



Application

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

139604 - Spirit Lake Community School Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 9:22 AM

Primary Contact

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State/Province

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Program Area of Interest

Early Literacy Implementation

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712-336-4641

Agency

Organization Information

Organization Name:

Spirit Lake Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address: 711 23rd Street
Spirit Lake Iowa 51360
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Dr. David Smith
Title Superintendent
Organization Spirit Lake Community Schools

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

Address 2701 Hill Avenue

City/State/Zip* Spirit Lake Iowa 51360
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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
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Name Karen Oleson
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County(ies) Participating, Involved, or Affected by this Proposal	Dickinson 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	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	1
<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

Our district currently employs 30 male teachers and 55 female teachers. If we move 25% of our teachers to teacher leaders, we have the mathematical probability that more females will be put into leadership roles than males.

Indicate the group(s) positively impacted.

Women

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. **Nancy Kriener**

Recipient Information

District	Spirit Lake Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	52-3141
<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	Dr.
Name of Superintendent	David Smith
Telephone Number	712-336-2820
E-mail Address	dsmith@spiritlekecsd.org
Street Address	2701 Hill Avenue
City	Spirit Lake
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51360

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Nancy Kriener
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E-mail Address	nkriener@spiritlekecsd.org
Street Address	2701 Hill Avenue
City	Spirit Lake
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51360

Demographic Profile

October 2014 Certified Enrollment	1177
October 2014 Free/ Reduced Lunch %	27
AEA Number	8

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

Narrative

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

The Spirit Lake Community School District has put together a teacher leadership (TL) vision and plan which utilizes teacher leaders at multiple levels to promote instructional leadership for a future ready school.

VISION: To accelerate students' learning outcomes, the SLCSD 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.

TLC GOALS:

Improve student achievement

While we are a high achieving district, we are continually looking for ways to improve student growth and proficiency.

Promote collaboration among staff to advance instructional practices for 21st Century teaching and learning

Create teacher leaders to design and implement professional development to foster growth and improve instructional practices.

Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels.

Construct a formal system for teacher leadership which allows teachers to develop additional skills, avenues and career opportunities.

Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.

Since we currently offer a highly competitive starting salary well above the TLC minimum, our goal is to attract/retain innovative, forward thinking educators by offering differentiated levels of leadership opportunities including mentoring of new teachers.

Teacher leaders will provide new supports for teachers within our learning environment. Instructional Coaches, a Technology Integrationist, and a Director of Strategic Relationships will work together with model and mentor teachers to promote increased student achievement and 21st Century teaching and learning across the district.

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

After receiving the planning grant, the Spirit Lake Community School District decided to wait two years before beginning the planning process. During this time, administrators were researching teacher leadership and talking with districts who were both writing and implementing their own TLC grants. Based on these discussions, the administrators began to move forward with creating a planning and writing committee.

A planning and writing committee held their first meeting in the Spring of 2015. This committee was made up of the superintendent, three building administrators, the Director of Technology and Innovation, the Director of Learning and Development, three teachers (representing all buildings and the LEA), and two parents who are not also teachers.

This group decided to pursue Model 3 and began to discuss the needs currently present in the district. A TLC introductory video was created and shared with all staff during a Spring PD day. A google form was then shared with all teachers for input of need centered around teacher leader roles. The committee utilized this feedback in the formation of the teacher leader roles written into the grant.

A TLC screencast overview video was created and shared with all teachers during professional development. The video was also shared with school board members via email, and a TLC update was presented to the school board at the June 8, 2015 board meeting. The video and update were also shared with the District Cabinet during their May 2015 meeting.

The planning and writing committee met to review exemplar applications from year 1 and 2, as well as, the Heartland AEA TLC workbook in order to begin the grant writing process. This group met throughout the spring and summer in several face to face meetings to write the plan. In the final stages, the TLC drafts were shared via email for comments and revisions.

