



Application

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

139828 - Teacher Leadership and Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 10:46 PM

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### Primary Contact

AnA User Id

DANIEL.MOORE@IOWAID

First Name\*

Daniel                      Alan                      Moore  
First Name                      Middle Name                      Last Name

Title:

Superintendent

Email:

dmoore@s-obrien.k12.ia.us

Address:

216 S. Rutledge  
PO Box 638

City\*

Paullina                      Iowa                      51046  
City                      State/Province                      Postal Code/Zip

Phone:\*

712-949-2115  
Phone                      Ext.

Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006  
(P.L. 109-270)

Fax:

712-949-2149

Agency

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### Organization Information

Organization Name:

South O'Brien Community School District

Organization Type:

K-12 Education

DUNS:

19-321-7528

**Organization Website:** s-obrien.k12.ia.us  
**Address:** 216 S. Rutledge  
 PO Box 638  
  
 Paullina Iowa 51046  
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**Phone:** 712-949-2115  
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**Benefactor**  
**Vendor Number**

## Cover Sheet-General Information

### Authorized Official

**Name** Daniel Moore  
**Title** Superintendent  
**Organization** South O'Brien Community School District

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

**Address** 216 S. Rutledge St.

**City/State/Zip\*** Paullina Iowa 51046  
City State Zip

**Telephone Number** 712-949-2115

**E-Mail** dmoore@s-obrien.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** Dee Ann Lansink  
**Title** Business Manager  
**Organization** South O'Brien Community School District

**Address** 216 S. Rutledge St.

**City/State/Zip** Paullina Iowa 51046  
City State Zip

**Telephone Number** 712-949-2115

E-Mail	dlansink@s-obrien.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	O'Brien 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	2
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	3
<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.

### 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. **Daniel Moore**

Title of Person Submitting Certification **Superintendent**

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## Recipient Information

District	South O'Brien Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	71-6099
<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	Daniel Moore
Telephone Number	712-949-2115
E-mail Address	dmoore@s-obrien.k12.ia.us
Street Address	216 S. Rutledge St.
City	Paullina
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51046

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## TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Daniel Moore
Telephone Number	712-949-2115
E-mail Address	dmoore@s-obrien.k12.ia.us
Street Address	216 S. Rutledge St.
City	Paullina
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51046

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## Demographic Profile

October 2014 Certified Enrollment	628
October 2014 Free/ Reduced Lunch %	38
AEA Number	12

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 O'Brien Community School District is located in northwest Iowa and includes approximately 660 students from the towns of Paullina, Primghar, Sutherland, Calumet, Gaza, Germantown, and surrounding area. We have a 7-12 building in Paullina, and a PK-6 building in Primghar. Test scores consistently score above both state and national average on the Iowa Assessments and ACT tests.

South O'Brien is proud of the programs offered to students, but is always seeking ways to improve the district both for students and for staff. The ultimate goal of all efforts is to improve student achievement and to produce good and productive citizens. The vision for the South O'Brien Community School District is, "The Community of South O'Brien will work together to provide a "World Class" education for all Students". Our Mission is to prepare students to be responsible citizens and life-long learners.

After studying our needs, analyzing comments from the staff, and investigating other schools with successful integration of their TLC plans, the TLC plan is as follows: One full time Instructional Coach to focus on Instruction and Literacy; one full time Instructional Coach to focus on Instruction and integrating technology into the classroom; two Lead Teachers focusing on Authentic Intellectual Work (AIW); nine Model Teachers to serve as models of exemplary practice and lead AIW groups; and four Mentor teachers (depending on the number of new teachers).

South O'Brien will adopt the five state goals as our TLC goals. These will be tailored to our district's existing goals to produce an integrated plan that will have a positive effect on our staff and students and help us ultimately to achieve our vision and mission. This also fits the initial vision of the Iowa's Task Force on Teacher Leadership and Compensation of transforming the teaching profession with greater support and more career opportunities for teachers.

District goals:

1. All K-12 students will be proficient in reading comprehension.
2. All students will be proficient in mathematics.
3. All students will be proficient in science
4. All students will use technology in developing proficiency in reading, mathematics, and science.
5. All students will feel safe at and connected to school.

The South O'Brien Community School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building. District initiatives include a focus on the K-3 early literacy program, integrating technology into the regular classroom, effective professional development based on Authentic Intellectual Work, data-driven decision-making, integrating the Iowa Core and supporting and mentoring new teachers.

The major change in our mentoring program is that it will be extended into a third year, which will be a completely in-house program. The mentors will have their contracts extended for five days, which may be for equivalent hours. Along with the extended contract they will have allotted days to observe and be observed (at least once a month). Substitute teachers will free mentors when necessary. It is anticipated that the mentors will be in their classrooms 95% of the time. Experienced Career teachers new to the district will be mentored for one year.

Seventeen of the South O'Brien teachers or 36% will have opportunities to be teacher leaders (this could be slightly more or less depending on number of mentors needed). The total allotment for South O'Brien's TLC program is approximately \$194,000. \$181,000 is budgeted for teacher leaders, \$10,000 is budgeted for substitutes necessary to fulfill this plan and \$3,000 is budgeted for professional development. Extra days are figured at \$400 per diem.

