



Application

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

139629 - South Tama County TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/09/2015 4:20 PM

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## Primary Contact

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City State/Province Postal Code/Zip

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Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:** 641-484-3744

**Agency**

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## Organization Information

**Organization Name:** South Tama County Schools

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:**

**Address:** 1715 Harding street

TAMA Iowa 52339  
City State/Province Postal Code/Zip

**Phone:** 641-484-4345 Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Mary Jones  
**Title** Superintendent  
**Organization** South Tama County Community School District

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

**Address** 1702 Harding Street

City/State/Zip\* Tama Iowa 52239  
City State Zip

**Telephone Number** 641-484-4811

**E-Mail** mjones@s-tama.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** Mary Boege  
**Title** Business Manager  
**Organization** South Tama County Community School District

**Address** 1702 Harding Street

City/State/Zip Tama Iowa 52239  
City State Zip

**Telephone Number** 641-484-4811

**E-Mail** mboege@s-tama.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	Tama County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	36
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	72
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

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

Yes

If YES, describe the positive impact expected from this project

**A focus on high-quality instruction will impact all learners.**

Indicate the group(s) positively impacted.

**Women, Person/s with a Disability, Blacks, Latinos, Asians, Pacific Islanders, American Indians, Alaskan Native Americans, Other**

### 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.

Yes

If YES, present the rationale for determining no impact.

**A focus on high-quality instruction will impact all learners.**

### 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.

Stacy Stull

Title of Person Submitting Certification

Principal

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## Recipient Information

District

South Tama County Community School District

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

County-District Number

86-6098

*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

Mrs.

Name of Superintendent

Mary Jones

Telephone Number

641-484-4811

E-mail Address

mjones@s-tama.k12.ia.us

Street Address

1702 Harding Street

City

Tama

State

Iowa

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

Zip Code

52239

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## TLC Application Contact

Honorific

Mrs.

Name of TLC Contact

Stacy Stull

Telephone Number

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E-mail Address

sstull@s-tama.k12.ia.us

Street Address

1611 Country Club Drive

City

Tama

State

Iowa

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

Zip Code

52339

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## Demographic Profile

October 2014 Certified Enrollment

1523

October 2014 Free/ Reduced Lunch %

58

AEA Number

267

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

**Vision**

South Tama County Community Schools – located in central Iowa – educates more than 1600 students from the communities of Chelsea, Montour, the Meskwaki Settlement, Tama, Toledo, and Vining. Our district has a strong Meskwaki, Hispanic, and Czech presence. District-wide 59.2% of our student population receives free and reduced lunch. The mission of the South Tama County (STC) Schools is to “Provide a rich, academic, student-centered education which results in the success for all learners.” STC’s new teacher leadership and compensation (TLC) model will create leadership opportunities for teaching staff by enhancing instruction through professional collaboration, modeling, and coaching. As a district, we strongly believe enhancing instruction leads to increased student achievement.

The district’s vision for TLC is to challenge all teachers and students to achieve at a high level, model what they have learned, and inspire others.

**STC leadership and Compensation plan consists of the following goals:**

TLC Goals	STC implementation
Improve student achievement by strengthening instruction	Learning is not a given – it is an active process that requires the learner to ask questions, make connections, and apply learning to existing knowledge and new situations.
Promote collaboration by developing and supporting opportunities for teachers in STC to learn from each other.	Learners need clarity about what the learning goals are and the criteria for success to inform the development of their work through Professional Learning Community (PLC) work, Authentic Intellectual Work (AIW) and School Improvement Teams (SIT).
Cultivate professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities.	Teacher leadership exists formally at STC in the form of the following: a Mentoring/Induction program, Special Education instructional coach, and School Improvement teams. The district will continue to create new roles and avenues where teachers can develop and use leadership skills, providing enhanced career opportunities.
Retain effective teachers by providing enhanced career opportunities.	Our proposed TLC plan offers new opportunities at STC that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district in pursuit of other professional challenges and to provide more opportunities for teacher leadership to enhance student learning.
Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	New teachers are hired at Step 5 of the salary schedule and moved to step 6 after one year of experience. All staff are eligible for \$1000 stipend annually to pursue graduate level courses in their teaching area.

**Defining of Roles**

STC’s Teacher Leadership and Compensation plan has

Teacher Roles	Additional Days	Teaching Assignment	Length of Assignment	Salary Supplement
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Instructional Coach Facilitator (1)	15	100% out of classroom	1 year	\$12,000/each
Instructional Coach (4)	10	100% out of classroom	1 year	\$10,000/each
Model Teacher	5	0% out of classroom	1 year	\$2,000/each
Mentor Teacher	4	0% out of classroom	2 years	\$1,000/each
New Teacher	2	0% out of classroom	varies	\$0
Site Council (4)	5	0% out of classroom	3 year staggered term	\$2,000/each

Instructional Coach Facilitator will support the four instructional coaches and oversee the professional development needs of the district.

Instructional Coaches will collaborate with teachers on best practice.

Model Teachers will model best practice in the classroom and work with other teachers to improve instruction and implement district initiatives.

Mentor Teachers will help new teachers as they work towards their standard license. The Mentor teachers will demonstrate proficiency of the Iowa Teaching Standards, and have the ability to consult and assist new teachers. Mentors will meet a minimum of once a month to collaborate with the mentees. The Mentor Teachers will work closely with Model Teachers to set up observations and reflection opportunities for new teachers in the district.

