



Application

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

95257 - Stratford TLC Plan (10-2014)

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest DHS
Agency

Organization Information

Organization Name: Stratford Community School District
Organization Type: K-12 Education
Tax ID: 42-6021931
DUNS:

**Organization Website:**

**Address:** 1000 Shakespeare Ave

Stratford Iowa 50249  
City State/Province Postal Code/Zip

**Phone:** 515-838-2208  
Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Stratford Community School District

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

**County-District Number** 40-6246

*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** Dr.

**Name of Superintendent** Sarah Binder

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**City** Stratford

**State** Iowa

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

**Zip Code** 50249

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## TLC Application Contact

**Honorific** Dr.

**Name of TLC Contact** Sarah Binder

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**Street Address** 1000 Shakespeare Ave

**City** Stratford

**State**

Iowa

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

**Zip Code**

50249

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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)**

**Local Context**

Stratford Community School District is a small rural school eighteen miles south of Webster City. Elementary students are served locally; 7-12 grade students are tuitioned to Webster City.

**Mission Statement:** Stratford is a community of learners where there are high levels of learning for all students and teachers.

**Local Goals**

All students K-6 will: achieve at high levels in math, reading, science, and social studies; write fluently; utilize technology effectively; and feel safe and connected to school.

Our data indicates Science, Technology, Engineering and Mathematics (STEM) should be our focus. Additionally, our school climate is at risk due to the increase in challenging behaviors. Some children feel unconnected and others unsafe. There is a direct correlation between school climate and academic success for all students.

TLC Goals: 1) Increase leadership opportunities for career teachers; 2) Develop short-term professional learning opportunities utilizing teacher leaders; 3) Increase opportunities for teachers to collaborate and learn from each other; 4) Strengthen assessment and instructional practices to increase student achievement; and 5) Develop long-term professional learning opportunities for all teachers.

The TLC plan includes five levels of teacher development.

- 1) An **initial teacher** participates in the Teacher Induction Plan and implements local initiatives in order to help each student grow at expected rates.
- 2) A **career teacher** demonstrates competencies of evaluation and implements local initiatives to help each student grow at expected rates.
- 3) **Model teachers** will align instructional practices with the Iowa Core, model effective teaching strategies, and demonstrate lifelong learning.
- 4) **Mentor teachers** will serve as role models, collaborate with initial teachers and demonstrate lifelong learning.
- 5) **Instructional coaches** will conduct coaching cycles, assist teachers in interpreting data and developing multi-tiered system of support (MTSS) to address needs. The instructional coaches will be a catalyst for change and work with the administrator to organize, plan, and implement PD to strengthen instructional practices.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (11 FTE)	% Contract Dedicated to Teaching Students
Initial Teacher	Initial Teacher contract exceeds		5 days		95% instruction; 5% collaborating
Career Teacher	0		0 days		100% instruction
Model Teacher	\$4250	2	5 days	10%	95% instruction; 5% teacher leader duties
Mentor Teacher	\$4250	1	5 days	5%	95% instruction; 5% teacher leader duties
Instructional Coach	\$11000	2	10 days	10%	80% instruction; 20% teacher leader duties

The TLC leaders will help connect, support and strengthen the two new initiatives, two continuing initiatives, and three improvement structures: 1) Implementing Science, Technology, Engineering and Mathematics (STEM) initiative (Year 1); 2) Continuing to use Concept-Based Curriculum and Instruction (CBC&I) in all content areas; 3) Continuing to create a school climate with Positive Behavioral Intervention and Supports (PBIS) that supports all students; and 4) Implementing MTSS. The instructional coaches, model teachers, and mentors will provide PD to support new initiatives, coaching and collaboration to move from initial to full implementation, and bridging knowing the skills and strategies to implementing them effectively. The **School Improvement Advisory Committee (SIAC)** reviews data on school climate and student achievement, drafts the school improvement goals and makes recommendations to the Board. The TLC coaches will serve on SIAC. The **School Improvement (SI) Leadership Team** will meet with teacher leaders to design PD. It will be tailored to meet the

**Mentoring and Induction-** The administrator will pair the mentor with the initial teacher. The mentor will coordinate support for the initial teacher with the instructional coach and model teachers. The mentor will meet with the leadership team to plan appropriate PD.