Local plans call for a rigorous selection process for all leadership roles. All TLC positions (instructional coaches, lead teachers, model teachers and mentors) will be posted in the staff lounge and emailed to all staff. Interested teachers will submit application materials to the site-based review council appointed by the board and comprised of an equal number of teachers and administrators. The site-based council will review the application materials and interview qualified candidates. Classroom observation of candidates is likely. They will then recommend candidates to the superintendent who will make the final hiring decisions and recommend the candidates to the school board to be approved. All positions are only for one year.

Developing effective professional development based on data-driven decision-making is one of the district's initiatives. One of the main responsibilities of the two lead teachers will be to deliver professional development to improve instructional strategies. The instructional coaches will help coordinate professional development with the lead teachers and with the area education agency, where appropriate. The lead teachers will also demonstrate their

skills in effective teaching. Impact/effectiveness will be determined by multiple methods. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals. South O'Brien Community School District has the capacity to implement the TLC plan as has been proven by several other successful initiatives implemented in the district.

The TLC Plan, Model 3, will enable the South O'Brien Community School District to enhance the already positive programs offered to the students and community members in the South O'Brien School District. It will also make the teaching/learning environment of South O'Brien one of the most positive possible for current and future staff members.

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).

### Deciding to Apply

Two years ago a planning committee was formed consisting of all stakeholders to determine if a Teacher Leadership and Compensation grant would be a positive program for the district. Information was shared with the School Improvement Committee (SIAC), the staff, and the School Board. The SIAC is made up of teachers, students, parents, community member, administrators, and Board members. The planning committee studied the three options, attended AEA workshops, and contacted teacher leaders from other schools. It was decided that it would be a positive program toward helping students achieve and the group decided to wait to apply until we could see some other schools in action.

Money was used from the planning grant for substitute teachers so that teachers could participate in the planning sessions, and money was used to send teachers to Authentic Intellectual Work (AIW) training, as we knew the focus of our plan needed to develop around what we were doing with professional development.

### Focusing on the District's needs

The committee began by focusing on the district's needs. Face-to-face meetings were held with the entire staff. It was determined that South O'Brien needed to continue to work on instruction through AIW, technology infusion into instruction, and Early Literacy.

### Brainstorming after Needs Determined

Once the needs were determined, the planning committee brainstormed to see how the needs of the district could best be met while still meeting all the guidelines outlined in House File 215. One of the first decisions was that Model 3 would be followed because it allowed for more flexibility to meet the individual needs of South O'Brien. Ideas were shared with SIAC, and the Board. A lot of time was dedicated to attending seminars put on by the AEA. These seminars help to develop the focus for the plan, and to pull ideas together for the application process.

### Determining Vision

The mission for the South O'Brien Community School District is to prepare students to be responsible citizens and life-long learners. It was determined that the mission of the district should be supported through participation in the TLC plan and that a way to reach the vision was through enabling teachers to become teacher leaders.

### Creating a Plan

Each member of the planning team contributed to the development of the plan. They informally visited with their respective groups for additional input and also conferred with other districts to further develop concepts and ideas. Input was gathered through surveys after AIW professional development sessions. It was decided to follow Model 3 because it allowed for the flexibility to design a program specifically suited to the South O'Brien District needs. After looking at short term and long-term academic goals as specified in the latest CPlan, it was felt that a full time instructional coach was needed in literacy. It was also recommended to have a technology instructional coach; two lead teachers, model teachers, and four teachers to assist with the mentoring program (or as many as needed).

### Educating Staff and Community

Important highlights of the TLC Plan were shared with the community through the newsletter. The School Improvement Advisory Committee (SIAC) Team was kept up to date as the planning process proceeded, and it was to be a monthly agenda item at each SIAC meeting.

### Teacher Survey on Professional Development

All staff comments were favorable concerning the focus of the plan. Here are a few sample comments:

"AIW is the best professional development we've ever used."

"AIW should be the focus of the TLC, so we can continue to improve and move forward going more into all instructional areas."

"Wouldn't it be great to have move time available for teachers to observe and work with other teachers?"

"I like the idea of teachers helping set up professional development."

"The concern I have is whether or not the instructional strategies we are working on actually get into the classroom. It would be nice to observe each other more often."

"It would be great if we could observe, and work with, the experienced teachers more often in our mentoring program."

### Community Survey

A community needs assessment survey was used to develop the goals of the District. Goals were established for student achievement, character education, community unity, facilities, and fiscal responsibility. Information from the survey was used in the development of the TLC plan, as well as staff members identifying the needs for professional development and instruction.

### Support and Commitment

Stakeholders support the ideas of the TLC application, as long as the focus is on what the students of the District really need is supported as all times. The planning committee met several times to revise, refine and finally approve of the new plan. Teachers expressed their support through face-to-face meetings. Many expressed a desire to apply for a leadership position and others said they looked forward to receiving the extra help, especially in literacy, technology, and instruction. All administrators in the district were involved in developing the plan. They also expressed support by committing resources and allowing staff members time to plan. Parents were not only involved in the development of the plan, but were also given a chance during the School Improvement Advisory Council to learn about the plan and express support. Continuing support will be shown by including the status of the

project as an agenda item at some Board meetings during the duration of the plan.

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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.

## District TLC Vision

***“To accelerate student learning outcomes, the South O’Brien School District will empower highly effective teachers to strengthen their leadership skills and expertise in curriculum and instruction to implement a system of professional collaboration and support for new and career teachers, compensating the teacher leaders commensurate with their professional training and preparation.”***

South O’Brien School has a staff of 52 highly qualified teachers. The district has been able to attract and retain teachers, competitive salaries, small school size, quality staff, and supportive community. Providing teachers with a plan for career growth and leadership is seen as a positive direction for the district and an exciting opportunity for teachers.