New Teachers are new to the district or new to the profession.

Site Council will screen, interview, and recommend an Instructional Facilitator, Instructional Coaches, and Model Teachers. This council will be involved in the annual review of teacher leadership roles and applications.

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

TLC Model Number

Model 3 Comparable Plan

## Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

South Tama County School District (STC) spent over 200 cumulative hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The TLC plan will support teacher learning and increase student achievement while providing teachers the opportunity to serve in expanded leadership roles. This process has 100% support from certified staff, school board, administration, and community members participating in the School Improvement Advisory Committee (SIAC).

In November 2013, a committee of three administrators and six teachers was formed to explore if this grant was a viable option for our district. The group decided to pursue the grant. The committee then established norms and discussed group roles. In January 2014, the decision was made not to apply for the TLC grant.

Continuing the process in August of 2014 the committee met every Wednesday until completion of the grant writing.

The focus of the TLC plan changed with an emphasis on an instructional coaching model rather than the original idea of adjusting the salary schedule to compensate the current leadership roles in the district. The plan was submitted in January 2015. The grant application did not receive the requisite score needed to continue.

A concerted effort was made to improve our score beginning in April 2015. Committee membership changed at this time due to administrator and teacher attrition. The current committee met in the summer of 2015 and during the 2015/2016 school year.

Committee members looked at research from the following sources: Diane Sweeney: *Student-Centered Coaching*, Jim Knight: *Instructional Coaching Model*, and Richard DuFour: *Professional Learning Communities*.

The committee attended the following trainings and workshops: Teacher Leadership Symposium, ISEA, SAI, Solution Tree's PLC Conference, Benton Community Ed Camp, Grant Writing Trainings, AEA TLC Round III Workshop, Teacher Leadership Workshop, Principals Leadership Network, Teacher Leadership Network.

The planning committee reached out to Benton Community, East Marshall, and Union school districts to examine their TLC plans.

STC received a planning grant, which was used to:

Send a team of teachers to the teacher leadership trainings and workshops mentioned above, including travel and registration costs (\$3,926).

Pay substitutes for staff attending teacher leadership training and planning meetings (\$2564).

Compensate planning committee members for time and effort devoted to development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process (\$3,932).

The planning committee utilized small group conversations, large group meetings, electronic surveys, and an open review process. This feedback ensured the plan reflects the goals and vision of the district.

The planning committee consists of: two elementary, two middle, and two high school teachers, representing all buildings in the district and the STC Education Association. Administration regularly attended the planning process. Community members, school board members, and parents participated also.

#### Parents

Parents participated on the planning committee. Other parents, participating in SIAC meetings, reviewed and provided input on the plan and its development. SIAC members include seven parents, six of whom are not on staff in the district. The public was aware of efforts to pursue the TLC grant through a presentation to the board and SIAC.

Overall, parents showed overwhelming support for a TLC program at STC. When presented with the TLC plan, 100% of SIAC members expressed a high degree of support via consensus at a meeting.

#### Teachers

All teachers in the district expressed support and interest in the TLC plan. Teachers played an integral part in the plan's development through their involvement and leadership on the planning committee. The entire teaching staff, including those not otherwise participating on the planning committee:

- Took part in discussions at staff meetings throughout the plan's development
- Provided input via electronic surveys. Overwhelming support was evident
- Were invited to review the full grant through Google documents

During the development of the plan, teachers expressed concerns. Some adjustments to the plan were made to address input and concerns, such as minimizing out-of classroom time for teachers who hold both leadership roles

and teach in classrooms. Even though concerns existed in the beginning, many teachers have expressed interest in applying for a leadership position.

#### Administration

Members of the administration support the plan and participated as planning committee members. The school board was aware of efforts to develop a TLC program and one administrator said, "The staff has definitely done their homework and deserve to be supported in this effort". The proposed TLC plan supports a commitment made by the school board to apply resources in a manner that reflects a collaborative culture as a priority.

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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.

Our vision correlates to the Theory of Action stated by the TLC Commission. If we promote teacher effectiveness and productivity we ensure students will grow and be successful in the classroom and as lifelong learners.

**STC TLC VISION-** All learners at STC will tackle complex problems and effectively communicate information so students can successfully complete postsecondary goals. To achieve this, staff and students will improve the quality of their work through feedback and reflection, and experience the confidence and accomplishment that comes through the production of meaningful, challenging work.

<b>TLC Goals</b>	<b>STC implementation</b>
<b>Goal 1: Improve student achievement by strengthening instruction.</b>	Learning is not a given – it is an active process that requires the learner to ask questions, make connections, and apply learning to existing knowledge and new situations.
<b>Goal 2: Promote collaboration by developing and supporting opportunities for teachers in STC to learn from each other.</b>	Learners need clarity about what the learning goals are and the criteria for success to inform the development of their work through Professional Learning Community (PLC) work, Authentic Intellectual Work (AIW) and School Improvement Teams (SIT).
<b>Goal 3: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.</b>	Teacher leadership exists formally at STC in the form of the following: a Mentoring/Induction program, Special Education instructional coach, and School Improvement teams. The district will continue to create new roles and avenues where teachers can develop and use leadership skills, providing enhanced career opportunities.
<b>Goal 4: Retain effective teachers by providing enhanced career opportunities.</b>	Our proposed TLC plan offers new opportunities at STC that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district in pursuit of other professional challenges and to provide more opportunities for teacher leadership to enhance student learning.
<b>Goal 5: Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.</b>	New teachers are hired at Step 5 of the salary schedule and moved to step 6 after one year of experience. All staff are eligible for \$1000 stipend annually to pursue graduate level courses in their teaching area.