Planning grant funds were utilized to pay subs on the days in which teachers on the planning and writing committee were meeting. These same teachers received an hourly rate of \$25 per hour for their work past contract hours and for summer work days. The planning grant was also utilized to purchase Coaching Classroom Instruction by Marzano and Simms books for professional development. The Director of Learning and Development also used planning funds to attend the Jim Knight Instructional Coaching workshop put on by Prairie Lakes AEA.

Staff, parents, community members, and school board members have all been involved in the planning and writing of the TLC grant. All groups have indicated a need for additional supports for teachers. Google Forms, District Cabinet meetings, School Board meetings, face-to-face interviews, and online feedback were all utilized to communicate with all stakeholders. There is an overwhelming amount of support among staff members for implementing the new teacher leader roles (79% of teachers responded yes, they were in favor of moving forward with the grant (52 individuals), .5% responded no, they were not in favor of moving forward with the grant (3 individuals), and 16.5% said they needed more information before making up their mind (11 individuals).

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.

VISION: To accelerate students' learning outcomes, the SLCSO 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.

TLC GOALS:

<p>Improve student achievement</p>	<p>While we are a high achieving district, we are continually looking for ways to improve student growth and proficiency.</p>
<p>Promote collaboration among staff to advance instructional practices for 21st Century teaching and learning</p>	<p>Create teacher leaders to design and implement professional development to foster growth and improve instructional practices.</p>
<p>Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels.</p>	<p>Construct a formal system for teacher leadership which allows teachers to develop additional skills, avenues and career opportunities.</p>
<p>Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.</p>	<p>Since we currently offer a highly competitive starting salary well above the TLC minimum, our goal is to attract/retain innovative, forward thinking educators by offering differentiated levels of leadership opportunities including mentoring of new teachers.</p>

LOCAL CONTEXT:

Our system design is to utilize collaborative processes and multiple data sources to analyze student learning and teacher practice for individual and collective growth. As a result, student learning will improve. The proposal goals are specifically designed to connect, support and strengthen the current school improvement initiatives and align with our building and district goals.

SLCSO will provide a future focused education to students through personalized, real world learning experiences.

- Learning will focus on maximizing the use of technology to create authentic, personalized learning experiences.
- Learning will provide students the opportunity to further develop the 21st Century Skills of critical thinking, problem solving, creativity and collaboration.

2014-2015 Performance Data

Reading	Met Proficiency	Met Growth	Math	Met Proficiency	Met Growth	Science	Met Proficiency	Met Growth
4th	86.11%	74%	4th	88.89%	57%	4th	97.2%	69%
8th	86.27%	84%	8th	92.16%	57%	8th	95.10	84%
11th	82.83%	24%	11th	83.84%	53%	11th	79.80%	52%

By implementing the proposed TLC system, which is designed to increase teacher effectiveness, we seek to increase the percentage of students who are demonstrating proficiency and/or a year of growth in all areas.

Our assessment data indicates a need for increased student achievement in the areas of math and reading. Our observation and survey data show a continued need for additional support for teachers in the area of technology integration and 21st Century skills. We believe a TLC grant will allow for continual improvement by providing the funding, focus, and structure to assist our district in fulfilling our vision and meeting our goals.

Instructional Coaches will help to monitor all student data, including individual growth, and collaborate with teachers in planning interventions to increase proficiency and growth.

Promote collaboration among staff to advance instructional practices - We believe creating teacher leaders to design and implement professional development will foster growth and improve instructional practices. Coaching and peer review are integral parts of implementing best practices in daily classroom instruction. Opportunities to observe and learn from model teachers will also advance educational practices. Spirit Lake is also an innovative district and a P21 Exemplar school. Through Project Based Learning experiences like J-Term and Spring Academy, we are promoting increased collaboration within and outside of our walls. Having a Director of Strategic Relationships will help promote and grow these partnerships, as well as, PBL and STEAM initiatives.

Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels - Constructing a formal system for teacher leadership allows teachers to develop additional skills, avenues and career opportunities. We believe multiple levels of leadership will provide teachers continued opportunities to become reflective, life-long learners and reward professional growth and effective teaching.

Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities - Since we currently offer a highly competitive starting salary well above the TLC minimum, our goal is to attract/retain innovative, forward thinking educators by offering differentiated levels of leadership opportunities including mentoring of new teachers. We believe these advanced leadership opportunities will create an environment that allows us to attract and retain quality educators.

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)

Spirit Lake's TLC proposal is designed to initially connect to, support, and strengthen four key school improvement initiatives already underway in the district:

- Iowa Core Implementation
- Multi-tiered system of supports
- Technology integration
- 21st Century teaching and learning

Initiative

Iowa Core Implementation

- Collaboration to implement the characteristics of effective instruction (CEI)
- Alignment that addressed content, instruction and assessment
- Move toward standards based reporting

Multi-Tiered System of Supports

- Implementing a standards based assessment and reporting system and utilize standards data to intervene with individual students
- Through the statewide Early Literacy Initiative, using universal screening, progress monitoring, and interventions to ensure all students are able to read by the end of third grade
- Implementing schedules and practices that support a quality multi-tiered system of supports at the middle school and high school levels

Technology Integration

- staff development centered around 1:1 practices

Connect, Support, Strengthen

Instructional Coaches, Director of Strategic Relationships and Mentor Teachers Support teachers to:

- understand and implement CEI become more knowledgeable about the content of the Iowa Core standards
- understand and implement quality alignment practices
- support standards based reporting efforts

Instructional Coaches and Mentor Teachers Support teachers to:

- understand and implement quality assessment, grading, and reporting practices
- use data from assessments to impact teaching and learning
- imagine, implement, and evaluate different ways to use time to meet individual student needs

Model Teachers demonstrate and consult regarding efficient use of MTSS practices

Instructional Technology Coach

Support teachers to:

- understand and implement quality technology integration
- efficiently identify and address technology integration needs
- access timely technology integration professional development and training for individuals, groups of individuals and district wide

Model Teachers demonstrate, record and consult regarding effective use of tech integration

21st Century Teaching and Learning

- TRUDACOT (Technology Rich Unit Design and Classroom Observation Tool) used to move lessons toward 21st Century teaching and learning
- provide opportunities for real-world authentic learning
- create global learning experiences
- Project Based Learning initiatives

Instructional Coaches, Director of Strategic Relationships and Mentor Teachers

Support Teachers to:

- move lessons toward 21st Century teaching and learning practices
- collaborate to support personalized learning
- support critical thinking, communication, creativity and collaboration infusion
- support PBL work
- create authentic learning opportunities

Model teachers demonstrate and record 21st Century teaching practices and TRUDACOT discussions

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)

Mentoring Gaps

A google form survey was sent to all mentor and mentees that have participated in the mentoring program within the past five years. Through this survey, discussion with administration and our planning committee, we discovered the school mentoring plan was not being implemented with fidelity. The themes that emerged from our data collection included: mentor training, “focused” observations and dedicated time for collaboration between mentor/mentee.

When we reviewed our current plan, we discovered it outlined a training process to prepare mentors for their role.

However, this has not been our district’s practice the past few years.

We currently do not have a structured mentoring relationship for career teachers who are new to our district.

We have identified the following way to address the gaps identified:

1. Instructional coaches hired through the TLC grant will oversee the mentor/mentee process in each of their respective buildings. By assigning this role it brings the focus and accountability back to implementing the plan with fidelity. This is manageable for our instructional coaches because historically our district has very low turnover due to a variety of factors. Therefore, each building has one or two mentor/mentee partnerships in any given year.
2. Substitutes will be hired to provide release time for mentors/mentees to complete observations, reflect and collaborate. This will provide the time and opportunity for mentors to significantly impact the development of new professionals, as well as, provide the opportunity for new professionals to observe model teachers. This new structure will preserve planning time for each individual.
3. Mentors will be compensated for training and any other necessary work outside the contracted days.
 1. Training to become a mentor
 2. Individual professional growth
 3. Participation in new teacher orientation with their mentee
4. Career teachers will be provided with a mentor to support the day to day building and district procedures as well as district initiatives and curriculum and assessment needs.