The TLC plan vision aligns with the state Theory of Action and district goals. The district believes that the key to increased student achievement is quality teacher instruction. Teacher leadership programs give highly effective teachers opportunities to grow, refine, and share their expertise.

## District Board Goals:

### Student Achievement:

- All students will be proficient in reading, math, and science, as measured by the Iowa Assessments national percentile rank in each of the grade spans of 3-5, 6-8, and 9-11. (Improvement is expected every year until 100% proficiency is reached.) Curriculum and Instruction:

- All teachers will define and describe their curriculum with vertical and horizontal articulation in subject areas, and alignment to the Iowa Core.

### Technology:

- All teachers will be provided with research based, quality strategies for using technology in the classroom. Professional Development:

### Development:

- A long term plan of comprehensive, quality professional development will be created to provide research based teaching strategies for all teachers, supporting district initiatives – Early Literacy, PBIS, and AIW.

## District Achievement Data:

These goals are based on a number of data sources.

- Iowa Assessments
- ACT Scores
- PBIS Data
- FAST Data

Data showed a need for increasing student achievement in reading comprehension and math. To improve achievement, several initiatives will be a major focus (ELI, PBIS, and AIW). Additionally, the district is focused on continued alignment to the Iowa Core (using Curriculum Mapper) and integrating the use of advanced technology in the classroom. District initiatives require teachers to implement the components of ELI, PBIS, and AIW consistently and with fidelity. They require a continuous collection of data. The TLC plan will provide consistency in data collection and on-going support for teachers, thus enhancing the impact of the initiatives on student achievement.

The TLC Planning Committee, along with other stakeholders (SIAC and School Board) designed a TLC plan to reflect the district vision, accomplish district goals, and align with the statewide Theory of Action and TLC goals.

## TLC Plan Goals:

1. By August 2016, 30% of the staff will assume leadership roles with increased responsibilities and additional compensation of \$2,000-\$6,000, depending on their leadership position.

*The district will benefit by retaining highly effective teachers, increasing the skills of teacher leaders, and improving staff morale and school culture.*

2. By November 30, 2017, student achievement will increase by using Instructional Coaches to provide continued support and guidance in implementing district initiatives and research based teaching strategies.

*All teachers will become more effective leaders of learning in their classrooms.*

3. By May 31, 2018 the district will support and retain new teachers through a comprehensive mentoring program including quality PD, observation, modeling, feedback, and collaboration opportunities with a Mentor Teacher.

*The district will be able to acquire and retain new teachers who will become confident, effective instructors in their classrooms.*

4. By August 1, 2016 the district will provide teachers with support in quality curriculum development that is aligned with the Iowa Core through lead teachers and Instructional Coaches.

*The team of teacher leaders will provide support for all teachers in mapping curriculum aligned to the Iowa Core, planning quality professional development, and facilitating collaborative data analysis.*

5. By August 1, 2016 the district will provide teachers with support in integrating technology into the classroom through an Instructional Coach position.

*Professional development has begun, but the need for continual support in integrating technology is crucial. Although we have technology support, their time is spent in keeping the technology up and going. The Instructional/Technology Coach position will*

*provide a teacher leader with the opportunity to research and share effective strategies for implementing technology in the classroom.*

6. By May 31, 2016 the district will provide all teachers with a career path that will reward them for additional training and personal growth by providing leadership opportunities and increased compensation commensurate with additional responsibility.

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)**

The South O'Brien School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building. District initiatives include a focus on the TK-3 early literacy program, integrating technology into the regular classroom, effective professional development based on data-driven decision-making, integrating the Iowa Core, and supporting and mentoring new teachers.

**District Initiatives to support student learning**

**Focus on K-3 early literacy program**

**How South O'Brien's TLC plan supports district initiatives**

A full time instructional coach in TK-5 literacy will be hired through the TLC grant. The coach will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning. The majority of the coach's time will be spent at the TK-3 level, but he/she will also be available for grades 4-12. The literacy instructional coach will formulate an action plan to bring about improvement in instructional strategies, in-class supervision and post-class discussion of strengths weaknesses and strategies for improvement. The instructional coach in literacy will be responsible for and will oversee the implementation of the TK-3 early literacy program. The instructional coach will guide the rest of the staff in the Formative Assessment System for Teachers (F.A.S.T.), which will be used to measure proficient readers in grades TK-3 starting this year.

**Integrating technology into the regular classroom**

A full time instructional coach will be hired through the TLC grant. The coach will focus on integrating technology throughout the TK-12 classrooms. They will assist other teachers TK-12 integrating technology into their lesson plans. They will help teachers individually and collectively how to use technology effectively. He/she will also help teachers make better use of technology with the use of Smart boards. South O'Brien teachers need to constantly keep up with their own technology skills so that they can be effective models for their students.

**Developing effective professional development based on data-driven decision-making**

One of the main responsibilities of the two AIW lead instructional coaches will be to deliver professional development to improve instructional strategies. The instructional coaches will help coordinate professional development with the lead teachers and with the area education agency, where appropriate. The AIW lead teachers will also demonstrate their skills in effective teaching. They will have a clear understanding of data-driven decision-making for instructional planning. The AIW lead teachers working as the data analyzers will play a critical role in developing data for all to use.