**The Integrated State/Local Goals**

1. The Stratford School Board will adopt the local TLC plan, designating five levels of teacher participation, recognizing and rewarding 25% of staff for assuming leadership roles. The leadership positions will fulfill all state requirements, including a rigorous hiring process.
2. Stratford recognizes that effective PD engages teachers in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative, and ongoing (Hunzicker, 2010). Teacher leaders will take the lead in analyzing student data, determining student and staff needs, and determining what would best serve Stratford students and staff. Instructional coaches, model teachers, and mentors will work with teachers individually, in teams and as a group to help teachers take their new learning and make it part of their instructional strategies toolbox.
3. The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.
4. Teacher leaders and teachers will be actively involved in their professional learning which incorporates the Iowa Professional Development Model (IPDM) for continuous school improvement.

**The Selection Process**

Each applicant will go through a rigorous selection process that includes the administrator and teachers. The process will include:

1. Complete application including portfolio with artifacts to demonstrate measures of effectiveness and professional growth;
2. Interview with the selection committee;
- 3) Teacher effectiveness and professional growth will be determined with scoring rubric based on Teacher Leader Model Standards: Teacher Leader Exploratory Consortium.

**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).

Stratford Community School District (Stratford) is a small rural district with 11 teachers. When we received the planning grant to develop our Teacher Leadership and Compensation (TLC) plan, we opted to utilize our School Improvement (SI) leadership team which includes Andi Berglund, Deb Bergman, Karen Mason, teachers, Catherine Bergman, parent (not employee), and Sarah Binder, administrator. For the last five years, this team has focused on analyzing the data on student and staff needs and planning the necessary professional development (PD) to support instructional improvement and student achievement at Stratford. Tricia and Kevin Rose, parents and SIAC members, commented, "When teachers moved from single grade level sections to multiage classrooms with co-teaching, it demonstrated the district commitment to creating a system so ALL students are successful. Teacher leaders paved the way for all staff to see how successful students could be. The TLC proposal will reward teachers for taking bold steps to serve students and the Stratford community- teachers working with teachers to improve education for ALL students."

Year I- The SI leadership team spent 26 hours studying the research and sharing information with the School Improvement Advisory Committee (SIAC), the staff and the School Board. Year II- The SI leadership team spent 40 hours sharing information and gathering input from SIAC, the staff and the School Board. Stratford SIAC committee includes 13 community and business representatives, 19 parents, and 4 secondary and post-secondary students.

Planning sessions included assistance from Prairie Lakes and Heartland AEAs. Retired teachers emeritus and Webster City staff provided additional support. The SI leadership team summarized research, adapted ideas to align with the Stratford context, solicited initial input, drafted and shared the plan with stakeholders and used their feedback to revise the plan. TLC funds were utilized to cover the cost of substitutes and stipends for noncontract time.

Google forms were used to collect data from the community (C) and the staff (S). Three priorities were identified: 1) enhance the skills of staff to help students with challenging behaviors be successful; 2) enhance the skills of staff to meet the instructional needs of all students; 3) enhance the skills of staff to communicate student progress.

One third of the parents and staff surveyed indicated that staff need additional skills to help students with challenging behavior be successful. One parent said, "The increasing number of children with challenging behavior impacts the learning of all children. Teachers need additional and better training on how to teach appropriate behavior." Staff stated, "A much needed teacher leader role is instructional coach to help all staff work effectively with children with challenging behavior- put the bulk of the money and additional days into that role."

Nearly one fourth of the staff and community surveyed indicated improving instruction for all students including students who struggle and students who need enrichment. Parents concluded, "Challenge students in math and science. It seems like the students who are struggling have additional support, but not the student who needs additional challenge." Staff noted, "Have an instructional coach- provide collaboration time and help teachers plan interventions based on data." Staff added, "Provide additional support for ELL students and staff."

Nineteen percent of the community and 15% of the staff identified communication as a need. Parent input included, "Provide weekly progress reports: Your child is doing well with . . . Skills that need work . . ." Staff suggested, "Have a teacher leader on each co-teaching teams." Board input included, "Provide training on how to use technology to communicate. Have students involved in communication."