Utilize teacher leaders and additional funding to improve entry to profession:

Each initial teacher will be placed with a mentor, following a selection process as noted in our state approved mentoring plan. These additional supports will provide beginning teachers with coaching, mentoring and opportunities for observing exceptional instructional practices with the hope of attracting and retaining new teachers in the profession.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Part 5 Teacher Leadership Roles

Instructional Coach (PK-4 and 5-8)

- Facilitate communities of learning (PLC)
- Assists colleagues in selecting and implementing effective strategies and resources
- Works inside classrooms to help teachers implement new ideas and model how to plan instruction on the basis of formative and summative data (coaching dialog)
- Communicates to administrators and teachers to keep the focus on teaching, learning, and continuous improvement
- Leads teams to collect and analyze data
- Provides ideas for differentiating instruction and planning (data driven)
- Facilitates/leads and assists in selecting PD content and instructional supports

Instructional Coach (9-12)

- Helps colleagues by sharing instructional and professional resources (i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.)
- Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers
- Works inside classrooms to help teachers implement new ideas, demonstrates lessons, engages in co-teaching, observing, and giving feedback (or having a coaching dialog)
- Supports ongoing collective learning so teachers focus on practices that directly improves student learning
- Shares the vision of the school, aligns individual professional goals with those of the district/school
- Leads teams to collect and analyze data to make decisions related to professional growth, school-wide action research, and classroom instruction.
- Assists with selecting PD content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
- Works with Teacher Quality Committee to advance a collective responsibility for building capacity of teachers and articulating the link between professional learning and student learning
- Helps administrators and teachers to keep the focus on teaching, learning, and continuous improvement
- Facilitates/leads PD and instructional supports to accomplish high priority initiatives (MTSS, Iowa Core Implementation, 21st Century, etc.)
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms

Technology Integrationist (K-12)

- Helps select, implement and reflect on effective tech integration for 21st Century Learning
- Facilitates/leads collaborative teams (for example: PD teams, PLC's, etc...)
- From observations, provide input for additional support through professional development (i.e., help plan professional development based on teacher needs & ideas)
- Shares professional resources as related to educational technology
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms
- Provides ideas, utilizing technology, for differentiating instruction and planning lessons in partnership with fellow teachers
- Collaborates with the Director of Technology and Innovation

Director of Strategic Partnerships (K-12)

- Assists colleagues in selecting and implementing effective strategies and resources
- Facilitates community, business, and industry relationships
- Identifies and manages authentic business and community projects in symbiotic relationships
- Facilitates STEAM learning opportunities at all levels
- Facilitates alignment of Project Based Learning across curriculum areas and standards (Content and 21st Century)
- Collaborates with Director of Technology and Innovation

Model Teachers

The Model Teachers will serve as models of exemplary teaching practices, opening their classroom for colleagues to observe delivery of instruction focused on district and building initiatives. Model teachers will also use Swivls to record lessons for an exemplar bank which can be accessed for professional development and lesson study. They will attend and help plan and/or deliver professional development activities designed to improve instructional strategies.

Roles & Responsibilities

- Serve as the grade-level or building-level contact for support when teachers need or request assistance.
- Have an open door for those wanting to visit their class to see effective teaching practices in action
- Create recordings of effective teaching sessions
- Model, support, and give feedback on newly learned strategies and skills
- Collaborate with Instructional Coaches
- Be willing to become a “pilot” classroom for implementing district initiatives
- Establish and maintain a system of ongoing communication with teachers

Mentor Teacher (For New Teachers on Initial License)

Mentor Teacher (full-time in the classroom with release requests and additional days as needed)

Basic Function: The Mentors will promote the growth and development of teachers to improve student learning.

Induction mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. These mentors will help orient them to the school community and to teaching in general while serving as collegial and emotional supports.