**Integrating the Iowa Core**

The instructional coaches will assist teachers as they align their instruction to the standards and benchmarks. “The standards not only define the topical, procedural, and conceptual knowledge students are to learn, they also define the type of cognitive processes in which students are to engage.” (From the Iowa Department of Education website on Iowa Core Resources)

Model teachers will demonstrate exemplary teaching practices integrating the Iowa Core.

**Supporting and mentoring new teachers**

The model teachers will demonstrate exemplary teaching practices, not only to the new teachers, but also to other colleagues. The mentor teachers will introduce probationary licensed staff members to programs at department and grade levels. They will meet with probationary licensed staff members on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with probationary licensed staff members during fall in-service days and throughout the year. The mentor teachers will spend time during the year with probationary licensed staff members and support them through instructional strategies and curriculum resources. The mentor teachers will take the mentee past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. The two teachers will collaborate in our mentoring program with elementary teachers working with secondary teachers and vice versa. They will work collaboratively with curriculum mapping and work with Marlin Jeffers of the AEA in the first two years of the mentoring program. South O’Brien Community School District will add a third year in-house mentoring program to help assure retention of teachers.

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)**

Our current mentoring program is a two-year program conducted by the AEA. It is not as relevant to our district as it could be. Teaching is one of the few professions where people in entry-level positions are expected to perform the same as veterans. Research tells us that almost 1/3 of teachers leave the profession within the first three years. One of the goals of the TLC grant funding is to reverse this trend and to retain good teachers. Our plan calls for a mentor teacher to work closely with new teachers. The mentor will attend mentor teacher workshops with new staff members during fall in-service days and during the year. Marlin Jeffers coordinates the AEA mentor program. That will supplement the in-house program. The mentors will support new staff by showing them instructional strategies and sharing curriculum resources.

The gap identified in our program is that it is not long enough to help new teachers really "get in the groove" as one of our teachers commented. The major change in our mentoring program is that it will be extended into a third year, which will be a completely in-house program. The mentors will have their contracts extended for five days. Along with the extended contract they will have allotted days to observe and be observed (at least once a month). Substitute teachers will free mentors when necessary. It is anticipated that the mentors will be in their classrooms 95% of the time. Experienced Career teachers new to the district will be mentored for one year.

#### Tentative timeline for duties:

##### Year One

###### Summer:

- Make initial contact with mentee
- Be available (through email or phone) to answer any questions they may have before arriving

###### Quarter 1

- All mentors, mentees, and administration will meet prior to the first contract day
- Be with mentee during all staff meetings and debrief after each
- Help prepare them for the first week with students
- During the first two weeks of school, the mentor will have daily, informal contact with the mentee
- Mentor and mentee will attend AEA mentor/mentee meetings together
- Mentee will observe mentor teacher once a month and be observed by mentor at least once a month with post-observation meetings
- Mentor and mentee must attend a school board meeting together
- Mentor and mentee must keep logs to document contact during the year

###### Quarter 2

- Repeat requirements (observations, post-observation meetings, logs)

###### Quarter 3

- Repeat requirements (observations, post-observation meeting, logs)
- Guide mentee on development of professional teaching portfolio

###### Quarter 4

- Repeat requirements (observations, post-observation meetings, logs)
- Continue mentee's work on professional teaching portfolio
- Assist in end of year wrap-up including inventory and requisition forms
- At the end of the first year, then 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 Two

Repeat requirements. Additional duties include the completion of the professional teaching portfolio in March.

##### Year Three

An additional year of mentoring will be extended in-house.

An added benefit to a good mentoring program is that it improves not only the practices of novice teachers, but also the practices of the mentors. According to an article in Educational Leadership, Rowley (1999) lists the qualities of a good mentor as being committed to the role of mentoring, being accepting of the beginning teacher, skilled at providing instructional support, effective in different interpersonal contexts, is a model of a continuous learner, and communicates hope and optimism. So a good mentoring program improves both the novice teacher and their mentors.

out an effective program.

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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 a:**

It is the district's belief that a program of teacher leadership will positively impact the effectiveness of initial and career teachers in the classroom and thus increase student learning. The district TLC plan identifies three types of teacher leaders with 18 teacher leader positions, which would require participation of 34% of the career teachers on staff. Using model #3, the district designed a plan tailored to its specific goals and needs. The following positions will be created: Mentor Teachers, Instructional Early Literacy Coach, Instructional Technology Coach, Lead Teachers, and Model Teachers.

The following table outlines the details and responsibilities of the teacher leaders.