Staff Input	Community Input	SIAC Input	Board Input
Behavior/ Behavior Interventionist 33%	Students with Challenging Behaviors 33%	Meeting the mental health needs of students and their families 37%	Unique needs 23%
Academic/Academic Interventionist 23%	Academic Interventions 16%	Serving all students 20%	Challenge all students 57%
Communication 15%	Communication 19%	Unique needs of the community 43%	Increase communication 20%

SI leadership team utilized a planning process:

\*Surveyed community and staff to identify greatest needs;

\*Contacted rural districts who received TLC funding;

\*Studied the TAP system;

\*Shared plan with stakeholders at all stages;

\*Solicited feedback;

\*Met with SIAC committee, outlined the process/proposal, and answered questions which lead Mike Nepereny, Stratford mayor and SIAC member, to conclude, "All teachers will benefit from additional support and focused PD They will in turn become teacher leaders."

Another SIAC member and college instructor stated, "Education is highly valued in Stratford. By compensating teachers, it recognizes teachers for the important work they do." As a science teacher, she noted it would be helpful to partner with colleges & universities so science experts could be utilized. She stressed the importance of time to collaborate- students benefit. "Great teachers sharing their talents with other teachers and being recognized for it are key to improving education."

A grandparent and SIAC member concluded, "Collaboration is key and this plan provides it for everyone with leaders taking the lead and teachers learning together. Students will benefit." In five years, the district transformed itself. One SIAC member remarked, "As a parent, I've seen the transition from single sections to multiage classrooms and teachers have taken leadership roles. This proposal will develop the leadership component more fully and students will benefit."

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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.

Stratford CSD is a rural district with a small staff (11 certified teachers). Pre-K-6 is at the elementary building in Stratford, while our 7-12 students are tuitioned to Webster City. Stratford has created a competitive teacher salary schedule to recruit and retain qualified teachers, with much success. Three-fourths of our staff (8 teachers) has been here over 5 years, and one-third (4 teachers) over 15 years. We are in our sixth year of multi-age classes and co-teaching teams, which has fostered a culture of collaboration among students and staff and increased rigor school-wide. A teacher leadership program will only enhance and extend that culture.

In developing our teacher leadership plan, we first looked at our mission statement and district goals:

**Mission Statement:** Stratford Community School District is a community of learners where there are high levels of learning for all students and teachers.

Goal 1: All students K-6 will achieve at high levels in math and be prepared for success beyond high school.

Goal 2: All students K-6 will achieve at high levels in reading and be prepared for success beyond high school.

Goal 3: All students K-6 will write fluently at/or above grade level.

Goal 4: All students K-6 will achieve at high levels in science and be prepared for success beyond high school.

Goal 5: All students K-6 will achieve at high levels in social studies and be prepared for success beyond high school.

Goal 6: All students K-6 will utilize technology to achieve at high levels and be prepared for success beyond high school.

Goal 7: All students will feel safe and connected to school.

Data sources for these goals:

- Iowa Assessment
- FAST
- MAP
- Clarity
- Learning.com
- SWIS
- Iowa Youth Survey

Our data indicates our academic emphasis should be on Science, Technology, Engineering and Mathematics (STEM) and the integration of literacy. Additionally, our school climate is at risk due to the increase in challenging behaviors. Some children feel unconnected and others unsafe. There is a direct correlation between school climate and academic success for all students. While Stratford provides a quality professional development (PD) program to meet the needs of staff and attain our goals, enhanced teacher leadership would allow for more communication, guidance, and reflection on initiatives, as well as in-depth data evaluation to gauge its effect on student achievement.