Roles & Responsibilities: Mentor Teacher (For the Beginning Teacher)

- Introduce and orient the new teacher to the school
- Visit new teacher’s classroom to provide objective, non-judgmental data
- Arrange reciprocal classroom visits
- Model and conduct demonstration lessons
- Take part in mentoring training
- Serve as resource for the teacher on district initiatives

Mentor Teacher (For the Newly-Hired Veteran Teacher)

- Introduce and orient newly hired teachers to the school community
- Serve as collegial and emotional support
- Serve as resource for the teacher on district initiatives
- Meet to review monthly checklist of discussion items
- Take part in mentoring training
- Log meeting times and discussion topics

District Leadership Team Member

Oversee implementation of action plan for the TLC process.

Substitute Teacher

Basic Function: The Substitute Teacher will provide coverage for classroom teachers meeting with teacher leaders, provide teacher coverage to execute classroom lesson plans while assigned teacher is meeting in collaboration with Instructional Coach, visiting a model classroom, or working with a Mentor Teacher.

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.

Spirit Lake has developed a selection process that includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. Information will include duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

- All staff members will be surveyed through the use of a google nomination form to determine if applicants are deemed potential TLs in the eyes of their peers. This insight will assist the Selection Committee in determining an applicant's level of effectiveness as a teacher as well as their predicted level of effectiveness as a potential Teacher Leader.
- All staff members who are seeking TL positions will submit an application for the position in which they are applying.
- TL applicants will submit an application with evidence of professional learning, and an essay response prompt. They will also submit two peer letters of support and take part in an interview with the designated Selection Committee.
- Essay Response: All applicants applying for a teacher leadership role will also provide a written response to the following prompt: Please describe in no more than 1000 words:
 1. your vision for the role you are seeking
 2. the experiences, expertise, and attributes you have that would enable you to be effective in this role
 3. your reflection on implementation of best instructional practices used within your classroom in the last two years
 4. your plan for professional growth both for yourself and others
- Professional Growth: Evidence of ongoing professional growth should include education of self and of others. Applicants may include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; working with a student teacher; and organization or assistance with school/community events. This evidence will be submitted within the application.
- Peer Support: Two letters of peer support specific to the position for which the applicant is applying must be submitted. The nomination survey data along with the letters of support will be utilized to gauge the applicant's potential leadership qualities in the eyes of their colleagues.
- Interview: Finally, candidates will be interviewed. The interview will seek to evaluate the candidate's teaching practices which are essential to their legitimacy and effectiveness. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles have they assumed in the past; why are they interested in a leadership role at this time; how do they envision themselves as a leader; and how can they work with other leaders to move the district forward?

The Selection Committee will ask itself – (1) do the candidates give evidence demonstrating continuous professional growth? (2) are they themselves coachable? (3) do the candidates demonstrate measures of effectiveness?
Selection Committee: The Selection Committee will consist of teachers and administrators, with membership changing based on the building employing the TL and the applicant pool for the position. When positions are hired in a particular building, the lead administrator and one teacher will be included in the Selection Committee. This provides input from not only the person who evaluates the TL, but also includes one teacher from the building in which the potential teacher leader works. A list of hiring recommendations will then be presented to the Superintendent and finally to the Board of Education for final approval.

All TLs, using their job description, will submit a self-reflection of their performance to the administrative team. Peer reviews also aligned to the job descriptions will provide formative feedback regarding their performance as part of an annual review. A retention decision will be made by District Administrators based on input from the TLs themselves,

the peer reviews and the Selection Committee.

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.

Instructional coaches use multiple sources of information to analyze student learning and teacher practice in support of teachers' individual professional growth and systemic improvement. They lead and help plan professional development efforts.

Technology Integrationists will collaborate with the Director of Technology and Innovation to plan and deliver professional development centered around technology use and implementation. The tech Integrationist will meet individually and/or with small groups to deliver in-time, personalized PD to teachers.

The Director of Strategic Relationships will collaborate with the Director of Technology and Innovation and/or the Director of Learning and Development to plan and deliver PD centered around best practices in PBL, STEAM, and College and Career Readiness.

Model Teachers serve as a point of contact and support in a building for a specific focus identified by the annual needs assessment process. They provide an additional layer of PD support between teachers and instructional coaches to ensure teachers' PD needs are identified and supported. Model teachers demonstrate best practices and new initiatives to other teachers. Model teachers record their lessons for use in PD and lesson study.

