



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95918 - Teacher Leadership & Compensation (TLC) System

Teacher Leadership and Compensation System

Status: Under Review

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## Organization Information

<b>Organization Name:</b>	Springville Schools
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	
<b>DUNS:</b>	

**Organization Website:**

**Address:** 400 Academy Street

Springville Iowa 52336  
City State/Province Postal Code/Zip

**Phone:** 319-854-6196 Ext.

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**Benefactor**

**Vendor Number**

## Recipient Information

**District** Springville Community School District

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

**County-District Number** 57-6138

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*

**Honorific** Mrs.

**Name of Superintendent** Amy Kortemeyer

**Telephone Number** 319-854-6197

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**City** Springville

**State** Iowa

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**Zip Code** 52336

## TLC Application Contact

**Honorific** Mrs.

**Name of TLC Contact** Amy Kortemeyer

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**City** Springville

**State**

Iowa

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**Zip Code**

52336

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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)**

Springville Community School District is a rural district serving 373 students K-12, employing 36 certified teachers. The vision of our district is to *instill a lifelong love of learning, while promoting achievement of the individual student within a positive learning climate*. District goals are for *all students to be grade level proficient in reading and make one year's growth in one year's time*.

Our goal in developing a TLC plan is to use available funds to impact the most students possible. Our planning team consisted of administrators, teachers, and parents who worked cohesively to devise a plan to meet the district's vision and goals. After discussing options, we selected Model 3 as a guideline for a TLC plan. When considering five "must-haves" for this model, we concluded that an instructional coach, lead teachers, and model teachers, in addition to the continued use of GWAEA Induction Consortium (i3) mentors, would best align with the vision and goals of our district. Individuals in these roles will meet the requirements of a career teacher and be selected from our current teaching staff through a rigorous selection process.

As a small district, there is room for improvement in the areas of effective professional collaboration and consistency in teaching. One-fifth of K-5 teachers and two-thirds of 6-12 teachers are the sole providers of instruction in their content area or grade level, resulting in reduced opportunities for learning communities and reflection. We employ 36 teachers with an typically turning over of 4 to 6 teachers per year. Additionally, 50% of our certified educators have three or fewer years of experience in our district. Contributing factors include low salaries in comparison to surrounding districts, minimal compensation for professional growth, and limited opportunities for career advancement. With TLC funds, we will provide leadership opportunities that help support, recruit and retain effective teachers.

The vision of our TLC plan is *through increased opportunities for teachers in leadership positions, effective teacher compensation, and the creation of a collaborative learning community, SCSD will strengthen instruction, instill a life-long love of learning, improve proficiency in reading, therefore improving overall student achievement*. The plan will attract highly qualified teachers, retain them through a positive learning climate, and promote excellence by providing pathways for career advancement. Our TLC plan best meets the unique needs of our rural school community, while fulfilling statewide goals of the system.

Our current district initiatives include Early Literacy Implementation (ELI), Multi-Tiered System of Supports (M.T.S.S.), Professional Learning Communities, GWAEA i3 Grant, and the District Improvement Team (DIT). The i3 Grant will continue to support our new teachers with an out of district full-release mentor. Our PLCs collaborate weekly to discuss student achievement and best teaching practices. Increased teacher leadership will provide opportunities for more specific, targeted support. DIT collaborates to plan professional development and discuss student achievement in relation to our goals. Teacher leaders will actively participate on this team to plan differentiated and meaningful professional development. All current initiatives will be impacted by the creation of leadership roles.

The instructional coach will directly support teachers and student learning in our K-12 district by observing, modeling, co-teaching, and reflecting. Additionally, time will be used to engage in leadership activities such as collaborating with administrators to plan professional development, researching best practices, and compiling resources to enhance learning.

The five lead teachers will plan and implement professional development in both buildings. Lead teachers will demonstrate strong communication skills paired with a willingness to share resources, materials, and expertise. Lead teachers will continue to provide 100% of the instruction in their classroom and will attend DIT meetings, lead PLC sessions, pilot new initiatives, and collaborate with administration and instructional coach.

The three model teachers bring our total leadership roles to 25% of our certified teaching staff. They will share resources, materials, and expertise with colleagues. Model teachers will continue to provide 100% of instruction in their classrooms while allowing others to observe their instruction and take part in reflective collaboration.

While each role has a set of individual responsibilities, they will work as a unified team to target district vision, goals and needs. TLC funds will help implement our plan to improve the retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching, leading to improvements in student achievement. The SCSD administrative

team will monitor the success of our plan by documenting progress of our intended goals. This team will collaborate with teachers in leadership roles to create, monitor, and adjust their professional goals in relation to leadership responsibilities.

The foundation to begin and sustain a solid TLC plan is in place. While our plan may vary based on data and feedback, the vision and goals will remain intact. Increased leadership opportunities will continue to be a priority. By increasing teacher collaboration, retaining quality educators, and creating teacher leadership roles, classroom instruction will be positively impacted resulting in increased student achievement.

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

**TLC Model Number**

Model 3 Comparable Plan

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## **Narrative**

**Using Part 1 application narrative from Year 1?**

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).

### **Assembling a Team**

We assembled a team of stakeholders with varying points of view. The team consisted of three administrators, four teachers, three AEA consultants, and two parents. During initial team meetings, all stakeholders contributed to a discussion on the effects of receiving TLC grant funding. A parent member stated, "I feel this is just what our school district needs to move forward." The group's consensus was to move forward with the grant application process.

### **Establishing a Vision**

Members of our team agreed it was imperative that our plan advanced our district goals: *To ensure all students will be proficient in reading and show one year's growth in one year's time.* We blended our district goals with the TLC Theory of Action to create the Springville TLC vision: *Through increased opportunities for teacher leadership positions, adequate teacher compensation, and the creation of a collaborative learning community, SCSD will strengthen instruction, instill a life-long love of learning, and improve proficiency in reading, thereby improving overall student achievement.*

### **Creating a Plan**

At our first planning meeting, we researched and compared the three models to our district's goals and financial capability. We believed Model 3, with some of the established roles in Model 2, most aligned to our district's needs. We used financial data and grant requirements to decide how each of the leadership roles would be compensated and the sustainability of the plan once funds were exhausted. We spent a majority of our planning time discussing the qualifications, requirements, and potential impact of each position.