**STC TLC Goals**

**Goal 1:** STC has struggled meeting proficiency goals for years. Although progress is being made, we continue our efforts so all students will demonstrate a year of growth.

**2013-2014 Proficiency and Growth Data from Iowa Assessments**

<b>Building</b>	<b>Math Proficiency</b>	<b>Met Growth</b>	<b>Reading Proficiency</b>
<b>Elementary</b>	<b>73%</b>	<b>59%</b>	<b>64%</b>
<b>Middle School</b>	<b>75%</b>	<b>61%</b>	<b>68%</b>
<b>High School</b>	<b>72%</b>	<b>38%</b>	<b>75%</b>

By implementing the TLC program, teacher effectiveness will improve which will increase the percentage of students who are proficient.

Goal 2: Since 2010, STC has implemented PLC district wide. The focus is using summative and formative student data to target areas of needs. TLC will provide the tools and strategies to equip teachers with the skills to impact student growth.

Goal 3: Teacher leaders are essential to education. In the past, STC employed instructional coaches for literacy, math, and special education. These coaches proved beneficial for teacher instruction. TLC will give STC the opportunity to create new leader roles and compensate them for their expertise and guidance.

Goal 4: STC teacher retention has been fairly successful, but could be improved. Retention over the past five years has been 82%, 87%, 88%, 89% and 89%. Our proposed TLC plan offers new opportunities at STC that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district in pursuit of other professional challenges and to provide more opportunities for teacher leadership to enhance student learning.

Goal 5: STC offers a competitive starting salary that exceeds the minimum required by TLC guidelines. To compete with surrounding districts, STC accelerated new teachers compensation. Creating a district culture that is attractive to promising young teachers is a critical piece of the long-term success of the district. Through the proposed TLC plan, we will build a rich culture of teacher professionalism that will make STC an attractive and fulfilling district in which to teach, grow, and live.

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 Tama County School District (STC) recognizes the school improvement process requires a continuous effort by all stakeholders. The STC district developed our TLC plan based on these common school improvement initiatives and on professional development, which utilizes a system of continuous improvement. Our plan connects directly to, supports and strengthens our existing initiatives and improvement structures: Mentoring/Induction, Evaluation Systems, Recruitment/Retention, Professional Development, Iowa Core implementation, MTSS/RTI, K-3 Literacy, and Parent/Community involvement.

#### **Mentoring/Induction**

South Tama County created a new mentoring program in 2012 to limit the amount of time spent out of the classroom and to better address the specific needs of our district. Teachers new to the profession are assigned a mentor for two years, while veteran teachers new to the district have a mentor for one year. Throughout the school year, mentees and mentors participate in facilitated group meetings with their cohort to address topics universal to all new staff members, such as classroom management, lesson planning, parent-teacher conferences, and district initiatives.

#### **Evaluation Systems**

Master Contract currently requires evaluation of all teaching staff on a three year cycle by building administration. The Site Council will review the performance of instructional coaches on an annual basis per master contract.

#### **Recruitment/Retention**

STC teacher retention has been fairly successful, but could be improved. Data collected has shown an 87% retention rate in new staff over the last five years. Teachers new to the district start at year five on the salary schedule to remain competitive with neighboring districts.

#### **Professional Development**

Teachers can pursue their master's degrees or graduate credit by taking advantage of the district contribution of \$1,000 annually toward tuition as per master contract. STC's Professional Development Plan aligns with the following TLC goals:

- Improve student achievement by strengthening instruction
- Promote collaboration by developing and supporting opportunities for teachers at STC to learn from each other.
- Cultivate professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities.

#### **Iowa Core**

With the assistance of Mid-Iowa School Improvement Consortium (MISIC), the STC curriculum has been aligned to the Iowa Core and learning targets established. Textbooks and assessments align to the Iowa Core. To assess the Iowa Core, the district uses Iowa Assessment data.

The Instructional Coaches will ensure curriculum is aligned to the Iowa Core through observations, coaching cycles, and data analysis.

#### **MTSS/RTI**

Each building has a team to address student concerns. But, inconsistencies exist between building with MTSS/RTI use. Some inconsistencies are:

- Some teams only address behavior.
- Two of the three buildings have supplemental instructional time built into the schedule.
- Teams are in different stages of implementation.

The TLC plan will assist in building a collaborative, district-wide learning environment by working with teacher PLCs, administrators, the Instructional Coach Facilitator, and others to create seamless transitions in interventions and instruction across grade levels, buildings, and content areas.

#### **K-3 Literacy**

At this time, FAST (Formative Assessment System for Teachers) testing is conducted three times a year.

Interventions and progress monitoring align with the FAST data. Teachers are in charge of FAST training, data collection, and progress monitoring with twenty to thirty minutes provided for interventions daily.