Stratford TLC plan aligns with the state *Theory of Action* in the following ways:

State <i>Theory of Action</i>	Stratford TLC Plan
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"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice:	The TLC plan would allow us to compensate excellence in teaching beyond the master contract. As our veteran teachers retire, we will need to recruit effective new staff. Our competitive base salary paired with 1) a strong coaching system for job embedded PD and 2) opportunities for leadership will attract those high-caliber candidates.
create the political will and understanding necessary to remake the status of the teaching profession;	Our TLC plan provides a clear process for teachers to be empowered to take on leadership roles.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Teachers will have concrete, continuous opportunities for increased collaboration within our district, our AEA, and with other districts.
and develop a clear system with quality implementation,	Responsibilities for teacher leaders will be clearly articulated in job descriptions and criteria will be used to thoroughly evaluate their performances.
then...student learning will increase,	Data from Iowa Assessments will be analyzed and used to set goals for student growth, in order for them to meet the district goal of one year's growth.
student outcomes will improve, and	Using Characteristics of Effective Instruction and the Iowa Core for increasing rigor and relevance will result in higher levels of problem solving, creativity and learning for all students.
students will be prepared to succeed in a globally competitive environment."	Through authentic tasks and culminating projects, shared with authentic audiences, students will demonstrate readiness for secondary education and life beyond school.

Based on the State's Theory of Action and Stratford's TLC plan, the TLC goals will include: 1) Increase leadership opportunities for career teachers; 2) Develop short-term professional learning opportunities utilizing teacher leaders; 3) Increase opportunities for teachers to collaborate and learn from each other; 4) Strengthen assessment and instructional practices to increase student achievement; and 5) Develop long-term professional learning opportunities for all teachers.

We have always encouraged the professional growth of our staff. However, the TLC funds will provide the means for offering enhanced career opportunities with increased leadership responsibilities that also includes increased compensation. Not only will this help the district retain excellent teachers, but also assist in the recruitment of excellent teachers.

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)**

The School Improvement (SI) leadership team will utilize TLC leaders to support the 2 new initiatives, 2 continuing initiatives, and 3 improvement structures. The TLC roles include **instructional coaches, model teachers, and mentor teacher** as needed. These TLC leaders will help connect, support and strengthen our district's key initiatives: 1) Implementing Science, Technology, Engineering and Mathematics (STEM) initiative (Year 1); 2) Continuing to use Concept-Based Curriculum and Instruction (CBC&I) in all content areas; 3) Continuing to create a school climate with Positive Behavioral Intervention and Supports (PBIS) that supports all students; and 4) Implementing Multi-Tiered System of Supports (MTSS). The instructional coaches, model, and mentor teachers will enable Stratford to provide the professional development (PD) to support new initiatives, the coaching and collaboration to move from initial to full implementation, and the modeling bridging knowing the skills and strategies to implementing them effectively.

- STEM- TLC instructional coach will help teachers implement STEM and challenge students to think scientifically, use engineering (tinkering and building) to innovate and create, and use technology as a tool to apply mathematical concepts to solve real world problems.
- Challenge their teaching lens
- Extend community partnership- businesses and higher education institutions are key factors in successful STEM implementation
- Integrate STEM across the curriculum (including the arts)
- Expose kids to a wide range tools. Through guided practice, students will learn to use these learning tools
- Maker Space lab- TLC instructional coaches and model teachers will guide teachers in the MakerSpace movement which emphasizes innovation and creativity- products and processes born from playing, building, experimenting, tinkering, and collaborating- and challenges students to utilize a variety of materials and digital tools, employ coding skills, and create novel products across space and time in a do-it-yourself fashion. The new 3D printer will enable students to showcase their ingenuity and creativity. The TLC model and mentor teachers will provide additional support.
- CBC&I- TLC instructional coach will help teachers develop science or social studies units aligned with Iowa Core, making sure each unit is concept-based so students develop intellectual depth, apply knowledge and transfer concepts. TLC mentor and model teachers will provide additional support as needed for initial teachers.
- PBIS- TLC instructional coach will assist teachers in strengthening the core and determining appropriate interventions so that all students experience social, emotional, and academic success. This is a district norm- the TLC mentor and model teachers will provide additional support as needed for initial teachers.
- MTSS- Our TLC instructional coach will help co-teaching teams in collecting student achievement data, analyzing the data, identifying student needs, finding necessary research-based best-practice resources, and providing support as teachers develop the skills and instructional strategies to meaningfully make changes so all students are successful. This would include literacy as well as math, science, and social studies (reading for information). TLC mentor and model teachers will provide additional support as needed for initial teachers.
- Mentoring and Induction System- When a beginning teacher is hired, the TLC mentor will ensure that beginning teachers have the support they need. Mentors will help answer the questions the real-life classroom presents with real-life experience. They will provide practical, concrete advice; pose important questions to prompt reflection; model teaching techniques in the classroom; observe and offer feedback; and offer another point of view at a time when it's easy to lose all perspective. Their experience will help the novice teacher balance PD with day-to-day details.
- CGI –The TLC mentor and model teachers will support initial teachers by teaching them how to use the mathematical thinking framework which helps children learn the concepts of numbers, operations and algebra and be able to apply mathematical knowledge to new challenging problems.