### **Educating the Committee**

We invited an instructional coach from another school district to present to our team and discuss the benefits this position has on students and teachers. This resource better enabled us to understand the impact and duties of this position and made us confident that an instructional coach met our district's needs. We read *Learning by Doing* (DuFour, DuFour, Eaker and Many), which emphasizes the need for effective collaborative communities within schools. Based on our research, interviews, and literature review, we decided to create positions which would include one instructional coach, five teacher leaders, and three model teacher positions.

### **Educating Staff/Stakeholders**

Administration and team members regularly shared the progress and details of the TLC grant application process during staff meetings, PLCs, board meetings, and through the monthly district newsletter. The parents on our team offered insight into how their children would benefit from a TLC plan. These parents also conducted a survey of district parents using social media to generate questions and concerns that parents had. Common concerns were teacher retention and ways to promote great teachers while keeping them in the classroom and in our district. Support of the plan was overwhelmingly positive. One parent stated the following on this survey, "It is time to attract and retain community members, students, and great teachers."

### **Building Consensus Amongst Teachers**

The committee surveyed all teaching staff for feedback on how they could be best supported by the roles outlined in our plan. It was also used to gauge the level of support teachers needed to implement our current district initiatives. Out of all teachers surveyed, 74% responded. The responses indicated the teachers' vision for the leadership roles aligned with our initial plans and teachers would utilize the support given. The survey also revealed teachers felt additional support was needed to implement district initiatives. The team used that knowledge to develop the roles the teacher leaders would have to help strengthen our initiatives.

### **Writing the Grant**

The team met weekly in whole and small groups to write the grant. Documents were shared continuously to ensure consistency and communication. During discussions, we encouraged stakeholder engagement and took all viewpoints into account. Upon completion of the first draft, the team met together to review and analyze the grant and to make revisions before submission.

Planning grant funds were used to provide member compensation, to pay for required substitute teachers, and for materials/resources to educate stakeholders.

## **Description of Support and Commitment**

### **Teachers**

The team conducted a survey amongst all teaching staff to determine the number of teachers interested in holding a leadership position:

- 67% indicated their desire to apply for at least one of the three leadership positions,
- 52% were interested in an instructional coach position,
- 48% in a lead teacher position, and
- 67% in a model teacher position.

Through staff conversations, teachers have displayed interest in the pursuit of the grant application process.

### **Administrators**

The Superintendent provided financial background to guide decision making and discuss the reality of our plan. Building principals and teachers shed light on how each teacher leadership role would function and the benefits they would have on collaboration, professional development planning, and facilitation of instruction.

### **Stakeholder Groups**

Parents on the TLC team influenced administrators to move forward with the TLC grant process. Administrators and team members then discussed the idea with parent committees, the CAST (Community and School Together) organization, and community members in attendance at the school board meetings. All parties expressed optimism the plan would help support the district with our long term goals.

### **Revision/Re-application**

After receiving our results, the team decided to pursue the application in year two and analyze areas where improvements could be made. Team members attended AEA work sessions to receive guidance and feedback on how to improve our proposed plan. We conducted additional research and gathered information to strengthen our understanding of effective leadership.

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## **Narrative**

Using Part 2 application narrative from Year 1?

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.

Springville's mission is to *instill a lifelong love of learning, while promoting the achievement of the individual student within a positive learning climate where high expectations are cooperatively set by school personnel, students, parents and the community.* District goals are for *all students to be grade level proficient in reading and make one year's growth in one year's time.*

**Goals are based off this collection of data sources:**

Iowa Assessments ~ 2nd-11th Grades

NWEA Map ~ 2nd-11th Grades

FAST Assessments ~ Kindergarten - 5th Grades

Trends in student data show reading performance continues to fluctuate yearly with little consistency. For example, over a 7-year period, the Class of 2015's proficiency scores fluctuated between 71.1% and 92.6%. Factors contributing to the lack of consistency may be attributable to limited opportunities for teachers in leadership roles, few opportunities for teacher collaboration, low teacher retention rate, and limited resources for continuous professional improvement.

In our small school district, we are challenged by the limited number of staff members we have in grade-alike or content-alike positions for collaboration. 1/5 of elementary teachers and 2/3 of secondary teachers are the sole provider of instruction in their content area or grade level. This reduces opportunities for learning communities and reflection. An instructional coach would give teachers a supportive partnership. The district typically turns over 4-6 teachers per year. 50% of our certified educators have only 2 to 3 years of experience in our district.

**TLC VISION:**

*Through increased opportunities for teachers in leadership positions, effective teacher compensation, and the creation of a collaborative learning community, SCSD will strengthen instruction, instill a life-long love of learning, improve proficiency in reading, thereby improving overall student achievement.*

**TLC Plan Goals:**

Beginning August 1, 2015, SCSD will offer enhanced career opportunities to all eligible teachers, and 25% of teaching staff will be selected to hold teacher leadership positions according to the vision established by stakeholders, teachers and administrators. Evidence: Outline of selection process, job description, minutes from TLC grant meetings.

By August 1, 2015 SCSD will provide competitive salaries to all identified teacher leaders. Teacher leaders will receive stipends ranging from \$1,500-\$6,000. Evidence: Documentation that salaries were paid at intended level. Retention data.

By August 1, 2015, SCSD will implement a professional development plan that relies on PLCs to engage 100% of the faculty in opportunities to learn from each other. Evidence: Review building professional development plans, PLC agendas, and staff surveys and analysis of effectiveness of PLC.

Annually, teacher leaders and team members will analyze multiple sources of student performance data to ensure the TLC program contributes to a gain in student achievement. Evidence: Multiple student data (Iowa Assessments, MAP, FAST) and professional development agendas aligned to student academic needs based on data analysis.