Mentor Teachers provide additional support - related to professional development and more - for teachers who are new to the profession in their first two years of teaching. Mentor teachers provide opportunities for observation, feedback, and reflective processes related to the Iowa Teaching Standards.

Mentor Teachers provide immediate support and guidance - related to professional development and more - for career teachers who are new to the district to hit the ground running with district initiatives. Mentor teachers collaborate with veteran teachers new to the district to ensure their professional development needs are being met. Mentor Teachers also act as consultants in the creation of Individual Professional Development Plans.

Collecting and Analyzing Student Data

Each spring the DLT will conduct a needs analysis that considers the perceived needs of teachers and analysis of school/grade level/content area/subgroup performance data results. The DLT will compile and report these results to district stakeholders.

Goal Setting and Student Learning

After collecting and analyzing student and teacher data, the DLT will set goals for student learning and identify and focus areas and outcomes for professional development. Once focus areas are identified, goals and action plans will be aligned to focus areas.

Selecting Content

Teacher Leaders - in consultation with the DLT and the administrative team- will identify PD content that is grounded in an evidence base to support each focus area.

Designing Process for PD

In consultation with the administrative team, teacher leaders will develop plans, roles, content, and schedules to support goal attainment. These will be shared with the DLT to receive feedback.

Training/Learning Opportunities

Teacher Leaders will provide ongoing opportunities for all teachers to engage with theory, demonstration, practice, and collaboration by:

- Providing content knowledge and pedagogical expertise through constructive feedback, modeling lessons, co-teaching, and PD
- Challenging, encouraging, and motivating teachers to develop skills and strategies that enhance professional practice and improve student learning
- Strengthening PLCs by asking questions, providing access to resources, encouraging reflection, challenging limits, and working to strengthen team culture

Model teachers will support opportunities for theory, demonstration, practice, and collaboration sharing content knowledge and pedagogical expertise through modeling lessons, co-planning, and consulting.

Collaboration

Coaches, Integrationist, and the Director of Strategic Relationships will meet weekly as a team with the Director of Learning and Development and at least monthly with the administrative team to engage in reflective practice and ensure system coherence. All teacher leaders will develop and nurture peer relationships with teachers to engage in conversations, share experiences and knowledge, and collaborate.

The Study of Implementation

Teacher Leaders will observe teachers to understand individuals' skills, strategies, approaches, demeanor, and personality in the classroom to evaluate and inform implementation. The Director of Learning and Development along with the DLT will oversee the TLC PD implementation process.

Ongoing (Formative) Data Collection

Instructional Coaches will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies. Coaches will meet weekly as a team with the Director of Learning and Development and at least monthly with the administrative team to reflect on formative data and make adjustments and refinements as needed.

The Technology Integrationist will track tech uses throughout the district to create action plans for implementation.

The Director or Strategic Relationships will track program data such as number of partnerships, number of authentic learning experiences, implementation of STEAM experiences, and PBL work.

Program Evaluation (Summative)

The DLT will utilize the PD action plans and outcome data as a measure of summative assessment. The following data points will be used in program assessment:

- student achievement data
- action plan implementation data
- administrative walk-through data
- admin year end reports data

Developing IPDP

Using district and building level goals, teachers will annually develop an IPDP which will be approved for implementation by district administrators. Teacher Leaders will serve as consultants to individual teachers in utilizing their own classroom practices and data to align with the building and/or district goals for professional development when creating IPDPs.

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.