Three structures support Stratford's school improvement process. The **School Improvement Advisory Committee (SIAC)**, facilitated by the administrator, includes community members, parents, and students. SIAC reviews data on school climate and

student achievement. The committee drafts the goals and makes recommendations to the Board. The TLC coaches will serve on SIAC and share student achievement data and progress towards goals.

The **School Improvement Leadership Team**, including the administrator and teachers, determines goals and develops PD. The TLC leaders will meet with the leadership team to design PD tailored to meet the needs of individual teachers, co-teaching teams, and the staff.

**Mentoring and Induction**- The administrator will pair the mentor with the initial teacher. The mentor will coordinate support for the initial teacher with the instructional coach and model teachers. The mentor will meet with the leadership team to plan appropriate PD.

Our data indicates our academic emphasis should be on Science, Technology, Engineering and Mathematics (STEM). Additionally, our school climate is at risk. Some children feel unconnected; others unsafe. There is a direct correlation between school climate and academic success. Enhanced teacher leadership will provide in-depth focus on initiatives and its effect on student achievement.

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)**

**Analysis of the Effectiveness of Stratford's Mentoring & Induction Program**

We are proud that 90% of beginning teachers who participated in Stratford's mentoring and Induction program remained in the teaching field and that 75% of them have continued teaching at Stratford (based on 10 years). To improve upon entry in the profession and retention, we gathered data from teachers who completed the mentoring program at Stratford and identified what as effective about the program and areas for improvement.

**Effectiveness:** The program created a strong mentor-teacher relationship which is valuable.

**Areas for Improvement:**

\*75% indicated limited training and compensation for training

\*90% indicated limited time for collaboration and observation of highly qualified teachers working with their students

88% indicated limited time to collaborate with mentor and district experts and focused on the unique needs of beginning teachers

Beginning teacher, "My biggest need is working on classroom management and motivating students. Teacher leaders could observe my teaching and give me feedback on what worked and what didn't. I could observe model teachers and get ideas."

**Closing the Gap**

Stratford's TLC plan is designed to address these limitations to improve entry into the profession, retention of beginning teachers, and provide additional professional development (PD) and support to help beginning teachers become career teachers and future teacher leaders through coaching, mentoring, and observation of exceptional instructional practice provided by model teachers. If needed, veteran teachers can also participate in coaching and observation of exceptional instructional practice.

Through the TLC plan a residency component will be added consisting of 5 additional contract days during the summer for the mentor and the mentee to collaborate together. In addition, both will have one release day per month to continue collaborative work on curriculum, instruction, classroom management, and observation of each other and highly qualified teachers.

**Residency Component**

Mentor and mentee will participate in 8 district PD days & 4 evening sessions focused on integration of technology. They will set goals for improvement, practice new learning, and receive coaching and feedback during implementation of new learning. The residency component of 5 additional contract days will provide the mentee with opportunities to learn about school policy and procedures, school climate (including PBIS), and previous PD on Iowa Common CORE, CGI, and START.

**Time to Collaborate with Mentor and Observe Highly Qualified Teachers**

Mentees will have release time to collaborate with mentor and coaches to analyze data, plan lessons, create climate conducive to learning, work on classroom routines, and develop interventions to meet the varying needs and challenge all students. In addition, mentees will have release time to observe model teachers conducting lessons, universal instruction, interventions, co-planning, co-teaching and peer review.

Both the residency component and time for collaboration and observation will help mentees build the competence and confidence they need as they become career teachers and future teacher leaders.

The residency component and time for collaboration and observation will support the TLC goals.