By contract start date, the district will support 100% of teachers entering the profession by providing access to a system that has mentor training, clearly defined mentor roles, evaluation of the efficacy, designated time for mentor-mentee collaboration, and learning experiences based on the IPDM and Iowa Teaching Standards. Evidence: Continued funding for New Teacher i3 Grant, documentation from i3 Grant training, and retention data.

With our TLC plan we will attract and retain teachers through a positive learning climate and promote excellent teachers by providing pathways for career advancement. Establishing a collaborative learning community focused on classroom instruction will improve student achievement and create life-long learners prepared for a globally competitive environment. As a district, our TLC plan best meets the unique needs of our rural school community while fulfilling the statewide goals of the system.

**Springville CSD TLC plan aligns with the state's Theory of Action in several different ways.**

**State Theory of Action:**

"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice";

"create the political will and understanding necessary to remake the status of the teaching profession;"

**SCSD TLC Plan:**

With the TLC funds, we provided leadership opportunities with compensation, to fund participation in the New Teacher Mentoring Program and for professional development for our staff.

Our TLC plan encourages teachers to take an active role in leadership positions and decision making.

"give highly effective teachers opportunities to grow, refine, and share their expertise;"

With the proposed plan for increased leadership roles within our district, we will be able to develop a cohesive, collaborative, and improved learning community.

"and develop a clear system with quality implementation,"

The proposed plan has set a process including specific job responsibilities and evaluative criteria for each position created and aligned to our TLC vision.

"then...student learning will increase,"

Classroom instruction will be directly impacted by the increased knowledge, resources, and collaborative teaching provided through the teachers in leadership positions.

Additionally, teacher leaders strengthen current initiatives by supporting classroom teachers resulting in increased student learning.

"student outcomes will improve, and"

TLC funds will help us implement our plan to improve the retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching, ultimately leading to increased student achievement.

"students will be prepared to succeed in a globally competitive environment."

Establishing a collaborative learning community focused on classroom instruction will improve student achievement and create life-long learners prepared for a globally competitive environment.

Using Part 3 application narrative from Year 1?

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)**

## **Connections to Existing Improvement Structures, Processes, and Initiatives**

The Springville Teacher Leadership Compensation (TLC) Team will integrate teacher leaders into two district initiatives along with three improvement structures to meet our district vision. The administrative team will continue to oversee and guide initiatives and structures. The TLC grant will fund one instructional coach, three lead teachers, and five model teachers.

### **Initiatives**

#### ***Initiative 1: Multi-Tier System of Support (MTSS)***

Springville CSD strives for *all students to be proficient at grade level in reading and make one year's growth in one year's time*. With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level. Through this process, we identify students at risk, adjust instructional strategies, and analyze data to guide teaching practices.

#### ***How TLC plan will connect, support, strengthen***

- **Instructional Coach** ~ The coach will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies. The coach will also assist in data analysis with building/district assessments and intervention supports.
- **Lead Teachers** ~ Teachers will help support peers to analyze student performance and create plans to meet all students' needs. As we move forward with MTSS implementation, our lead teachers will be available to guide and coach.
- **Model Teachers** ~ Teachers will open their classrooms to provide colleagues the opportunity to observe and reflect upon effective instructional practices and structures.

#### ***Initiative 2: Implementation, Alignment, and Assessment of the Iowa Core***

Springville CSD continues to implement the Iowa Core with fidelity. Professional development has focused on unpacking the standards, aligning instructional materials to the Core, and the development of common assessments in all curricular areas and grade levels.

#### ***How TLC plan will connect, support, strengthen***

- **Instructional Coach** ~ The coach will attend professional workshops, research best practices, and support teachers with implementation of the Iowa Core. The coach will help in the development and analysis of summative and formative assessments. In addition, they will assist in the planning and delivery of professional development focused on the Iowa Core.
- **Lead Teachers** ~ Teachers, as a part of the District Improvement Team, will assist in the planning and delivery of professional development focused on the Iowa Core. Lead teachers will be resources for colleagues in the implementation and alignment of the Iowa Core.
- **Model Teachers** ~ Teachers will open their classrooms to observation of effective instructional practices and structures that have proved to meet expectations of the Iowa Core.

### **Structures**

Our district utilizes three structures to attain school improvement goals.

#### ***Structure 1: Professional Learning Communities (PLC)***

PLCs meet on a weekly basis to strengthen teaching practices and focus on student achievement. 100% of teachers participate in one of four grade span PLCs (K-2, 3-5, 6-8, 9-12) or content area learning communities.

#### ***How TLC plan will connect, support, strengthen***

- **Instructional Coach** ~ The coach will take data from PLC sessions to structure professional development based on need.
- **Lead Teachers** ~ The teachers will support the facilitation of PLC meetings and ensure discussions are focused on student achievement and the upholding of norms.
- **Model Teachers** ~ The teachers will be active participants in grade level PLC meetings.

#### ***Structure 2: District Improvement Team (DIT)***

Our district presently utilizes staff members at each building (elementary and secondary) to serve on DIT alongside administrators and GWAEA personnel. The goal of this team is to plan, administer, and evaluate K-12 professional development. This team meets quarterly to develop an agenda and coordinates our staffs learning for full-day professional development. With TLC funds and new leadership roles, DIT will be comprised of administration, instructional coach, lead teachers and GWAEA personnel. DIT's focus would shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the lead teachers and instructional coach would allow for collaborative planning as well as opportunities to strengthen his/her knowledge base.

#### ***How TLC plan will connect, support, strengthen***

- **Instructional Coach** ~ The coach will actively participate in DIT meetings and have the availability and resources to analyze

district student achievement data to drive decision-making for meaningful professional development. They will also assist in the planning and delivery of professional development focused on initiatives.

•**Lead Teachers** ~ The teachers will actively participate in DIT meetings and carry out the professional development plan.