Goals	Short Term Measures	Long Term Measures
Improve student achievement	<p>Teacher Leaders will observe teachers to gain understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom to evaluate and inform implementation. Coaches will analyze student achievement data and consult with teachers based on those results.</p>	<p>Each spring the District Leadership Team (DLT) will conduct a needs analysis that considers school/grade level/content area/subgroup performance results.</p>
Promote collaboration among staff to advance instructional practices.	<p>Teacher Leaders will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies. Coaches will also facilitate team meetings and/or the Peer Review Process. Model teachers will open their classrooms for others to observe, learn, and reflect upon instructional practices.</p>	<p>The Peer Review Process will utilize instructional coaches and Model Teachers to lead collaboration efforts in advancing instructional practices as well as district and building goals.</p>
Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels.	<p>The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Technology Integrationist, Director of Strategic Relationships, Model Teacher, Mentor Teacher) and hire teachers to fill them. 25% of teachers will be participating in leadership roles.</p>	<p>The DLT will survey teachers annually, analyze the results, and share them with district stakeholders. The leadership role percentage will remain at 25%.</p>
Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.	<p>Differentiated leadership roles will be put in place. Teacher Leaders- in consultation with the DLT- will identify professional development plans, roles, content, and schedules.</p>	<p>The district will track the percentage of teachers leaving the district to pursue other professional challenges in education and/or leaving the education profession to see if there is a decrease and understand why teachers are leaving the district.</p>

The Director of Learning and Development will oversee the implementation process for Spirit Lake. She will utilize the DLT to track the overall impact of the TL program, as well as quality of implementation. For the purpose of measuring short-term impact, the team will:

- set and track annual goals aligned to TL program goals
- set and track mid-year outcomes aligned to TL system outcomes
- collect and discuss informal feedback from teachers, administrators, and teacher leaders on a quarterly basis

For the purpose of tracking quality of implementation and long-term impact, the team will:

- develop strategies, tools, and resources to monitor and evaluate the maturity and effectiveness of the TL program that includes how the performance of teachers and students changes over time.

- develop and oversee an evaluation process for TL roles

The evaluation process developed by the implementation team will:

- outline a set of standards to be used for evaluation of TL roles

- specify timelines and protocols to be used for the evaluation of instructional coaches and other TL positions

- include a process for reviewing effectiveness of the evaluation process.

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)

Spirit Lake has the capacity to implement this improvement model, as evidenced by the success of our Peer Review process. The teacher feedback (google forms data) for our Peer Review process has been overwhelmingly positive and has laid the foundation for instructional coaching and model teachers. The Peer Review process allowed all staff members to observe practices in three different classrooms and then hold structured conversations around best practices. Staff surveys showed that teachers were learning from each other and implementing new ideas/strategies in their classrooms based on these collaborative feedback sessions. In effect, teachers were acting as each other's instructional coaches. Moreover, teachers with a highly effective reputation saw an increase in requests from others to observe their classrooms. This practice lays a solid foundation for the Model Teachers and coaches proposed in the District's TLC plan.

Spirit Lake has also successfully implemented and sustained for six years a 1:1 environment. The district continues to expand and improve upon the implementation of technology in the classroom.

The key to the success of the Spirit Lake TLC plan will be a seamless articulation and implementation of each of the TL roles. Additionally, the teacher leaders must collaborate closely with other teachers as well as building principals and the Director of Learning and Development to provide continuous professional development and growth that results in improved student learning and achievement. With the addition of TLC funds, Spirit Lake is confident the TLC plan can be implemented to address district-identified needs, articulate the teacher leader roles in the district, and evaluate the program to routinely ensure we are responsive to the changing needs of our district.

Ultimately, success and sustainability of the proposed teacher leadership system hinge on the state funding and the effectiveness of the process used to select teacher leaders and define their work within the district, as well as the district's ability to hold true to our vision and guiding principles. Recognition of these realities is at the heart of this proposal, which has been developed in a way that increases the likelihood a TL system at Spirit Lake will match the right people with the right work in the right way.