Specific responsibilities of teacher leaders are as follows:

Teacher Leaders	ELI Coach	Tech. Coach	Lead Teacher	Model Teacher	Mentor Teacher
Number of Positons	1	1	2	9	5
% Time Teaching	0%	0%	100%	100%	95%
Extended Contract	15 days	15 days	5 days	5 days	5 days
Release time			X	X	X
Stipend	\$6,000	\$6,000	\$2,000	\$2,000	\$2,000

**Mentor Teachers**

- Attend mentor/mentee training and leadership trainings offered by AEA
- Meet with mentee for one full day before start of school and daily the first 2 weeks of school
- Meet once a week to collaborate with mentee
- Observe mentee followed by a post-observation collaboration and coaching once a month
- Provide mentee with leadership guidance in the district initiatives
- Collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies
- Assist mentee in collecting and analyzing classroom student data
- Provide support through collaborative planning, modeling, and co-teaching
- Report to stakeholders through presentations and newsletter / newspaper articles

**Instructional Literacy Coach**

- Attend AEA/State training on ELI / FAST initiatives and teacher leadership
- Provide guidance and support to district teachers in implementing the initiatives, and including modeling of strategies
- Facilitate AIW team meetings for ELI / FAST
- Oversee testing, implementation, and data collection of the ELI / FAST initiatives and Iowa Assessments
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices
- Collaborate with teachers to support early literacy strategies, and technology in the classrooms
- Coordinate in planning and delivering PD activities
- Report to stakeholders through presentations and newsletter / newspaper articles
- Direct and deliver reading strategies in our early literacy program
- Utilize assessment data especially our district FAST assessments to strategize our reading program and interventions.
- \*Coordinate the South O'Brien Summer School program concerning literacy.

**Instructional Technology Coach**

- Collaborate with teachers to support technology in the classrooms
- Coordinate in planning and delivering PD activities
- Report to stakeholders through presentations, school website, social media and newsletter / newspaper articles
- Attend AEA/State training and workshops on educational technology
- Provide guidance, model, plan and support our district teachers in implementing the initiatives, and including modeling of strategies
- Upload and share data reports with Iowa Assessments and other South O'Brien achievement scores.

**Lead Teachers**

- Attend state and local AIW Coach meeting and trainings
- Provide guidance and support regarding the AIW initiative to Model Teachers, AIW teams and also model all AIW strategies
- Collaborate with the Model Teachers in planning the South O'Brien Community School District professional development calendar and delivering professional development activities to South O'Brien staff members
- Collaborate with administrators, instructional coaches, model teachers concerning our district's current and past student achievement.
- Utilize AIW researched-based data concerning instructional feedback with model teachers and our district's teachers.
- Facilitate team meetings with South O'Brien teaching staff concerning our AIW educational initiative.

**Model Teachers**

- Attend local AIW lead team meetings

- Provide guidance and support regarding the AIW initiative to AIW teams, including modeling of strategies
- Collaborate with the Instructional coaches in planning and delivering professional development activities
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practice

Part b:

The leadership roles defined in the TLC plan extend the existing framework for accomplishing district goals.

Currently teachers implementing ELI, PBIS and AIW function in collaborative teams. There is designated leadership for the teams, they receive support from administrators and NWAEA. By implementing the positions of instructional coaches for each of the teams, there will be enhanced opportunities for deeper learning and support for individual teachers. The Instructional Coaches will be responsible for ensuring data collection and analysis, as well as additional training in the initiatives.

The Technology Coach will provide training and support to teachers in effectively using technology to enhance student learning. Mentor teachers will work intensively with new teachers through collaboration, observation, modeling, and team teaching to extend the current AEA training.

The Instructional Coaches will ensure consistency in mapping and aligning curriculum to the Iowa Core and in collecting and analyzing district data. The Instructional Coaches will also collaborate with the Lead and Model Teachers in planning and providing professional development to support the initiatives.

All of the teacher leadership positions focus on supporting teachers as they work to improve student achievement.

The district recognizes that effective instruction is essential to increased student learning. Effective instruction is defined by the district as using research based/best practice teaching strategies, with an emphasis on creating student centered classrooms that teach for understanding. Formative assessments and teaching based on learner differences are essential components of the instruction.

The TLC plan puts the majority of the responsibility for planning and implementing PD in the hands of the Lead Teachers and the Instructional Coaches. They will follow the Iowa Professional Development Model in planning PD to accomplish the district goals. The training, collaboration, and support given to new and career teachers through the TLC plan will ultimately improve the quality of teaching and learning in the South O'Brien district.

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.

Local plans call for a rigorous selection process for all leadership roles. All TLC positions (instructional coaches, lead teachers, model teachers and mentors) will be posted in the staff lounge and emailed to all staff. Interested teachers will submit application materials to the site-based review council appointed by the board and comprised of an equal number of teachers and administrators. The site-based council will review the application materials and interview qualified candidates. Classroom observation of candidates is likely. They will then recommend candidates to the superintendent who will make the final hiring decisions and recommend the candidates to the school board to be approved. All positions are only for one year. Extended days will be compensated at \$400 gross per day.

To be eligible for one of the leadership positions a teacher will have taught for a minimum of five years with at least one year of experience at South O'Brien. The application includes:

- A letter of application highlighting the candidate's accomplishments as a teacher and stating why they are seeking the position
- Two letters of recommendation, one from a colleague and the other from the candidate's choice
- A current resume
- The last three years of candidate's Individual Career Development Plan
- Explain in an essay how the candidate's performance demonstrates effective teaching
- Explain in an essay how the candidate demonstrates continual professional development in their career

Selection Criteria for Teacher Effectiveness and Professional Growth were developed from an original list from other schools with modifications to fit South O'Brien.