The TLC coaches will assist teachers in analyzing and interpreting the FAST data. Through the use of coaching

**cycles and professional development, instructional coaches will help staff develop strategies to improve student proficiency and prevent third grade retention mandated by state law.**

**Parent/Community**

**Current reality is most parent involvement within our school district does not address student improvement.**

**Committees include:**

- Booster Club**
- Parent Night at Elementary**
- Friends of the Middle School**
- Open House for all buildings at the beginning of the year**

**Most parent involvement within our school district only addresses student improvement on an individual basis during parent/teacher conferences.**

**Invitations have been extended to parents to participate in a multitude of district initiatives including the TLC Grant writing process. Unfortunately, participation has been minimal.**

**The TLC Plan will provide coaches as a liaison to communicate information to parents and the community on a quarterly basis. Information to be disseminated would include: test scores, current events in classroom, school initiatives, successes, and concerns.**

**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)**

### Previous Programs

In 2000, South Tama County (STC) participated in the mentor and induction program offered through AEA267. The AEA267 mentor and induction program has changed to reflect the changing needs of the districts they serve. This training provided structure and clarity for beginning and mentor teachers. However the excessive time mentors/mentees spent out of the classroom and relevance led us to develop our own program in 2012.

### Our Current Program

South Tama County (STC) created a new mentoring program in 2012 to limit the amount of time spent out of the classroom and to better address the specific needs of our district. Teachers new to the profession are assigned a mentor for two years, while veteran teachers new to the district have a mentor for one year. Throughout the school year, mentees and mentors participate in facilitated group meetings with their cohort to address topics universal to all new staff members, such as classroom management, lesson planning, parent-teacher conferences, and district initiatives.

STC teacher retention has been fairly successful, but could be improved. Data collected has shown an 87% retention rate in new staff over the last five years. Surveys of our mentors/mentees have shown the most successful pairings occurred when mentors had systematic training in how to support mentees. Further analysis from staff surveys has shown the current program allotted scheduled times for mentors/mentees to collaborate. One shortcoming of the program is mentors are not adequately trained. The new AEA267 Mentor and Induction Program will provide us with the consistency needed to train new mentors and a structured protocol for supporting mentees.

### Our Future Program

After much deliberation between administration and teaching staff, the district has chosen the AEA267 Mentoring and Induction Program for new teachers and veteran teachers new to the district. This Mentoring and Induction Program is designed around the State of Iowa's technical assistance document for Mentoring and Induction, the Iowa Teaching Standards, research and best practice, evaluation information and field research, innovative, updated programs and training are researched, planned, evaluated and adapted to meet the needs of participants and districts. This program offers the most consistent support for mentor/mentee training. The TLC Plan affords us the opportunity to return to AEA267 for professional development and collaboration of our mentors/mentees. Administrators will use a rigorous mentor selection process based on qualities of a model teacher. Experienced teachers are trained for the role of mentor prior to being assigned a mentee and compensated.

**Mentor Teachers.** (Dependent upon new hires each year) Mentor teacher will help new teacher as they work towards their standard license. The Mentor Teacher will demonstrate proficiency of the Iowa Teaching Standards, and have the ability to consult and assist new teachers. Mentors will meet a minimum of once a month to collaborate with the mentee. The Mentor Teacher will work closely with Model Teachers to set up observations and reflection opportunities for new teachers in the district. The mentors will follow the current Mentoring and Induction Model

All Mentor Teachers will:

- Provide leadership for new teachers
- Plan observation and opportunities for reflection
- Support new teacher learning
- Help increase teacher retention
- Acclimate new teachers to the district
- Receive \$1,000 a year through state mentoring dollars
- Receive an additional \$1,000 a year through the Teacher Compensation Plan

Our intent is the mentor/mentee partnership will be the initial step in retaining and developing new educators through the TLC Plan at STC.

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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.

*Detailed description of the new clearly differentiated teacher leader roles.*

The South Tama County (STC) Teacher Leadership and Compensation Plan (TLC) has three levels: Model Teachers, Instructional Coaches, and an Instructional Coach Facilitator. Model Teachers are the foundation of the system, making up approximately 25% of the faculty. The Instructional Coach Facilitator will collaborate with and coordinate efforts of the Instructional Coaches and Model Teachers, as well as support district-wide initiatives and supporting staff in working with diverse learners. These leadership positions provide a district-wide network to promote effective delivery of instruction and improved student achievement. Above the Model Teachers are four Instructional Coaches, two serving elementary in literacy and math, and two serving secondary in literacy and the STEM fields (science, technology, engineering, mathematics).

Teacher Roles	Additional Days	Teaching Assignment	Length of Assignment	Salary Supplement
Instructional Coach Facilitator (1)	15	100% out of classroom	1 year	\$12,000/each
Instructional Coach (4)	10	100% out of classroom	1 year	\$10,000/each
Model Teacher	5	0% out of classroom	1 year	\$2,000/each
Mentor Teacher	4	0% out of classroom	2 years	\$1,000/each
New Teacher	2	0% out of classroom	varies	\$0
Site Council (4)	5	0% out of classroom	3 year staggered term	\$2,000/each

*Detailed explanation of how each of the new and existing roles fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.*

**Instructional Coach Facilitator.** One position, this individual will serve 100% of time out of the classroom. This individual will work 15 days beyond the standard 189 day teaching contract.