Position	Roles to Ensure Plan Success
Administrative Team	<ul style="list-style-type: none"> • Establish clear vision and goals for school improvement efforts • Collaborate with teacher leaders to reflect on formative data and make adjustments and refinements as needed
District Leadership Team	<ul style="list-style-type: none"> • Provide oversight for efforts related to curriculum, assessment, professional development, and teacher leadership
Teachers	<ul style="list-style-type: none"> • Collaborate with teacher leaders and administrators to improve teaching and learning in pursuit of district vision and goals
Teacher Leaders	<ul style="list-style-type: none"> • Develop positive and meaningful relationships with teachers to support improved teaching and learning • Collaborate with administrators to reflect on formative data and make adjustments and refinements as needed

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

<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> 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.	\$30,148.40
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).	\$316,670.00
Amount used to provide professional development related to the leadership pathways.	\$12,549.85
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>	\$8,900.00
Totals	\$368,268.25

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 **1177.78**

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

District Enrollment-Based Allocation **\$368,268.25**

Total Allocation **\$368,268.25**

Other Budgeted Uses - Description

Item description	Amount budgeted
5 MacBook Air Computers	\$5,000.00
6 Swivl Recording Systems	\$3,900.00
	\$8,900.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$368,268.25**

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**

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)

Average cost for new hire in our district: \$63,334 (This is our average based on hiring one new person, one person from the middle of our pay scale, and one teacher with a Master's degree).

Narrative:

SLCSD already meets the minimum salary requirement of \$33,500. Therefore, no monies are budgeted to this area. We will meet our goal of attracting and retaining effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities for teachers.

\$30,148.4 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. These supplements help meet our goal of attracting and retaining effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities for teachers.

SLCSD will hire 5 new employees to fill positions vacated by newly hired Instructional/Tech Coaches. Funds needed to hire these new teachers are estimated at \$63,334 for each full-time teacher, totaling \$316,670. The creation of these new leadership roles helps to meet our goal of providing a plan for teachers to experience career growth and leadership opportunities at multiple levels.

SLCSD budgeted \$12,549.85 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Leaders attend trainings or go to observe other districts. Money from this PD fund will also be utilized to hire subs so that teachers can observe model teachers. Proper professional development will help to achieve our overall goal of increased student achievement.

SLCSD has budgeted \$3,900 for the purchase of six Swivl recording sets (6 @ \$650). These recording devices will be utilized by the six model teachers to record lessons for other teachers to view. Swivl's are a video collaboration tool, a lecture capture platform, an observational coaching solution, and a video conferencing portal. The use of Swivl's will be one step in meeting our goal of promoting collaboration among staff to advance instructional practices for 21st Century teaching and learning.

SLCSD has budgeted \$5,000 for the purchase of five MacBook Airs, which the three instructional coaches, Technology Integrationist, and Director of Strategic Relationships will utilize as they travel to all classrooms throughout their building. Teacher Leaders will use these computers to track student data, plan interventions, and collaborate with teachers. This data driven process will help in meeting our goal of increased student achievement and promoting collaboration among staff to advance instructional practices.

Budget:

Role Budget

Director of Strategic Partnerships, 1 Position, 100% out of classroom, 6 additional days Supplement: \$3,000	\$63,334 Salary \$3,497.4 Supplement
Instructional Coaches 3 Positions, 100% out of classroom, 4 additional days Supplement: \$2,000	\$190,002 Salaries \$6,994.8 Supplements
Technology Integrationist 1 Position, 100% out of classroom, 6 additional days Supplement: \$3,000	\$63,334 Salary \$3,497.4 Supplement

Model Teachers	
6 teachers, 100% in classroom, 2 additional days	\$6,994.8 Supplement
Supplement: \$1,000	
Mentor Teachers - new hires	
2 teachers, 100% in classroom, 5 additional days	\$3329 Supplement
Supplement: \$2,500	
Mentor Teachers - career teachers	
2 teachers, 100% in classroom, 2 additional days	\$2,337.6 Supplement
Supplement: \$1,000	
District Leadership Team	
6 teachers, 100% in classroom, 1 additional day	\$3,497.4 Supplement
Supplement: \$500	
Non-Salary/Supplement Expenditures:	
Professional Development	\$12,549.85
Swivls	6 @ \$650 = \$3,900
MacBook Airs	5 @ \$1,000 = \$5,000
Total Allocation: \$368,268.25	
Salaries	\$316,670
Salary Supplements	\$30,148.4
Non-Salary/Supplement Expenditures	\$21,449.85
Total Budget	\$368,268.25