#### Teacher Effectiveness Criteria

##### Well-designed lesson planning:

- Discussion techniques
- Strategies to engage students
- Use of formative assessment
- Flexibility
- Responsiveness
- Lesson has a beginning, middle, and end
- Provides appropriate level of cognitive challenge

##### Engagement of students:

- Challenging content
- Well-designed learning tasks
- Aligned with instructional outcomes
- Students can articulate what they are learning and why
- Uses differences of students to engage, rather than divide

##### Responsive and flexible teaching strategies:

- Seizes opportunity to enhance learning
- Builds on spontaneous event/interests
- Seeks effective, individualized approaches for students
- Uses many instructional strategies and resource

##### Student learning assessed/monitored:

- Extensive use of formative assessment
- Students contribute to assessment criteria
- Questions/prompts/assessments are used regularly
- Instruction is adjusted and differentiated when needed
- Promotes the use of assessments and data for school and district improvement

##### Clear communication:

- Instruction is linked to student interest
  - Directions and procedures are clear
  - Teacher's explanation of content is clear
  - Teacher finds ways to extend student's vocabularies
- ##### Strong questioning/discussion techniques:
- Questions/prompts are of high quality and support learning outcomes
  - Uses a variety of questions/ prompts
  - Questions/prompts challenge students cognitively
  - Students initiate topics and ensure all voices are heard in discussion

#### Professional Growth Criteria

##### Professional Development Experience:

- Candidate's history is laden with continuous professional development, such as, webinars, on-line courses, AEA courses, workshops, etc.
- Sought out new courses of professional development that meets teacher's classroom needs

- Researched new initiatives
- Has evidence of innovative approach to student achievement
- Makes significant contributions of Professional Development to staff
- Individual Career Development Plan or growth plan demonstrated continual professional development involving new research-based strategies, methods, and/or programs

Characteristics of Continual Professional Development:

- Always seeking out more effective strategies to improve student performance
- Reflective practitioner
- Strong ability to use and analyze data
- Accesses and uses research consistently to improve student achievement
- Open to solutions for improvement outside the current structure
- Promotes professional learning for continuous improvement
- Willingness and interest in strengthening a wide variety of skills
- Responds positively to feedback and constructive criticism
- Highly conscious of the steep learning curve for this new role

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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 a**

South O'Brien Community School District uses the Iowa Professional Development Model as a guide for planning. Data analysis is the basis for setting district goals, which in turn are used to determine the content of professional development. Each teacher serves on an Authentic Intellectual Work (AIW) team focusing on one or more district initiatives (ELI, PBIS, and AIW), with the main focus on improving instruction. These initiatives, with the addition of technology integration and curriculum mapping/alignment to the Iowa Core, form the basis for the first year's PD under the new TLC plan. The AIW teams provide input into planning up-coming PD opportunities based on the needs of the individual teams and the district as a whole. The input includes days and time needed, training and learning activities, and data collection.

In our TLC plan, Lead Teachers will be responsible for overseeing the district initiatives of ELI, PBIS, and AIW, as well as Technology Integration and Curriculum Mapping/Iowa Core alignment. Instructional Coaches will collaborate with the Lead Teachers to review input from the AIW teams, re-analyze data, co-plan and deliver professional development activities designed to improve instruction through the implementation of strategies appropriate to each initiative.

With the district's new TLC plan the teacher leaders have the responsibility of planning professional development using the Iowa Professional Development Model. With increased PLC team collaboration, all teachers will have more input into the professional development planning. Administrators will also have a collaborative role in the planning process.

**Part b**

Although the entire IPDM is used in planning PD for the district, the main emphasis lies in four areas: 1) collecting and analyzing student data; 2) using student data to establish goals and select content; 3) ensuring an ongoing PD cycle; and 4) coordinating periodic synthesis of summative evaluation data. In looking at the various teacher leadership positions, the roles of each teacher leader in planning PD are outlined below.

**Instructional Coaches:**

- Collects and distributes district student achievement data to Lead Teachers and Model Teachers to plan for full staff data analysis and feedback.
- Collaborates with Lead Teachers and Model Teachers in collection and analysis of student data from various initiatives.
- Oversees the setting of PD goals based on data collected with staff Lead Teachers and Model Teachers.
- Collaborates with Lead Teachers and Model Teachers in the selection of content for PD to align with goals (Training and learning activities to align with initiatives).
- Oversees the continuation of the IPDM cycle through monthly meetings with Lead Teachers and Model Teachers to review progress of PD plan.
- Coordinates quarterly evaluation of PD plan with instructional leaders to determine if the plan is best addressing district goals and needs.

**Lead Teachers:**

- Collaborate with Instructional Coaches and AIW teams in analyzing student data (district student achievement and data from initiatives) to determine possible district goals and student needs.
- Collaborate in a teacher leader team to develop goals for student learning.
- Collaborate in a teacher leader team to select content to for PD to accomplish goals. Currently the content focus is on the initiatives (ELI, PBIS, AIW and Technology Integration and Alignment to the Iowa Core).
- Facilitate discussion in AIW teams to create training and activities to meet student learning needs related to the initiative focus of an individual team.
- Participate in delivering PD through identification of research based instructional strategies, modeling, coaching, and team teaching.
- Collaborate with other teacher leaders quarterly to evaluate the impact of the selected PD on student learning. Mentors:
- Collaborate with Lead Teachers and Model Teachers and AIW teams in analyzing student data (district student achievement and data from initiatives) to determine possible district goals and student needs.
- Collaborate in a teacher leader team to develop goals for student learning.
- Participate in delivering PD to beginning teachers through sharing of research based instructional strategies, reinforcing initiatives (ELI, PBIS, AIW), analyzing data, observation, modeling, coaching, and co-teaching.
- Collaborate with other teacher leaders quarterly to evaluate the impact of the selected PD on student learning.