**Structure 3: Teacher Induction System**

To effectively support and coach new teachers, we are currently a part of the GWAEA Induction Consortium which supplies a mentor to work with first and second year teachers. The fully-released mentor is an experienced teacher who participated in a rigorous selection process with the Consortium and GWAEA to secure this current mentor role. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this program is proving to be effective for new teachers in the first two years, the support quickly drops off once they finish the second year.

**How TLC plan will connect, support, strengthen**

With the TLC grant, the instructional coach, lead teachers, and model teachers will provide a supportive and collaborative system for continued guidance.

Using Part 4 application narrative from Year 1?

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)**

### **Improving the Induction Process**

The Springville Community School District's TLC grant will provide ten teacher leadership positions, which includes a part time Induction Coach that will work with first and second year teachers new to the profession. Springville currently partners with Grant Wood AEA and the New Teacher Center to provide new, high quality, research-based teacher mentoring and induction.

As members of the GWAEA consortium, we are able to implement an Induction and Mentoring Program that is able to provide:

- Ongoing professional development and support for mentors and mentees.
- Adequate time for mentor-teacher interactions.
- Intensive and ongoing mentoring for at least two years.
- A highly qualified, exceptional teacher to serve as a full-release Induction Coach.

Our one part-time Induction Coach will work with all first and second year teachers on an initial license providing job-embedded support for 1-2 hours every week. This includes:

- Demonstration teaching, lesson and unit planning;
- Classroom observation & feedback;
- Analysis of student work;
- Co-assessing instructional practice;
- Setting professional goals aligned with Iowa Teaching Standards; and
- Triad conversations with the principal and mentee.

To ensure our Induction Coach is successful, the rigorous selection process for these positions will include administrators and teachers from across the region. All Induction Coaches will have at least 4 years of successful teaching experience. They will also participate in their own extensive professional development. New Induction Coaches will participate in 40 hours of summer training to acclimate them to their new position. All Induction Coaches will engage in an additional 40 hours of ongoing professional development every school year. The Induction Coach will be supervised and evaluated using the NTC Mentor Standards and the Iowa Teaching Standards. The Induction Coach will work with district administrators to determine the effectiveness of induction efforts for the new teachers. This monitoring data will be used to make adjustments to our induction plan as needed.

### **Effectiveness of Current Program**

The most recent long-term teacher retention data provided by the Iowa DE (2007) illustrates the continuing challenge that districts in the Grant Wood AEA region face. Across our state, 30.7% of our teachers leave the profession within the first 3-5 years, mirroring the national average. Due to our strong support for new staff, we have been retaining our new teachers at a much higher level. During the 2012-13 school year, Springville had 2 teachers that had just completed their induction program choose to leave the district. After implementation of the GWAEA and NTC induction program this past school year, we had a loss of no new teachers which further supports the effectiveness of the current process. The New Teacher Center Induction Survey results proved the following components to be most effective in supporting new teachers: support with classroom management, preparation and planning, problem-solving, and curriculum support. One new teacher provided the following feedback, "Most valuable features of having a mentor have been understanding of curriculum and correlation between common core standards, assessing student data and instruction based on that data, and help with collecting valuable resources. Professional goal-setting and evaluation of current level of teaching effectiveness has also been very valuable working towards Iowa Teaching Standards. With the current teacher relationships in our building, having someone outside the district with another perspective has been very valuable towards working and keeping a positive growth mindset..."

Feedback has also determined the main area for growth is balancing the supports teachers are requesting with the supports the program requires. A new teacher stated, "My mentor was amazing but I wished she could just come into my classroom and help with whatever I needed instead of having a mandatory list for us to complete together." The leadership positions created through the TLC grant will enable us to provide in-district support aligned with, and in addition to, the mentor support provided within the NTC induction program. A combination of support from their Induction Coach and the in-district instructional coach would allow for more support with the demands of the profession as needs arise. We also find that while the collaborative relationship between the Induction Coach and the new teacher is strong, the instructional coach can help facilitate the growth of new teachers in becoming confident members of school and/or district collaborative teams.

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## **Narrative**

Using Part 5 application narrative from Year 1?

Yes

**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.

When analyzing the needs of our school district with the vision and goals as a priority, our team determined the creation of an instructional coach, lead teachers, and model teachers would best impact our student achievement. These roles would work as a cohesive team, along with administrators and certified teaching staff, in many different capacities. Each role holds separate responsibilities and expectations, always systemically focused on student and teacher improvement.

The instructional coach will be selected from our current teaching staff to serve the needs of our district with a K-12 certified enrollment of 373 students. This individual will be placed after a rigorous selection process at the end of this school year. S/he will meet the requirements of a career teacher, have taught for at least three years, and have two years of experience in our district. In this role, the instructional coach will meet with classroom teachers on a regular basis to strengthen their instruction, collaborate, and support in many different ways. Time will be available for this individual to research best practice based on teacher/student needs as well as time to collaborate with administration to plan professional development. Our instructional coach will support every teacher in improving their instruction by modeling, co-teaching, problem solving, and using student data to drive instruction and assess efficacy. The instructional coach will have to build positive, respectful, and trustworthy relationships with all stakeholders to ensure effective communication and collaboration.

Prior to the start of school, the instructional coach will meet with district administration, GWAEA personnel and other teacher leaders to set priorities, review goals, and plan for future initiatives. During this time, s/he will begin professional development opportunities to strengthen their knowledge base and learn how to best coach others. At the beginning of the school year, the instructional coach will meet with each teacher to discuss their professional career development plan and create an action plan for support. Additionally, the instructional coach will support teachers with the implementation of Rtl and planning for differentiated learning.

The instructional coach will spend 70% of their time directly supporting teacher and student learning in the form of observing, modeling, co-teaching, and reflecting. S/he will be available to meet with teachers during instruction and planning time to improve learning. Additionally, the instructional coach will use 30% of his/her time to engage in leadership activities such as, collaborating with administrators to plan professional development, researching best practices, and compiling materials/resources to enhance learning.