Mentors	Mentees
Increase leadership opportunities for career teachers	
Develop short-term professional learning opportunities utilizing teacher leaders	Develop short-term professional learning opportunities focusing on unique needs of beginning teachers
Increase opportunities for teachers to collaborate and learn from each other	Increase opportunities for teachers to collaborate and learn from each other

	Strengthen assessment and instructional practices to increase student achievement
Develop long-term professional learning opportunities for career teachers	Develop long-term professional learning opportunities for beginning teachers as they become career teachers and future teacher leaders

### Requirements for TLC Mentoring

(aligned with Teacher Leader Model Standards: Teacher Leader Exploratory Consortium)

Element	Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning	Domain 2: Accessing and Using Research to Improve Practice and Student Learning	Domain 3: Promoting Professional Learning for Continuous Improvement	Domain 4: Practicing Professional Learning for Continuous Improvement	Domain 5: Promoting the Use of Assessments and Data for School and District Improvement	Domain 6: Promoting the Use of Assessments and Data for School and District Improvement	Domain 7: Advocating for Student Learning and the Profession
Evidence	Four years (minimum) of exemplary classroom teaching; Strong interpersonal; Demonstrated ability to work with peers; Strong communication skills	Evidence of commitment to ongoing PD	Evidence of 1) student achievement/ progress; 2) commitment to ongoing PD/ learning	Evidence of 1) student achievement/ progress	Evidence of student achievement/ progress	Strong interpersonal skills; Effective co-teaching skills; Strong communication skills	Demonstrated positive professional role model; Evidence of exceeding Iowa Teaching Standards; Evidence of flexibility

Linda Nepereny, retired teacher and SIAC member, stated, "When I started teaching, I would have loved a mentor! I did not know what I was doing." Linda added the TLC proposal provides structure for what occurs informally. "All teachers will benefit- new teachers career teachers, sharing their experiences and expertise." Pam Holton, teacher in a neighboring district and SIAC member, noted the mentoring will support new teachers. "I know what it is like without mentoring so the residency program will be great."

### Narrative

Using Part 5 application narrative from Year 1?

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.**

Stratford actively sought input from teachers, parents, and community members and established three roles which support the district's goals and are aligned to ongoing district initiatives and professional development (PD). Instructional coaches, model teachers, and mentors will collaborate to provide timely PD as well as support for individual teachers in order to increase student achievement.

Stratford identified the three roles (instructional coaches, model teachers, and mentors) for 11 teachers (25%) of the teaching staff). All roles are defined as follows:

#### **Initial Teachers**

**Qualifications:** Initial teachers have successfully completed an approved practitioner preparation program and will participate in a two-year mentoring and induction program.

**Salary:** Salary for an initial teacher shall be at least \$33,500. Stratford's minimum salary is \$37,386.

**Extended contract:** Teachers new to the district shall be issued a contract that is five days longer than the contract for career teachers.

**Career Teachers:** Career teachers have successfully completed the initial teacher mentoring and induction program and have demonstrated the competencies of a career teacher as determined under the district's comprehensive evaluation system. They will have taught for a minimum of three years, including one year in the district.

**Salary:** Salary for a career teacher shall be at least \$33,500. Stratford's minimum salary is \$37,386.

**Extended contract:** Career teachers shall be issued a standard contract with no additional days.

#### **Instructional Coaches (2)**

**Qualifications:** An instructional coach meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, and demonstrates skill in a) data analysis, b) use of data to determine student need, c) design and implement interventions, and d) use of data to evaluate effectiveness of interventions (Multi Tiered System of Supports- MTSS), possesses the skills and qualifications to assume the leadership role, and is evaluated by the school district as demonstrating the competencies of an instructional coach.

**Selection:** Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team

**Length of Assignment:** One year

**Participation Percentage:** The instructional coach will spend 80% of the contract time engaged in student instruction and 20% of the contract time performing teacher leader duties.

**Additional Days:** Instructional coach contracts shall be 10 days longer than career teachers and the additional contract days shall be used to work with teachers to analyze data, research effective strategies, and plan PD to strengthen instructional practices, improve student achievement, impact student behavior, and nurture instructional leadership of model teachers.