All professional development opportunities will be evaluated to measure their effectiveness. Teacher Leaders will utilize all data collection, including student assessments, observation, teacher surveys, and professional development implementation to create a summative program evaluation to show the overall results of the TLC system.

By following the Iowa Professional Development Model, teacher leaders will be able to provide well-planned, high-quality professional development with several levels of support to meet the needs of teachers and thus positively impact student learning.

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.**

Three sets of existing district goals are included in the South O'Brien Teacher Leadership Compensation Plan. The goals for the statewide TLC system are also incorporated into the South O'Brien TLC plan.

The first two school specific sets of goals are the short and long range goals taken from the recent CPlan, and all focus on student achievement. The third set is the district goals for 2014-2015 and focus not only on student achievement, but also on how to produce the optimum environment to help students achieve more.

Relevant student achievement data was gathered and reported in the latest CPlan. From this data the prioritized needs of the students include 1) improve reading comprehension as measured on standardized tests; 2) continue to focus on improving inquiry scores as measured by Iowa Assessments; 3) improve understanding of words in context especially in the lower elementary and 4) improve usage and expression, spelling, and punctuation performance as measured by Iowa Assessments, and our multiple writing assessment. From these needs our existing short-term goals were formed.

Long-range goals include having all K-12 students proficient in reading comprehension, mathematics, and science and to use technology in developing that proficiency.

The five district goals include an academic goal, a character education goal, a community unity goal, a facilities goal, and a financial goal.

- 1) South O'Brien will use quality curriculum and effective instruction to prepare students to be responsible citizens and lifelong learners.
- 2) South O'Brien will develop positive behavior in our students.
- 3) Positive interaction will occur between students, parents, and community members both inside and outside of school.
- 4) To provide a safe and orderly environment which facilitates optimal student learning
- 5) To provide funding to sufficiently provide a quality educational program.

These all work together to support efforts at improving teaching for the purpose of helping students achieve.

The short term goals will be measured on standardized tests, the Iowa Assessments, our district's locally developed multiple assessments, the FAST test, and other assessments. The literacy goals will be measured with the FAST tests. The long-range goals will be measured through test scores, graduation rate, and ACT scores. The School Board will evaluate the district goals.

The state-wide goal of attracting able/promising new teachers will be reached by promoting success in the district, offering good facilities, and offering a small town environment. Other attractions for new teachers, and also an incentive for keeping current teachers, are test scores that exceed state and national averages in all subject areas. The district also has a high graduation rate and a high percentage of students who go on to secondary school. The students are well disciplined, have a good work ethic, and have pride in their school.

A more effective mentoring program will be tailored to the South O'Brien District through the use of TLC funds. This will help meet several of the state goals, i.e. attracting able/promising new teachers, retaining current teachers and promoting collaboration.

Some of the reasons that South O'Brien does not have a big problem with teacher retention are that small class size is maintained, there is an effective after school program, and there is an early literacy effort. Learning Communities have developed among the staff, through AIW teams. There is very little teacher turnover. There are good employers in the area who often hire spouses of staff members. Some of the teachers have family in the area, which also contributes to longevity in the system. Many of our own former students return to the area to teacher due to the positive experience they had as students. The positive reputation of both staff and students contributes to retention of effective teachers.

The statewide goal to promote collaboration among teachers will be met with collaboration days that are built into the calendar.

Currently two early dismissals per month are already included. TQPD Teacher Quality and Professional Development allows us to have an extra day paid through those funds for professional development.

The statewide goal of rewarding effective teaching will be met by encouraging effective teachers to apply for leadership opportunities available through the TLC Plan.

All of the efforts, both in the local context and those tailored to meet the statewide goals are designed to improve student achievement.

Impact/effectiveness will be determined by multiple methods. The short-term academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals.

The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly.

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)**

#### Policy and Hiring:

The current starting salary at South O'Brien is \$35,400 which exceeds the minimum state requirement of \$33,500. The South O'Brien CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhance implementation of selected initiatives – ELI, PBIS, AIW, and curriculum mapping. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends. Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan.

The Teacher Selection Committee (composed of two administrators and two teachers chosen by the district association) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

#### Training and Support:

The TLC plan will support current initiatives- ELI, PBIS, AIW, and curriculum mapping/Iowa Core alignment – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

The teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from South O'Brien School will participate in training by the AEA on the Kansas Coaching Project. The AEA and the state will continue to provide specific training on the ELI, AIW and PBIS initiatives. The AEA, along with the Center for Authentic Intellectual Work, will be instrumental in training the AIW coaches.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills.

Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

#### Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time.

Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders. Teachers are collecting and analyzing data for ELI, PBIS, and AIW.

With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within their PLC teams.

The Instructional Coaches will oversee the analysis of district-wide student achievement data. The analysis is done by teacher leaders, the entire teaching staff, and the SIAC. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Instructional Coaches will also meet regularly with the Lead Teachers and Model Teachers to analyze data from the various initiatives – ELI, PBIS, and AIW. Coaches will report back to their AIW teams for collaborative discussion on any modifications needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The Instructional Coaches will present data from the initiatives to the SIAC at their regular meetings.

Annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and SIAC members for the purpose of collecting feedback on the success of the TLC plan. Teacher leaders and administrators will consider modifications to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from ELI, PBIS, AIW, Iowa Assessments, Clarity survey, mentor surveys
- Trainings attended by teacher leaders.
- Logs of AIW team meetings held, along with what was accomplished at each meeting.
- Curriculum maps and alignment reports
- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies in classrooms.

