

**Designing the PD** – The district Professional Development Team is comprised of the PD Facilitator, Technology Integrationist, Instructional Coach, administrators, and other classroom teachers. After reviewing student data and district goals, the PD team will then create a plan for professional development. South Hamilton Teacher Leaders will research appropriate topics aligned to student data, district goals, and effective teaching.

**Collaboration and Implementation** – Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities.

**Formative Evaluation** – Formative data will be collected to document student growth and determine future student needs. This data helps refine student grouping, new areas of focus, and re-alignment of instruction. Additional professional development will be planned based on data collected.

**Program Evaluation (Summative)** – South Hamilton's Teacher Leaders will utilize all data collected, including student assessments, walk-throughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at South Hamilton Schools each spring.

Professional development will target areas of need based on student data and district goals. The following describes the role each Teacher Leader plays in professional development.

The Professional Development Facilitator will act as a liaison between the Professional Development Team, Instructional Coach, Technology Integrationist, faculty and administration. S/he will be responsible for assisting with the planning and implementation of professional development as determined by the district.

The Instructional Coach and Technology Integrationist will assist with the planning, facilitation, and monitoring of professional development in the district. They will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

Model and Mentor Teachers will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom 100% of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies and district initiatives.

Curriculum Leaders will assist classroom teachers with aligning content, instruction, and assessment. They will work collaboratively with the Teacher Leaders to plan and facilitate professional development in their content area.

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.**

**Part 8 - Measures of Effectiveness**

South Hamilton Community School District will implement a comprehensive, ongoing, and rigorous program evaluation to measure the impact and effectiveness of our TLC goals. The district’s program evaluation framework will be based upon the formative program assessment model (plan, implement, reflect, improve) (Abel 2011) which ensures continuous monitoring and adjustment to meet the needs of teachers and students.

Research Questions:

1. To what extent is the TLC plan being implemented as planned?
2. Is the TLC system making a positive impact on teachers and students?

Data will be collected, analyzed, and utilized to drive program improvements. Qualitative and quantitative data will be continuously collected from all stakeholders in multiple formats. Results will clearly identify strengths and address the needs of the whole or the various stakeholders. The Teacher Leadership Compensation Team will use data as the basis for verifying the fidelity of plan implementation decisions, both in the immediate and in the long term.

TLC State Goal	District Goal(s)	Formative (Short Term) Data Collection	Summative (Long Term) Data Collection
<p>Attract able and promising new teachers and ensure they are effective</p>	<p>To provide systematic support; specifically the recruit/suoport new teachers while working to promote excellent teaching at South Hamilton</p> <ul style="list-style-type: none"> <li>• Fill 100% of the vacancies with highly qualified teachers</li> <li>• 100% of all beginning teachers successfully complete requirements for licensure.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-through data</li> <li>• PD feedback</li> <li>• Mentor/Mentee collaboration</li> <li>• Administrative observation and feedback</li> <li>• Year-end mentor programming survey</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of the local retention data within the profession</li> <li>• Teacher evaluation and licensure Process</li> <li>• Exit interviews</li> <li>• Teacher Standards data trends</li> <li>• Self-assesemnts (pre and post)</li> <li>• Master Contract language</li> </ul>
<p>Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation.</p>	<p>To expand current district leadership roles</p> <ul style="list-style-type: none"> <li>• Include at least 25% of faculty in identified leadership roles</li> <li>• Fill 100% of newly created teacher leader roles and provide training designed to increased effectiveness</li> <li>• Logs from teacher leaders including coaching interactions</li> <li>• PD feedback</li> <li>• Surveys</li> <li>• Review of data from a coaching rubric</li> <li>• Review of filled positions and vacancies</li> <li>• Analysis of coaching logs, interactions and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Logs from teacher leaders including coaching interactions</li> <li>• PD feedback surveys</li> <li>• Review and analysis of data derived from coaching rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Review and analysis of trend line data derived from coaching rubrics</li> <li>• Anaylsis of IPDPs</li> <li>• Review of trend line data pertaining to TLC position(s) vacancies and renewals</li> </ul>