The Instructional Coach Facilitator is responsible for the following:

- Delivering and disseminating professional development (PD) at the district level, building level, department level, and/or individual level based on feedback and observations made by instructional coaches.
- Collaborating with administrators and instructional coaches to determine professional learning needs for the district
- Using student data to research programs and strategies to improve student performance.
- Modeling, demonstrating, and supporting sound instructional practices.
- Collaborating with the four instructional coaches to provide training and support for new and veteran teachers on current district initiative.
- Supervising the Mentoring Induction Program.
- Analyzing student data at the district level to determine current reality and set goals for measuring progress.
- Serving as liaison between parents, community, and school.

**Instructional Coaches.**Four individuals will serve as Instructional Coaches, spending 100% of time out of the classroom. Instructional Coaches will work 10 days beyond the standard 189 day teaching contract.

Instructional Coaches are responsible for the following:

- Collaborating with teachers to identify teacher needs and discuss possible evidence-based interventions to increase student growth (instructional coaching cycle).
- Observing classrooms in collaboration with teachers to analyze student progress.
- Facilitating analysis of student work with individuals or groups of teachers, brainstorming to adjust instruction, helping teachers develop new strategies, and locating resources to improve student growth.
- Modeling a lesson for a group of teachers and providing time afterwards to engage in learning-focused dialogue.
- Modeling and co-teaching current evidence-based instructional strategies with Model Teachers.
- Increasing teacher engagement in current professional development initiatives with mini-lessons or a series of coaching cycles based on the needs of teachers.
- Developing a collaborative, district-wide learning environment by working with teacher PLCs, administrators, the Instructional Coach Facilitator, and others to create seamless transitions in interventions and instruction across

grade levels, buildings, and content areas.

- Building and supporting a culture and climate focused on the needs of students.
- Promoting teacher, coach, and administrator collaboration around student data.
- Collaborating with administrators and instructional coaches to determine professional learning needs for the district.
- Serving as liaison between parents, community, and school.

**Model Teachers.** Approximately 25 teachers (25% of faculty divided between elementary and secondary) will serve as Model Teachers. Model Teachers will open their classrooms as a resource for other teachers during instructional and non-instructional times. Model Teachers will work 5 days beyond the standard 189 day teaching contract. All Model Teachers are responsible for:

- Actively leading and guiding staff on building and district leadership teams.
- Collaborating with coaches and other district leaders to create smooth transitions with new interventions and instructional practices.
- Piloting new programs and teaching practices with fidelity and reporting to coaches and administrators on effectiveness.
- Serving as model classrooms for career teacher observations on new and current district initiatives.
- Researching professional literature and implementing procedures in their classrooms.
- Coaching and motivating beginning and veteran teachers by helping them network within the building and district.
- Creating a positive and engaging classroom environment for all learners.
- Demonstrating how to use student data to drive instruction in the classroom.
- Serving as liaison between parents, community, and school.

**Mentor Teachers.** (Dependent upon new hires each year) Mentor Teachers will help new teachers as they work towards their standard license. The Mentor Teachers will demonstrate proficiency of the Iowa Teaching Standards, and have the ability to consult and assist new teachers. Mentors will meet a minimum of once a month to collaborate with the mentees. The Mentor Teachers will work closely with Model Teachers to set up observations and reflection opportunities for new teachers in the district. The mentors will follow the current Mentoring and Induction Model.

All Mentor Teachers are responsible for:

- Providing leadership for new teachers
- Planning observation and opportunities for reflection
- Supporting new teacher learning
- Helping increase teacher retention
- Acclimating new teachers to the district

TLC Site Council will consist of four teachers representing all buildings. The members of the TLC Site Council will have five additional days in their standard 189 day teaching contract and a stipend of \$2,000. Their responsibilities will include screening, interviewing, and recommending an Instructional Facilitator, Instructional Coaches, and Model Teachers. This council will be involved in the annual review of teacher leadership roles and applications.

#### **TLC Cohesiveness**

The Instructional Coach Facilitator, Instructional Coaches, and Model Teachers will strive to create a coherent strategy for professional learning. Currently, the administrative team establishes the focus for professional learning at the district and building level. STC has worked previously with AEA 267 in a collaborative instructional coaching model, has employed a curriculum director, and has utilized a School Improvement Team to facilitate professional development to work towards improving student achievement. The TLC Plan seeks to combine the best of these efforts into a coherent strategy for promoting recruitment and retention of teachers, as well as improve the overall academic performance of our students. Teachers will work to ensure classrooms are student-centered with rigorous and relevant instruction. Model teachers will provide opportunity for all teachers to observe highly productive classrooms. The Instructional Coaches will utilize coaching cycles with all teachers to increase achievement through

student-centered classrooms. Instructional Coach Facilitator will collaborate with administrators, Instructional Coaches and teachers to determine district-wide and building level professional learning opportunities. In addition the Instructional Facilitator will address the needs of new professionals to ensure success for all adult learners in the district. The system will provide STC with a cohesive structure which fosters rich, academic student-centered education. The TLC plan will challenge all students to achieve at a high level, model what they have learned, and inspire others.

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.