#### Communication:

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper.

Occasional articles from teacher leaders will be placed in the school newsletter.

Teacher leaders will take turns reporting at SIAC and school board meetings.

The Instructional Coaches will be responsible for communicating any specific information on concerns or decisions to the teachers.

The instructional coaches will also be responsible for communicating with their teams..

#### Current Infrastructure Lending On-going Support to the TLC Plan

- 90% of the staff are career teachers
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands of the teachers.

- A mentoring program is in place.
- AIW teams are in place for collaborative learning.
- Teacher committees have been involved in shared decision making and planning.
- The role of “coach” has already been established for AIW teams with the AEA providing the coaches.

## 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.	\$183,140.00
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).	\$10,200.00
Amount used to provide professional development related to the leadership pathways.	\$3,023.04

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

*These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

\$0.00

Totals

\$196,363.04

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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 628.0

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

District Enrollment-Based Allocation \$196,363.04

Total Allocation \$196,363.04

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$196,363.04

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

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

Using Part 10 application narrative from 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)

South O'Brien School has the following measurable goals for the TLC program:

1. Attract able and promising new teachers by offering competitive starting salaries and offering professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers 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 involved increased compensation.
5. Improve student achievement by strengthening instruction.

The following new teacher roles will be created to make these goals a reality: Instructional coaches, Lead teachers, Model teachers, and Mentor teachers.

Instructional Coaches are teachers who are hired to work with and support other teachers assisting them with the development of lessons. South O'Brien will hire a full time TK-6 Instructional/Literacy Coach who will focus on the area of reading. He/she will review assessment data and plan activities to improve teaching and learning. The majority of time will be spent with TK-3, but he/she will also be available to work with grades 4 -6. The instructional coach will provide guidance in literacy and will formulate an action plan to bring about improvement in instruction, in-class supervision, and post-class discussion of strengths, weaknesses and strategies for improvement. He/she will coordinate instructional coaching activities relating to training and professional development with the lead teachers and with the area education agency where appropriate. He/she will spend 100% of his/her time in a leadership role and will have a fifteen-day extended contract, which can be taken in equivalent hours. A log will be kept to keep track of equivalent hours before and/or after school and on non-school days.

South O'Brien will hire a full time Technology Instructional Coach who will also have fifteen extra days. He/she will spend 100% of their time assisting other teachers, helping them integrate technology into their regular classroom and into their lesson plans. He/she will work with grades K-12 and will assist in the use of Smart boards and help teachers gain the knowledge and skills to be able to assist students with their technology skills. These instructional coaches will be curriculum/professional development leaders in the fields of technology and provide support and resources for teachers.

Two Lead Teachers will be hired to deliver professional development to improve instructional strategies. They will each be hired to have expertise with AIW, and to lead the professional development. Each will be given five extra days. Five years of teaching experience in the district is preferred and they must have demonstrated skills in effective teaching, leadership and communications. They need a clear understanding of data-driven decision-making for instructional planning and a broad knowledge of evidence-based teaching practices and proven application of those practices in their current roles. They must also possess the ability to work collaboratively and cooperatively with colleagues and have excellent oral, written, interpersonal and organizational skills.

Nine Model Teachers will be hired to serve as models of exemplary teaching practice. Model teachers are full time teachers with five extended days or 40 hours, which may be taken in equivalent time. All of them will be leaders of individual AIW teams.

The actual number of Mentor Teachers will vary each year depending on new teachers to the district. Mentor teachers are full time teachers who will given five extended days. The mentor teachers will introduce probationary licensed staff members to district programs. They will meet with probationary licensed staff members on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with the mentees during fall in-service days and during the year. They will spend time during the year with them and support them through instructional strategies and sharing curriculum resources. The mentor teachers will take the new teachers past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. They will collaborate in our mentoring program with working with the AEA for the first two years of the program. Mentor teachers will also receive allotted days to observe and be observed. Substitutes will free the mentors when necessary.

Position	No.	In classroom			Est. Salary	Stipend	FICA/IPERS	Ins.	Total
		%	Add. Days						
Instructional Coach	1	0	15	\$ 51,500.00	\$ 6,000.00	\$ 8,960.00	\$ 6,550.00	\$ 71,510.00	
Instructional Coach	1	0	15	\$ 51,500.00	\$ 6,000.00	\$ 8,960.00	\$ 6,550.00	\$ 71,510.00	
Lead Teacher	2	100	5		\$ 2,000.00	\$ 320.00	\$ -	\$ 4,640.00	
Model Teacher	9	100	5		\$ 2,000.00	\$ 320.00	\$ -	\$ 20,880.00	

<b>Mentor</b>									
<b>Teacher</b>	<b>5</b>	<b>95</b>	<b>5</b>		<b>\$ 2,000.00</b>	<b>\$ 320.00</b>	<b>\$ -</b>		<b>\$ 11,600.00</b>
<b>Subs</b>									<b>\$ 10,200.00</b>
<b>Prof. Development</b>									<b>\$ 3,023.04</b>
<b>Total</b>					<b>\$ 100,000</b>	<b>\$ 18,000</b>	<b>\$ 18,880</b>	<b>\$ 13,100</b>	<b>\$ 196,363.04</b>