<p>Promote collaboration and increase community by developing and supporting teacher networking.</p>	<p>To create a TLC system that encourages collaboration and community</p> <ul style="list-style-type: none"> <li>• Implement a viable TLC plan to engage 100% of the faculty in collaborative learning communities.</li> <li>• PD Feedback</li> <li>• Surveys</li> <li>• Logs from teacher leaders including coaching interactions.</li> <li>• Analysis of coaching logs, interactions and surveys</li> <li>• Analysis of individual professional development plans</li> </ul>	<ul style="list-style-type: none"> <li>• PD feedback surveys</li> <li>• Logs from teacher leaders including coaching interactions/sessions both formal and informal.</li> <li>• Year-end feedback documents</li> </ul>	<ul style="list-style-type: none"> <li>• Long term analysis of logs, and meeting notes</li> <li>• PD and PLC documentation</li> <li>• School culture survey data</li> </ul>
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<p>Increase student achievement through the quality of instruction.</p>	<p>Integrate technology into all aspects of instruction while promoting effective, appropriate and efficient uses of technology.</p> <ul style="list-style-type: none"> <li>• Comparison of gains in student achievement before the TLC plan and each year following.</li> <li>• Comparison of results from Clarity Technology Survey obtained from students and teachers.</li> <li>• Performance on district assessments</li> <li>• Intervention data analysis</li> <li>• PLC documentation of student needs</li> <li>• Qualitative measures affecting student achievement including attendance and discipline referrals</li> <li>• Iowa Assessment data (yearly and trends)</li> <li>• Universal Screener (FAST/aReading ~ K-6)</li> <li>• Comparison of results from Clarity Technology Survey obtained from students and teachers. (yearly and trends)</li> <li>• Post-graduate survey regarding college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance on district-wide assessments</li> <li>• Intervention data analysis</li> <li>• PLC documentation noting students needs, etc.</li> <li>• Qualitative measures affecting student achievement; including attendance and discipline referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Iowa Assessment data (yearly and trend line; systematically and individual cohorts, etc.</li> <li>• Universal Screener (FAST/aReading K-6)</li> <li>• Yearly and long term trendline data obtained from students and teachers via Clarity Technology Survey</li> <li>• Post-graduate survey regarding college and career preparation/readiness</li> </ul>
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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)**

## **Part 9 -- Capacity to Implement and Sustain**

The South Hamilton Community School District is confident that the capacity currently exists to implement and sustain the TLC Plan. The district has established numerous currently used system-wide practices (PLC Teams, Professional Development Team, Grade Level Teams, Mid-Iowa School Improvement Consortium) and has existing resources that will assist the TLC plan become successful. The administration, teaching staff, and the Board will work together to implement the plan according to the vision set forth by the TLC Planning Committee.

Due to the fact, many stakeholders groups collaboratively created the local TLC plan; it has a similar foundational buy-in that previously successful initiatives have had at a comparable point. Clear communication of the TLC plan has been, and will continue to be, vital as TLC plan is more progressively shared with all stakeholders.

In addition to - a strong willingness to actively support and participate in the process of planning and robust communication practices - the ability to evaluate the effectiveness of implementing the TLC plan will be key. This process will be done through the TLC Committee with input from various stakeholders in the district.

Every effort is being made to ensure the TLC plan will be fully supported on day one of implementation and will be sustained by and through the following supports:

- AEA partnership to provide Teacher Leadership training infused within district professional development
- Teacher Leadership training for PSEO, Dual Enrollment, and CTE teachers through Iowa Central and Des Moines Area Community Colleges
- A systematic and on-going collection/analysis of individual and group feedback data pertaining to the four TLC goals to enhance accountability and creditability
- Clear selection policies for teacher leadership roles and performance evaluation by the administration to assure fair and equitable access to the positions and dealings with teacher leaders
- An organized communication system to assure all involved understand their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and indicators of success. (TLC Committee, Faculty, School Improvement Advisory Committee (SIAC), Administration, School Board)

### **Process and Sustainability Management:**

The TLC Committee will have the following roles to create a sustainable plan:

- Monitor the timeline for internal leadership hires and external replacement teachers
- Provide training for new leadership positions supported through AEA or outside sources
- Organize regular collaborative meetings with Teacher Leaders and TLC representatives to support implementation
- Gather feedback for needed data
- Plan and facilitate TLC Committee meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

### **Hiring:**

In the first year of the plan, the district's process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions to all certified staff. Staff will then have the option to apply to be a Mentor Teacher, Professional Development Facilitator, Model Teacher, Curriculum Leader, Instructional Coach, Technology Integrationist. A TLC selection committee will be assembled to interview applicants.

Annual applications for TL roles will allow all teachers equal opportunities to participate. The TLC committee will be responsible for modifying the selection process as needed. Teachers who accept full-time positions will have their teaching position filled by a qualified teacher. Teacher leaders may choose to go back to a teaching position as outlined in the Master Contract. New teachers hired to fill these roles will be informed of this prior to accepting a position. The annual timeline for hiring teacher leaders will begin in March. Efforts will be made to have all teacher leadership positions filled in April.