We will utilize five lead teachers, two at the elementary and three at the secondary, to engage in professional development planning and implementation. These individuals will be selected from our current teaching staff after a rigorous interview process. S/he will meet the requirements of a career teacher, have taught for at least three years, and have at least one year of experience in our district. This person must demonstrate a willingness to share resources, materials, and expertise along with strong communication skills. They must have demonstrated success as a creative problem solver, a reliable team member, and has knowledge of grade level curriculum, assessment, and instruction. The lead teachers are responsible for guiding the work of the PLCs and ensuring coordination with district goals and vision. The lead teachers will conduct effective data-based inquiry, guide colleagues to make research-based instructional decisions, support effective instructional practice, and cultivate a professional culture of shared ownership for student success. Additionally, these individuals will be a part of the District Improvement Team (DIT) which meets quarterly to plan, administer, and evaluate professional development for the entire district. Lead teachers will continue to provide 100% of the instruction in their classrooms as well as attending DIT meetings, leading PLC sessions, piloting new initiatives, and collaborating with administration and the instructional coach.

In addition to the instructional coach and lead teachers, we will complete our leadership team with three model teachers, making a total of 25% of our teaching staff in leadership positions. S/he will meet the requirements of a career teacher, having taught for at least three years with at least one year of experience in our district. This person must demonstrate a willingness to share resources, materials, and expertise along with strong communication skills. They must have demonstrated success as a creative problem solver and a reliable team member who is knowledgeable on grade level curriculum, assessment, and instruction. Model teachers will continue to provide 100% of the instruction in their classrooms as well as allowing others to observe their instruction and take part in reflective collaboration. During their three additional contract days, they will engage in joint goal setting and initiative planning with the leadership team members.

Springville CSD's initiatives include the GWAEA Induction Consortium (i3), Professional Learning Communities, and the District Improvement Team. The i3 supports our new teachers (year 1 and 2) with an out of district full-release mentor. An instructional coach, lead teachers, and model teachers will provide support to all educators including those new to the profession. Our PLCs collaborate weekly during an early-release on Wednesdays to discuss student achievement and best teaching practices. Increased teacher leadership will provide opportunities for more specific, targeted support. The DIT collaborates to plan professional development and discuss student achievement in relation to our district's goals. Teacher leaders would actively participate on this team to plan differentiated and meaningful professional development to improve student achievement through effective classroom instruction.

PLCs meet weekly to strengthen teaching practices and focus on student achievement. 100% of teachers participate in one of five grade span or content area learning communities. Currently these PLCs are facilitated by district administration. With implementation of our TLC model, these communities will be supported by lead teachers. The instructional coach (as part of this model), lead teachers, and building administrators will take data from PLC sessions to structure PD based on need.

A team of teachers currently attends the Leadership for Continuous Improvement seminars through GWAEA and are working on a plan of action to implement Rtl. As we begin implementation with fidelity, we are learning our resources are limited as a result of our small teaching staff and limited outside support. An instructional coach will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies. Model and lead teachers will provide support and be leaders of change during Rtl implementation and restructuring. Teachers will have identified, knowledgeable, and trained colleagues with which to team, collaborate, and reflect.

As our district began to develop our Rtl plan of action, it became apparent a good starting point was to analyze our core instruction. We learned fewer than 80% of our students are proficient in reading with current core instruction. To strengthen the current level of instruction and ensure that we reach 80% of our students with Tier 1 content, we are adopting a new reading series and working to establish more consistency between grades for the 2014-2015 school year. Our teacher leaders and instructional coach will work with the curriculum director and building principals to develop a framework and begin implementation of the new reading series with rigor and fidelity. Classroom teachers will collaborate and improve instruction with expertise from the instructional coach and teacher leaders. Model teachers will open the opportunity for colleagues to observe and reflect upon the new series and its effect on core instruction. Lead teachers will help support peers to analyze student performance and create plans to meet all students' needs. As we move forward with Tier II and Tier III implementation, our teacher leaders will be available to guide and coach.

To effectively support and coach new teachers, we are currently a part of the GWAEA i3 Mentoring grant program which supplies a mentor to work with first and second year teachers. The fully-released mentor is an experienced teacher that participated in a rigorous selection process with the Consortium and GWAEA to secure this current mentor role. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this program is proving to be effective for new teachers in the first two years, the support quickly drops off once they finish that second year. With the TLC grant, the instructional coach, lead teachers, and model teachers will provide a supportive and collaborative system for continued guidance.

Our district presently utilizes staff members at each building (Elementary and Secondary) to serve on DIT alongside administrators and GWAEA personnel. The goal of this team is to plan, administer, and evaluate K-12 PD. This team meets quarterly to develop an agenda and coordinate learning of our staff for full-day professional development. With TLC funds and new leadership roles, the DIT will be comprised of administration, instructional coach, lead teachers and GWAEA personnel. The DIT's focus would shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the lead teacher and instructional coach would allow for collaborative planning as well as opportunities to strengthen his/her knowledge base. The instructional coach would have availability and resources to analyze district student achievement data to drive decision making for meaningful PD.

With the proposed plan for increased leadership roles within our district, we will be able to develop a cohesive, collaborative,

and improved learning community. While each role has a set of individual responsibilities, they work as a unified team to target district vision, goals, and needs. TLC funds will help us implement our plan to improve the retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching ultimately leading to increased student achievement.

Using Part 6 application narrative from Year 1?

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.

Springville CSD will utilize a rigorous process to select teachers to fill the following teacher-leader positions: one instructional coach, five lead teachers, and three model teachers. Teachers will be notified of the available teacher leader positions via email, district website, and the selection committee will be comprised of two district administrators and two teachers. The selection committee will screen applicants via application, resume, and letters of recommendations in order to make recommendations regarding the applications to the superintendent of the school district.