*How effectiveness of the candidates will be determined and evaluated in the selection of teacher leaders.*

Working with peers requires a different skill set than working with students. It is the intent of the selection process to identify the most qualified applicants to work with adult learners. The best classroom teacher is not automatically suited by temperament or skill to work collegially with adults. The TLC Planning team has developed a rigorous selection process that includes multiple measures for examining past effectiveness and professional growth that will guide this important work.

The Site Council will be trained on the ethics, confidentiality, and inter-rater reliability to ensure a consistent selection process. The Site Council will be made up of seven members, four teachers, and three administrators with each building being represented. Members of the Site Council will be appointed by the superintendent. Membership on the Site Council will serve on staggered three year terms. Future appointees will be nominated by the Site Council. Teachers applying for Instructional Coach or Instructional Coach Facilitator may not serve on the Site Council.

*How professional growth will be determined and evaluated in the selection of teacher leaders.*

#### **Phase One: Application**

Teachers applying for a leadership position must have a minimum of five years teaching experience and at least three years in the district. Those applying for teacher leader positions (Instructional Coach Facilitator, Instructional Coaches and/or Model Teachers) will be required to:

1. Indicate position(s) in which they are interested.
2. Upload the following four artifacts for consideration.
  - Written narrative explaining interest in a leadership position, as well as strengths and talents the applicant would bring to the position;
  - Provide the most recent Individual Career Development Plan (ICDP);
  - Student data that indicates how the individual supports continual student growth and progress; and
  - Complete questions developed by the Teacher Leadership and Compensation Plan Committee and aligned with the Teacher Leader Model Standards from the Teacher Leadership Exploratory Consortium. Questions will measure the applicant's values, beliefs, attitudes, and dominant behaviors in comparison to their peers. This insight will assist in determining each applicant's predicted level of effectiveness as potential teacher leaders. The Site Council will score the applications to ensure inter-rater reliability. Applicants with favorable responses to at least 50% of the questions will advance to Phase Two.

#### **Phase Two: Interview Process**

Applicants will describe their experiences, expertise, and attributes which enable them to be effective leaders and learners. In this role, applicants will discuss the relevance of their written responses, describe strengths they bring to the position in which they are applying, and respond to questions about their most recent ICDP. The purpose of Phase Two is to determine each applicant's past level of effectiveness in professional growth efforts as well as to predict how effective they may be as a teacher leader.

#### **Phase Three: Selection**

The Site Council will use Diane Sweeney's student-centered coaching rubrics to assess the top candidates' four artifacts, interview, and written responses. They will make recommendations to the superintendent for each position. The superintendent will submit a list of candidates to the Board of Education for final approval.

#### **Phase Four: Yearly Review and Reapplication**

The Site Council will review the performance of teacher leaders annually. The Instructional Coach Facilitator, Instructional Coaches, and Model Teachers using their job descriptions, will submit a self-reflection of their performance to the Site Council. The Site Council will provide each individual with formative feedback regarding performance as indicated by job tasks in the job description. Peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role will be provided to the Site Council through the use of peer review surveys. A teacher who completes the time period of assignment in a leadership role may apply for

assignment in a new leadership role or for reassignment. All teacher leaders will be able to return to a job replacement similar to the one they vacated. The superintendent will make retention recommendations based on input from the teacher leaders and the Site Council.

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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.*

### **Teacher Leaders' Roles in Creating Professional Development**

Currently, the South Tama administrative team establishes the focus for professional learning at the district and building levels. Using the Iowa Professional Development Model (IPDM), the Instructional Coach Facilitator in conjunction with the four Instructional Coaches and Model Teachers will work with the administrative team to deliver professional development. Additionally, this group will use multiple-data sources (formative, summative, walk-through data, teachers needs assessment) to help address the professional development needs for the district and each of the individual buildings. The TLC Plan will develop a coherent strategy to improve the overall academic performance of our students as well as to promote recruitment and retention of teachers.

### **Teacher Leaders' Roles in Delivering Professional Development**

Teacher leaders will play a key part in the delivery of professional development. At the district level, professional development will be led by the Instructional Coach Facilitator, Instructional Coaches, and administrative team. At the building level, Instructional Coaches and Model teachers will work with administrative team to deliver professional development. Teachers will provide feedback to Model Teachers and Instructional Coaches to improve professional development delivery.

STC's Professional Development Plan aligns with the following TLC goals:

- Improve student achievement by strengthening instruction
- Promote collaboration by developing and supporting opportunities for teachers in STC to learn from each other.
- Cultivate professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities.

Teacher Leaders will utilize the following steps of the IPDM:

#### **1. Collecting/analyzing student data**

- Instructional Coach Facilitators and administrators will analyze district student achievement data (Iowa Assessments, FAST, MAP, walk-through data, I-ELDA, and CoGAT)
- Instructional Coaches will analyze data with building PLC teams to focus building/district wide professional development
- Mentor Teachers will help teachers new to the profession and district analyze student achievement data and assist the teachers in planning, monitoring, and implementing best instructional practices.

#### **2. Goal setting/student learning**

- Instructional Coaches and Model Teachers will work with teachers to develop meaningful career development plans based on district professional development goals (AIW, PLCs, Kagan, MTSS, and technology integration).
- Mentor Teachers will advise new teachers on implementing the Iowa Teaching Standards and working towards district professional development goals.