**Accountability for Success:**

The TLC Committee will meet each quarter to discuss the effectiveness of the TL positions and to offer suggestions to increase success. Data collected at the meetings will be reported annually to the staff, SIAC and the school board. This data will provide the feedback needed to see if the plan is successful. It will allow for adjustments to be made in programming and role expectations. Staff members will be surveyed regarding their teacher leaders to collect data on needs, effectiveness of teacher leaders, and general comments about the teacher leadership process. The teacher leaders will review data together to determine steps needed to modify their current practices in order to be more impactful. These positions will also be evaluated by the administration as an extension of the current teacher evaluation system.

**Communication:**

Administration, building, and district leadership committees will use existing communication tools and protocols to continually communicate with staff. This communication and collaboration will be essential due to the changing roles and responsibilities of select colleagues.

Progress toward district goals will be communicated with stakeholders through board meetings, newsletters, the district website, and various stakeholder groups like SIAC. This will assist in determining what public perception may be as per resource allocations, system structures, and expectantly build shared understanding of the TLC.

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## 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**

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## 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.	\$18,600.00
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).	\$170,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
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>	\$7,000.00
<b>Totals</b>	<b>\$200,600.00</b>

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## 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 **663.0**

*The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.*

District Enrollment-Based Allocation **\$207,306.84**

Total Allocation **\$207,306.84**

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### Other Budgeted Uses - Description

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

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### Total Allocation Budgeted

Total Projected Amount to be Expended **\$200,600.00**

*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 **\$6,706.84**

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### 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)

## Budget

The chart below outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support the district's TLC plan.

In that the district's starting salary exceeds the required TLC program's minimum, South Hamilton does not need to supplement the beginning and/or base salary.

The allotted funding of just over \$200,000 will cover compensation, training, and additional contract days for 15 or more teacher leadership roles as described in the following chart. Leadership duties shall be fulfilled during professional development sessions, before, within and/or after school hours, prep periods and outside the academic calendar. Stipulated salary supplements are intended to compensate teacher leaders for the additional time needed to fulfill the leadership positions. Additional contract days are incorporated to provide teacher leaders time to collaborate with peers and to carry out the responsibilities of their positions.

In order to allow the Instructional Coach and Technology Integrationist the time necessary to fulfill their job responsibilities (100% out of classroom), the district will be required to hire 2.0 full-time employees to fill positions vacated by staff members procuring the Instructional Coach and Technology Integrationist positions. The district estimates the cost of each of these full-time, out of the classroom TLC positions to be \$85,000. The salaries/benefits for the instructors replacing the TLC designees will be derived from the district's general fund.

The remaining approximately \$14,000 plus has been reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes if Mentors or other Teacher Leaders need coverage for their classes in order to attend necessary trainings.

Distributing compensation in this manner will allow the district to develop leadership opportunities for exemplary educators intended to improve instructional practices and increase student achievement. In addition, the belief is that if the district recruits, develops, and promotes excellent teachers and supports new teachers in the district by providing professional growth opportunities, then professional satisfaction and student learning will increase. The budget reflects an overriding commitment to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. It is also believed that the district will be giving highly effective teachers opportunities to grow by offering 15 or more meaningful, differentiated leadership positions for a total teaching staff of about 55, which provides opportunities for at least 25% of the South Hamilton instructional staff. Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it is vital the district budgets a portion of the funds to cover the hiring of new teachers so that the Instructional Coach and the Technology Integrationist not be tied to a given classroom in terms of time and responsibility.

The budget also reflects the commitment to improve instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to TLC Facilitators and Instructional Coaches.

The South Hamilton CSD TLC budget reflects a targeted goal to provide the opportunity for teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. This will be accomplished by providing resources in areas that the district believes will positively impact student learning and achieve the mission of local TLC plan.

Total Allocation Budgeted

### Use of TLC Funds

### Amount Budgeted

Amount used to raise the minimum salary to \$33,500.

\$0

Amount designated to fund the salary supplements for teachers in leadership roles.

\$18,600.00

<b>Amount to cover the costs for the time teachers in leadership roles who 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).</b>	<b>\$170,000.00</b>
<b>Amount used to provide professional development related to the leadership pathways.</b>	<b>\$5,000.00</b>
<b>Amount used to cover other costs associated with the approved teacher leadership and compensation plan.</b>	<b>\$7,000.00</b>