The teacher leadership candidates will submit the following items to administration in the Springville District Office as a screening process:

1. A letter of application highlighting the candidate's teaching accomplishments and stating why they are seeking this position
2. A current resume
3. Two letters of recommendation from colleagues, supervisors, or other educators
4. A video demonstrating teacher effectiveness
5. A teacher portfolio demonstrating the eight Iowa Teaching Standards
6. A written essay to show written communication ability and answer following questions: How does the candidate's performance demonstrate leadership skills? How does the candidate's performance demonstrate ongoing professional development in their career?
7. Interview focusing on leading professional development, growth as educator, educational philosophy, etc.

**Selection Criteria for Teacher Effectiveness and Professional Growth**

The selection committee will score candidates using the rubric developed by the district's TLC committee. Criteria will be scored using a 0-10 scale and our teacher leaders will be selected from the highest scoring candidates. The committee will recommend teachers to the superintendent for assignment to leadership positions based on the criteria. If the committee does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled.

Criteria	Teacher Interview	Essay Response: Professional Development	Essay Response: Leadership Skills	Video: Teacher Effectiveness	Portfolio Review: Teaching Standards
<b>Exceptional 8-10</b>	Articulates clear goals, knowledge & beliefs for leadership in the district	Writing exhibits content that is accurate, focused, and consistent while demonstrating PD experience and ongoing development that supports district initiatives	Writing exhibits content that is accurate, focused, and consistent while outlining specific qualities they possess as a leader	Video exhibits a well-crafted lesson plan, optimal student engagement, differentiated instruction and flexible instructional strategies	Artifacts clearly show exceptional growth and performance on all eight Iowa Teaching Standards
<b>Proficient 4-7</b>	Articulates leadership attributes but does not share clear personal goals & beliefs	Writing exhibits content that is somewhat accurate and focused, but lacks demonstration of consistent PD experience and ongoing development that supports district initiatives	Writing exhibits content that is somewhat accurate, and focused while outlining minimal qualities they possess as a leader	Video exhibits a clear lesson plan, average student engagement, somewhat consistent differentiated instruction and flexible instructional strategies	Artifacts show average growth and performance on all eight Iowa Teaching Standards

<b>Basic 0-3</b>	Lacks articulation of clear goals, knowledge & beliefs for literacy leadership	Writing lacks content that is accurate, focused, and consistent and demonstrates very little PD experience and ongoing development that supports district initiatives	Writing exhibits content that is somewhat accurate, and focused while outlining limited qualities they possess as a leader	Video exhibits a basic lesson plan, minimal student engagement, inconsistent differentiated instruction and inflexible instructional strategies	Artifacts show limited growth and performance on all eight Iowa Teaching Standards
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With this rigorous selection process, we can ensure these roles will be filled by qualified and effective teaching professionals who can guide and empower colleagues to perform to best of their capabilities. Student achievement will be directly impacted by the increased knowledge, resources, and collaborative teaching provided. Through continuous measurement of effectiveness, the administrative team can ensure that these leaders are exceeding the vision of our TLC plan and our district's goals. District administrators will annually review the teacher leaders' performance relating to their specified duties, with one component consisting of peer feedback on the effectiveness of the teacher leaders' position.

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## Narrative

Using Part 7 application narrative from Year 1?

Yes

**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.*

At Springville CSD, we utilize Professional Learning Communities (PLC) and the District Improvement Team (DIT) to plan and carry-out our professional development opportunities. With funds awarded by the TLC grant, these structures will be strengthened by additional leadership roles, including an instructional coach, lead teachers, and model teachers. Enhancing professional development will make a large impact on effective instructional practices thus resulting in increased student achievement.

PLCs meet on a weekly basis to strengthen teaching practices and focus on student achievement. 100% of teachers participate in one of five grade span or content area learning communities. Currently these PLCs are facilitated by district administration. With implementation of our TLC model, these communities will be supported by lead teachers. The instructional coach (as part of this model), lead teachers, and building administrators will take data from PLC sessions to structure PD based on data analysis and need.

Our district presently utilizes staff members at each building (Elementary and Secondary) to serve on DIT alongside administrators and GWAEA personnel. The goal of this team is to plan, administer, and evaluate K-12 PD. This team meets quarterly to develop an agenda and coordinate learning of our staff for full-day professional development. DIT uses the Iowa Professional Development Model (IPDM) as the structural guide for all professional development in the district. This allows for a focus on research-based strategies, student achievement data and analysis, classroom modeling, observation, reflection, and collaboration. Summative assessment data are used to gauge the effectiveness of the professional development provided and to drive future learning.

This is an example of how our DIT team currently uses IPDM to guide professional development: District goals are for all students to be grade level proficient in reading and make one year's growth in one year's time. Currently at the high school level, the majority of students are proficient (95% of ninth through eleventh graders), but are not making a year's growth--only 65% of ninth through eleventh graders made one year's growth in one year's time according to 2013 Iowa Assessments. As a result, DIT set the instructional goal that teachers would learn and implement research-based reading strategies across all disciplines to increase the proficient students' amount of growth in one year. With additional teachers in leadership roles, our district will have increased opportunities for support of implementation of these strategies in the classroom.

With TLC funds and new leadership roles, DIT will continue to be an integral part of professional development in the district, however, it will be comprised of administration, instructional coach, lead teachers, and GWAEA personnel. DIT's focus will shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the lead teacher and instructional coach would allow for collaborative planning as well as opportunities to strengthen his/her knowledge base. The instructional coach would have availability and resources to analyze district student achievement data to drive decision making for meaningful professional development.

Springville CSD currently participates in the GWAEA Induction Consortium, which provides a full-release mentor to help support first and second year teachers in the district. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this initiative provides a strong level of support for these teachers, an increase in leadership roles within the district will enhance the level of support beginning teachers receive. TLC funds will allow for new teachers to receive support from the instructional coach, lead teacher, and model teachers, which will better guide them in their development. Through this additional support teachers have the opportunity to develop relationships within the district that will continue to support them beyond their first two years in the profession.