**Salary Supplement:** Instructional coaches shall receive annually a salary supplement of \$11,000 (including 10 additional contract days).

**Duties:** The instructional coach will assist teachers in interpreting data and developing multi-tiered system of support plans to address needs. The instructional coach will also work with the building administrator to organize, plan, and implement PD to strengthen instructional practices.

- Conduct coaching cycles with teachers
- Analyze data from a variety of assessments
- Engage peers in analyzing and using data to drive and strengthen classroom instruction
- Identify and address student needs
- Research instructional strategies and materials aligned with Iowa Core and Characteristics of Effective Instruction; share findings with teachers; help teachers implement new strategies in classrooms;
- Share instructional strategies and materials with model teachers and mentors;
- Work with teachers to help them implement new strategies, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy
- Reflect on practices to instill a bias for action

- Pose questions to generate analysis of student learning
  - Improve instruction and learning
  - Facilitate professional learning opportunities among staff members
  - Be a catalyst for change
  - Meet regularly with administrator, mentors, and model teachers to communicate and coordinate instructional needs
  - Lead focused PD on instructional practices
  - Align instructional practices with the Iowa Core, Universal Constructs, and 21<sup>st</sup> century skills
  - Increase the instructional capacity of teachers in MTSS, STEM and integration of literacy skills
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility

#### **Mentor**(with Initial Teacher)

**Qualifications:** A mentor meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a mentor.

**Selection:** Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team

**Length of Assignment:** One year

**Participation Percentage & Partnerships:** The mentor will spend 95% of the contract time engaged in student instruction and 5% of the contract time performing teacher leader duties.

**Additional Days:**Mentor contracts shall be 5 days longer than career teachers and the additional contract days shall be used to strengthen curriculum and instruction practices and nurture instructional leadership of initial teachers.

**Salary Supplement:** Mentor teachers shall receive annually a salary supplement of \$4,250 (including 5 additional contract days).

**Duties:** Mentor teachers will teach 95% of the time, serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher. Collaboration and coaching shall include release time (minimum 1x/month).

- Serve as role model; acclimate beginning teachers to the new school; and advise teachers about instruction, curriculum, procedures, practices, and politics
- Collaborate, discuss, and reflect on Iowa Teaching Standards
- Share instructional resources to use with students; share professional resources
- Work with mentee to implement new ideas, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy; reflect on practices; instill a bias for action
- Meet regularly with administrator, instructional coaches, and model teachers to communicate and coordinate instructional needs
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility

#### **Model Teachers (2)**

**Qualifications:** A model teacher meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a model teacher.

**Selection:** Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team

**Length of Assignment:** One year

**Participation Percentage & Partnerships:** The model teacher will spend 95% of the contract time engaged in student instruction and 5% of the contract time performing teacher leader duties.

**Additional Days:** Model teacher contracts shall be 5 days longer than career teachers and the additional contract days shall be

used to strengthen instructional practices.

**Salary Supplement:** Model teachers shall receive annually a salary supplement of \$4,250 (including 5 additional contract days).

**Duties:** Model teachers will contribute to professional growth by providing examples of high quality instruction for teachers to observe. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise.

- Demonstrate a repertoire of instructional strategies that improve student achievement in the classroom
- Model effective teaching strategies; help colleagues implement effective teaching strategies (based on Iowa Core and Characteristics of Effective Instruction)
- Align instructional practices with the Iowa Core, Universal Constructs, 21<sup>st</sup> century skills, and Characteristics of Effective Instruction
- Model deep understanding of Iowa CORE and how to use Iowa CORE in planning instruction and assessment; lead discussions, model instruction based on Iowa CORE, and develop shared assessments.
- Welcome visitors to the classroom during instructional and non-instructional times
- Meet regularly with administrator, instructional coaches, and mentors to communicate and coordinate instructional needs
- Facilitate professional learning opportunities among staff members
- Work with instructional coach to design research-based lessons to be observed
- Serve as instructional leader, collaborating coach, resident expert, and mentor of instructional strategies including integration of technology
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility for the success of the school community

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.