#### **3. Selecting content**

- At the district level, the Instructional Coach Facilitator and administrators will select effective researched-based instructional strategies that align the district goals.
- At the building level, Instructional Coaches will select effective researched-based instructional strategies that align to building and individual professional development goals.
- At the classroom level, classroom teacher will work with Instructional Coaches to select the focus of the coaching cycle.

#### **4. Designing the process for PD**

- The Instructional Coach Facilitator, administrators, and Instructional Coaches will work collaboratively to design the professional development calendar for the school year.
- Instructional Coaches and Model Teachers will work together in implementing district professional development.

#### **5. Ongoing Cycle**

- Model Teachers will make their classroom accessible for peer observation and learning of district goals.
- All teachers will collect and review artifacts and data to continue the professional learning process.
- Collaboration and feedback will be ongoing between all stakeholders to increase student achievement.

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.

South Tama County Community School District (STC) believes that all learners will tackle complex problems and effectively communicate information and ideas so students can successfully complete postsecondary goals. In order to achieve this, staff and students will improve the quality of their work through feedback and reflection, and experience the confidence and accomplishment that comes through the production of meaningful, challenging work. This vision will direct the work of our district leaders and teachers in our South Tama Teacher Leadership and Compensation Plan which is encompassed by the following goals:

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

Improve student achievement by strengthening instruction.

**Short Term:** Professional Learning Communities (PLC) will analyze MAP and FAST data three times a year to formally assess student growth in Reading, Math and Science. This data analysis will guide instruction based on differential student need.

**Long Term:** Using National Standard Score from the Iowa Assessment on the Science and Reading subtest, 70% or more students in grades 3-11 will score proficient on the Iowa Assessment. On Math 75% or more students in grades 3-11 will score proficient on the Iowa Assessment.

Promote collaboration by developing and supporting opportunities for teachers in STC to learn from each other.

**Short Term:** PLC Continuum Rubric developed by Rick Dufour will be used twice a year to measure the effectiveness of PLCs, and the teacher leaders will use this data to assist in district wide staff development. Surveys will be used to measure the effectiveness of PLCs and Instructional Coaches.

**Long Term:** All teaching staff will complete a coaching cycle and/or observe model teachers annually. Coaching cycles and observations will be tracked through a contact log documenting the number and type of interactions coaches had with teaching staff.

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

**Short Term:** The Teacher Quality Committee will track the number of teachers who utilize professional development opportunities to improve their teaching practice. The district will track the number of teachers who pursue their master's degree or graduate credit by taking advantage of the district contribution of \$1,000 annually toward tuition as per master contract.

**Long Term:** To increase the number of teachers in instructional leadership roles, twenty-five percent of STC staff will be model teachers. Approximately five percent of the teaching staff will serve as instructional coaches and mentor teachers will be assigned based on district need. Increased leadership responsibilities will be compensated by the following model and will be tracked on an annual basis by Human Resources (HR).

Teacher Roles	Salary Supplement
Instructional Coach Facilitator (1)	\$12,000/each
Instructional Coach (4)	\$10,000/each

Model Teacher	\$2,000/each
Mentor Teacher	\$1,000/each
Site Council (4)	\$2,000/each

Retain effective teachers by providing enhanced career opportunities.

**Short Term:** HR will track the number of new teachers and teacher leaders who choose to remain in the district. Exiting teachers will complete an interview with HR to improve teacher retention at STC. District administrators will utilize the evaluation process to determine teacher effectiveness.

**Long Term:** We are going to increase the retention of effective teachers by utilizing our Instructional Leaders. HR will complete a comparison study to develop trend data regarding the retention of teachers. Although our current retention rate is high, STC will increase our retention of effective teachers based on Iowa Teaching Standards from 87% to 95%.

Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

**Short Term:** In order to be competitive with other districts we have negotiated to hire teachers at Step 5 of the salary schedule per master contract. HR will track the number of applicants for available teaching positions.

**Long Term:** HR will complete a comparison study to develop trend data regarding the number of applicants for available teaching positions. Based on the data, HR, the Site Council, and the Superintendent will make recommendations for leadership adjustments.

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)**

## **Capacity to Implement and Sustain the Teacher Leadership Compensation Plan**

South Tama County (STC) has built the capacity to implement the TLC Plan and sustain the involvement of teacher leadership long term. Mentoring and Professional Learning Communities (PLC) are programs which originated through state funding. The district continues to fund and sustain these initiatives without direct funding from the state.

### **1. Success of Past Initiatives**

#### **Mentoring**

STC has been devoted to the retention of new teachers. Even before the state mandated mentoring, new teachers to district were assigned veteran teacher to help them acclimate to the district. Although the state requirements have changed over time, STC has been committed to the process of supporting new teachers to the district. At the present time, teachers new to the profession and new to the district participate in the STC mentoring program.

#### **Professional Learning Communities**

For many years, STC has focused on the PLC initiative. Starting in the summer of 2010, STC sent a group of staff members to the PLC Conference in Minnesota. This was followed by sending a another group to Phoenix in February 2011. The district has continued to send small groups of teachers yearly.

In addition to the conferences, the district has brought in presenters from Solution Tree. In collaboration with Solution Tree, Dennis King worked with school leadership teams on how to improve the PLC process, collect and analyze student data, and define the group's work. *The Collaborative Teacher: Working Together as a Professional Learning Community* was purchased for all teachers to facilitate PLCs.