In addition to the current initiatives (PLC, DIT, and New Teacher Consortium), the instructional coach's role will highly impact professional development opportunities that are not currently provided. Prior to the start of school, the instructional coach will meet with district administration, GWAEA personnel and other teacher leaders to set priorities, review goals, and plan for future initiatives. The instructional coach will also have the opportunity to meet with each teacher to discuss their professional career development plan and create an action plan for support. They will also have the resources available to research best-practice strategies in literacy, technology integration, instruction, and assessment, and share information and implementation strategies

with administrators. While AEA consultants are available to teachers on an infrequent basis at trainings, under the TLC plan, teachers will be better supported through the availability of an instructional coach to address concerns on a more timely basis.

Springville CSD has made great strides towards creating meaningful and effective professional development opportunities that follow the IPDM components. The initiatives in place have proven to strengthen classroom instruction and increase student achievement. The professional development systems currently in place will be greatly enhanced with the implementation of our TLC plan. The new leadership positions will play an integral role in carrying out our plan, improving classroom instruction, and ultimately increasing student achievement.

**Using Part 8 application narrative from Year 1?**

No

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

**a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.**

**b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.**

**The following measures will be used to determine the impact/effectiveness of the TLC Plan:**

<b>Goals:</b>	<b>Short Term Measures of Impact Effectiveness:</b>	<b>Long Term Measures of Impact/Effectiveness:</b>
Goal 1: Enhanced career opportunities will be provided by filling 100% of the identified teacher leader roles.	Outline of selection process, job description, minutes from TLC selection committee appointment/meetings, position postings, and positions hired.	Number of teachers serving in a leader role each year, retention data of teachers staying in leadership roles, job descriptions and selection criteria revised based on feedback.
Goal 2: SCSD will provide competitive salaries to all identified teacher leaders. Teacher leaders will receive stipends ranging from \$1,500-\$6,000.	Documentation that salaries were paid at intended level.	Retention data (number of teachers staying in the district and in leadership roles) and exit interviews/job satisfaction surveys.
Goal 3: SCSD will implement a professional development plan that relies on PLC's to engage 100% of the faculty in opportunities to learn from each other.	Review building professional development plans, PLC agendas, and staff surveys on effectiveness of PLC meetings.	Multiple sources of student data (Iowa Assessments, MAP, FAST, etc.) and teacher surveys to evaluate the effectiveness of ongoing PLC structure, professional development opportunities, and school-wide collaboration.
Goal 4: Teacher leaders and team members will analyze multiple sources of student performance data to ensure the TLC program contributes to a gain in student achievement.	Multiple student data (Iowa Assessments, MAP, FAST), district formative and summative assessments, and professional development agendas aligned to student academic needs based on data analysis.	Iowa Assessment achievement data (comparing past achievement to current levels) and AYP/SINA status.
Goal 5: The district will support 100% of teachers entering the profession by providing access to a system that has mentor training, clearly defined mentor roles, evaluation of the efficacy, designated time for mentor-mentee collaboration, and learning experiences based on the IPDM and Iowa Teaching Standards.	Continued funding for the NTC induction program, documentation from NTC induction training, new teacher retention data, and teacher and administrative surveys evaluating the NTC induction program.	Teacher and administrative surveys evaluating the NTC induction program and the number of teachers who completed the induction program and obtained a standard teaching license

**The following will be used to monitor and adjust the TLC plan:**

The Springville CSD administrative team, along with the District Improvement Team (DIT), will continuously monitor the success of our TLC plan by documenting progress toward the intended goals. Quarterly action plans will be created to identify and target areas of need and progress. Annually, this team will analyze multiple sources of student performance data (MAP, Iowa Assessment, FAST) to ensure the TLC program contributes to a gain in student performance and achievement. Ongoing data collection such as documentation of the frequency and type of collaboration, teacher surveys, self-assessments, minutes from meetings with stakeholders, and implementation of walk-throughs will ensure our TLC leadership roles are aligned with our district's changing needs.

The DIT and administrative team will annually revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher leaders and administrators will monitor the TLC plan through ongoing communication. The team will utilize teacher surveys, teacher leaders' feedback, and administrative input to identify necessary changes as the system grows and develops. Additionally, the frequency and effectiveness of collaboration between induction coach and mentees will assist in the analysis of the NTC induction program, as well as a review of the survey results.

Using Part 9 application narrative from Year 1?

Yes

**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)**

As a district, we invite teachers to take on leadership roles within our building and across the district. Many teachers have served as new teacher mentors, on the District Improvement Team (DIT), and as Professional Learning Community leaders. As with many small districts, our teachers already wear many “hats” and have already taken on leadership roles, therefore, the foundation to begin and sustain a solid TLC plan is in place. Teachers have been willing to step up and lead without much training and little compensation. Our TLC plan will provide structure and guidance for our teacher leaders.

One aspect of our plan is to continue the use of the GWAEA Induction Consortium (i3). In this partnership, administrators and a teacher leader from our district work with Grant Wood to create a strong partnership to provide our new teachers with an accessible, knowledgeable, full-release mentor. To help sustain this initiative, we will continue to send our administrators and teacher leaders, as well as new teachers, to the available training and networking opportunities that Grant Wood has to offer. Additionally, administrators will continue to work with the mentors to discuss initiatives the school is pursuing as well as the goals of the districts and buildings. Mentors can then work with new teachers to help them support those goals and initiatives. The instruction coach will build strong relationships with new teachers to best support them in their professional growth.

In relation to our role within the i3 grant and its sustainability with Grant Wood, we will continue to provide the necessary data to GWAEA on the effectiveness of the program within our district. This data and information will come mainly in the form of feedback through AEA created surveys designed to evaluate the effectiveness of different aspects of the mentoring and induction program. The data will be used to renew the grant. District administrators will also provide feedback to the mentors to help shape the way they are interacting with our district to fit the context in which they are working, as many mentors are assisting multiple schools. Lastly, we will continue to support those new teachers within our district to make sure they are finishing out the two-year program. To help support those teachers, we will give them time to meet with mentors, observe other classrooms, and provide them with a teacher partner who can assist them with managerial and logistical aspects of our building that would be challenging for an out of district mentor. New teachers will have full access to the instructional coach, lead teachers, and model teachers helping to eliminate the isolation that many new teachers feel and ultimately improving our retention rate of teachers within our district.

We also have teachers within our district that can fill the roles of instructional coach, lead teachers, and model teachers. We have a good mix of veteran and new career teachers with varied skills sets that we anticipate will apply for these leadership positions. Our district also has a history of shared leadership and collaboration between administrators and teachers, especially in the area of professional development. Teachers are standing members of our district improvement team, which currently plans all professional development. In addition, teachers are provided opportunities to participate in professional development through GWAEA. This year, we have two teacher groups attending the Leadership for Continuous Improvement training at Grant Wood. Teachers are given release time to attend self-selected literacy, content area, technology, and other training offered out of district during the school year.

Our administrative team is responsible for ensuring the district has the infrastructure in place to systemically support and sustain our TLC plan. Administrators provide teachers with student data regularly and teachers and administrators facilitate data analysis sessions where we look for areas of strength and concern. Our teacher and administrator evaluation system is one where growth is emphasized and regular and timely feedback is given to assist individuals with their growth as professionals. We regularly monitor and improve that system as needed with approval from our local education agency. We have a communication structure in place with the use of our district website, newsletter, social media sites, and weekly administrative emails that we will use to keep stakeholders informed of the TLC plan.

Financially, we would have to seriously consider how to support our TLC plan without outside funding. Springville CSD currently compensates teachers who serve on the District Improvement Team (DIT) through general education funds. The district could potentially place teachers in the roles of lead teacher and model teacher, as laid out by our TLC plan. However, the level of compensation for these roles may be impacted. Our district would have to carefully analyze funds to retain the position of instructional coach as envisioned. Without TLC funds, the i3 mentoring program will be sustained through mentoring dollars as currently provided.

While the structure of our TLC plan may vary based on the availability of resources, the vision and goals of this plan will remain intact. Increased leadership opportunities will continue to be a priority. By increasing teacher collaboration, retaining quality educators, and creating teacher leadership roles, classroom instruction will be positively impacted resulting in increased student achievement.

## Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 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.*

<b>Certified Enrollment Number</b>	373.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$115,220.74
<b>Total Allocation</b>	\$115,220.74

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$88,476.00
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).	\$5,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$16,744.74
<b>Totals</b>	<b>\$115,220.74</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
Mentoring & Induction Grant (i3)	\$10,400.00
Potential Open Enrollment Out Costs	\$6,344.74

\$16,744.74

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$115,220.74

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

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

Using Part 10 application narrative from Year 1? 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)

Springville Community School District's goal in developing a Teacher Leadership & Compensation system was to use the available funds to impact the greatest number of students possible and ultimately improve student achievement district-wide.

**Amount Used to Raise Minimum Salary to \$33,500**

Currently the minimum amount teachers in our school district receive in salary is \$34,155. This is above the minimum salary requirement of \$33,500. Therefore we do not need to set aside money this year to raise the minimum salary.

**Amount Designated to Fund the Salary Supplements for Teachers in Leadership Roles**

The District plans to use the majority of the TLC funding to promote a Springville teacher to the position of Instructional Coach. This person will work with all of the District's teachers as they implement classroom strategies that help improve teaching and learning and ultimately student achievement. The Instructional Coach will also work with five Lead Teachers and three Model Teachers as they provide leadership and support for new instructional strategies district-wide. The funding will also allow for extended contract days for the Instructional Coach (10 days), Lead Teachers (5 days), and Model Teacher (3 days), so they will have time to prepare to assist others as they strive to become better classroom teachers. The stipend for the Instructional Coach will be \$6,000. The Lead teachers' stipends will be \$3,000. The Model teachers' stipends will be \$1,500. The added time for the Lead Teachers will also be used to help plan professional development activities, in tandem with the Instructional Coach and administrative team, for all teachers.

**Amount to Cover Costs for the Time Teachers in Leadership Roles are not Providing Direct Instruction**

We have set aside \$5,000 to pay for substitute teachers. These funds will be used when our Lead and Model teachers attend training and/or when they observe or co-teach other SCSD staff. Within our plan we are utilizing the role of Lead and Model teachers. Staff members will therefore be visiting their classrooms to learn from them, improve their instructional practices, and implement instructional strategies back in their own rooms. In addition it will be pertinent to have these staff members engage with one another to reflect on the lessons and evaluate their overall effectiveness afterwards. This is a strong component to our plan, utilizes research based practices, and one that is embedded within the Iowa Professional Development Model.

**Amount Used to Provide Professional Development Related to Leadership Pathways**

We have set aside \$5,000 to pay for professional development for our teacher leaders. It will be critical that we build their capacity through training opportunities. Our Area Education Agency has offered professional development this year specific to those in teacher leader roles. We are also aware of symposiums and statewide trainings that have taken place that we would also want to take advantage of moving forward. Teachers are inherently accustomed to teaching students but working with adult learners takes on a different look and we cannot assume that this transition would be seamless without providing training and support.

**Amount Used to Cover Other Costs Associated with the Approved Teacher Leadership and Compensation Plan**

The District is part of the Mentoring & Induction Grant through Grant Wood Area Education Agency and the New Teacher Center. The grant has allowed full-time mentors to work with up to 15 first and second year teachers as they improve their abilities as classroom instructors. This program is a significant improvement over the Mentoring & Induction program previously in place in Springville. The goal of the program is to support the new teachers (mentees) and continuously improve their practice as they are supported and trained by experienced teachers (mentors). We want to keep the best teachers here and support for bright new teachers is an excellent way to do that. The cost to the District is \$3,900 per first and second year teacher. We will use TLC funds to offset the \$1,300 the State currently provides. We have budgeted for 8 first and second year teachers.

We also have set aside funds that would potentially leave Springville with students that are open-enrolled out to Districts that also receive the TLC Grant. Some, none, or all of the budgeted amount could be sent. Our set aside covers approximately 20 students. Should any money received from open-enrolled in students remain after all other expenses are paid, it will be budgeted into the next year's available funds.

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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