Also, to facilitate PLC work, the district started dismissing students early on Wednesdays beginning in 2010. This time was set aside for PLCs to collect and analyze student data, determine how to assist students not meeting learning targets, and how to extend growth for students who meet learning targets. The PLCs also worked on curriculum alignment, research on rigorous assessments, and supplemental instruction for students.

The two programs mentioned above show STC's commitment to sustaining new initiatives over the long term. The same commitment will be made with the TLC program.

### **2. Key Staff and Responsibilities for Plan Sustainability**

#### **Superintendent**

- Communicate program and progress to all stakeholders
- Building administrators
- Site Council
- Board of Education
- Human Resource Director
- Teachers
- Make hiring recommendations
- Manage the Site Council and Instructional Facilitator
- Monitor and supervise use of TLC funds
- Oversee interviews and surveys for new and exiting teachers
- Recruit and communicate with teacher preparation programs in advance of new teacher need
- Implement teacher leader evaluation systems

#### **Building Administrators**

- Support the alignment of curriculum, instruction and assessment
- Evaluate teacher leader roles
- Facilitate the training of Instructional Coaches and Model Teachers
- Monitor instruction
- Communicate with coaches about building needs to ensure program success

#### **Business Manager**

- Develop a TLC budget
- Maintain and monitor the TLC Funds

## Mentor Teachers

- Participate in New Teacher Orientation at the beginning of each school year and various meetings throughout the school year
- Focus on Iowa Teaching Standards
- Support portfolio development
- Complete an annual survey on the effectiveness of the New Teacher Orientation Program

To maintain a professional, non-evaluative relationship between Instructional Coaches and administration, conversations about classroom teachers will focus on curriculum and student needs. Administration will be responsible for the evaluation of teachers and teacher leaders.

Along with these key roles, the Superintendent will ensure all Instructional Coaches have access to continued training. Instructional Coaches will study *Student-Centered Coaching* by Diane Sweeney and attend further training opportunities provided by the AEA and outside resources.

The Superintendent and building administrators will ensure Instructional Coaches have time for collaboration in the following ways:

- Weekly PLC meetings
- Four to six week coaching cycles
- Monthly meetings with administration

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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.	\$130,000.00

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).	\$286,136.00
Amount used to provide professional development related to the leadership pathways.	\$60,075.64
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$476,211.64</b>

## 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	1523.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$476,211.64
Total Allocation	\$476,211.64

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$476,211.64
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

## Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

## Roles and Costs

- STC's TLC plan includes 44 Teacher Leaders, allowing for 38% of our 116 teachers to hold leadership roles who service approximately 1600 students.
- South Tama County School District (STC) already meets the minimum salary requirement of \$33,500.
- \$130,000 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.
- STC will hire 5 new employees to fill positions vacated by newly hired Instructional Coaches. Funds needed to hire these new teachers are estimated at \$286,136.
- STC budgeted \$36,748 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Leaders attend trainings. Distributing compensation in this manner will allow STC to develop leadership opportunities for exemplary educators, improving instructional practices and ultimately increasing student achievement.

Budget Development at STC carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, our budget is 100% aligned to that mission. STC is proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators, and parents participated in plan development, providing critical feedback resulting in strong support from all stakeholders.

## Existing STC Goals

Each Teacher Leader will play a pivotal role in helping STC achieve its TLC Goals.

Teacher Leaders Involved: Instructional Coach Facilitator, Instructional Coaches, Model Teachers, Mentor Teachers

Goal 1: Improve student achievement by strengthening instruction.

STC has struggled meeting proficiency goals for many years. Although progress is being made, we continue our efforts so all students will demonstrate a year of growth.

Goal 2: Promote collaboration by developing and supporting opportunities for teachers in STC to learn from each other.

Since 2010, STC has implemented PLC district wide. The focus is on student data, summative and formative, targeting areas of need. TLC will provide the tools and strategies to equip teachers with the skills to impact student growth.

Goal 3: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Teacher leaders are essential to education. In the past, STC employed instructional coaches for literacy, math, and special education. These coaches proved beneficial for teacher instruction. TLC will give STC the opportunity to create new leader roles and compensate them for their expertise and guidance.

Goal 4: Retain effective teachers by providing enhanced career opportunities.

STC teacher retention has been fairly successful, but could be improved. Retention over the past five years has been 82%, 87%, 88%, 89% and 89%. Our proposed TLC plan offers new opportunities at STC that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district to pursue other professional challenges and provide more opportunities for teacher leadership to enhance student learning.

Goal 5: Attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

STC offers a competitive starting salary that exceeds the minimum required by TLC guidelines. To compete with surrounding districts, STC accelerated new teachers compensation. Creating a district culture that is attractive to promising young teachers is a critical piece of the long-term success of the district. Through the proposed TLC system, we seek to build a rich culture of teacher professionalism that will make STC an attractive and fulfilling place to teach, to grow, and to stay.

The district's vision for TLC is to challenge all teachers and students to achieve at a high level, model what they have learned, and inspire others. Teacher Leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and

relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.

South Tama County has built the capacity to implement the TLC plan and sustain involvement of teacher leadership long term. Mentoring, PLC, and preschool are programs which originated through state funding. The district continues to fund and sustain these initiatives without direct funding from the state.