Stratford's selection process will: 1) Establish an interview selection committee including sole district administrator and two teachers with 3 years of experience/1 year in the district (minimum); 2) Post differentiated, meaningful teacher leadership roles; 3) Review applicants/applications; 3) Determine format of interviews; 4) Develop interview questions aligned with scoring rubric based on Stratford's identified needs and leadership roles and the Teacher Leader Model Standards: Teacher Leader Exploratory Consortium; 5) Establish an interview schedule; 6) Conduct interviews by May to ensure candidates have an opportunity to participate in summer training; 7) Identify and select candidates using scoring rubric; 8) Selection Committee will make a recommendation to Superintendent; 9) Notify candidates and announce selections; 10) Teacher leaders will be responsible to know and understand the teacher leader standards outlined by the district.

Stratford will develop TLC Handbook to outline the TLC plan, the differentiated multiple meaningful roles, the application process, and include all forms: application, reflection, and survey. Interested applicants will: 1) complete application including portfolio with artifacts to demonstrate measures of effectiveness and professional growth (see scoring rubric); 2) interview with the selection committee. This will be an annual process.

**Selection Tool Rubric**

Element	Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning Professional Leadership Responsibilities** <b>Demonstrated by Sharing Knowledge with Learning Community</b>	<b>Domain 2:</b> Accessing and Using Research to Improve Practice and Student Learning Advanced Coursework in Focus Area (Literacy)** Demonstrated by Official Transcripts	Domain 3: Promoting Professional Learning for Continuous Improvement Portfolio Artifacts: Student Achievement/Progress* Demonstrated by Individual Career Development Plan and Student Achievement Gains	Domain 4: Promoting Professional Learning for Continuous Improvement Portfolio Artifacts: Student Achievement/Progress* Demonstrated by Implementation of District/Individual PD Goals	Domain 5: Promoting the Use of Assessments and Data for School and District Improvement <b>Portfolio Artifacts: RTI (MTSS)/Progress*</b>	Domain 6: Promoting the Use of Assessments and Data for School and District Improvement Parent & Student Input: Demonstrated by Sharing Knowledge with Learning Community	Domain 7: Advocating for Student Learning and the Profession Teacher Interview
Distinguished (8-10 points)	Data demonstrate 2+ additional leadership responsibilities; skilled leadership	Coursework demonstrate continual learning in focus area	Data demonstrates exceptional growth; teacher can articulate the improvement process	Data demonstrates exceptional growth; teacher can articulate the improvement process	Data demonstrates use of RTI process; data analyzed; process and responses articulated	Parent data from surveys show teacher exceptional communicator (85% positive comments)	Articulates clear goals, knowledge & beliefs for teacher leadership role in district
Proficient (4-7 points)	Data demonstrate 1-2 additional leadership responsibilities	Coursework demonstrate continual learning in other area(s)	Data demonstrates growth; teacher can not articulate the improvement process	Data demonstrates growth; teacher can not articulate the improvement process	Data demonstrates use of RTI process; data partially analyzed; process unclear	Parent data from surveys show teacher good communicator (75% positive comments)	Articulates leadership attributes, does not share goals, knowledge & beliefs

Basic (0-3 points)	No data to demonstrate additional leadership responsibilities	Limited coursework in focus area/ other area(s)	Data demonstrates some growth; teacher cannot articulate the process	Data demonstrates some growth; teacher cannot articulate the process	Data demonstrates partial use of RTI process; data not analyzed; process not articulated	Parent data from surveys show teacher good communicator (65% positive comments)	Does not articulate clear goals, knowledge & beliefs for teacher leadership role in district
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\*Prior demonstrated measures of effectiveness

\*\* Prior demonstrated PD

District PD includes: 1) Deep understanding of Iowa CORE Curriculum & implementation with fidelity; 2) Deep understanding/ demonstration of START (**S**tudent-centered; **T**each for understanding; Use of **A**ssessment; Rigorous/ relevant; **T**each for learner differences) with fidelity; 3) Deep understanding/ demonstration of collaboration (co-teaching team, staff, parents, community).

To develop teacher leaders and provide support in new roles, Stratford will partner with the DE and the AEA. PD will include 1) coaching skills, 2) working in teacher leadership roles with adult learners, and 3) ongoing district and individual PD.

Stratford will utilize Teacher Leader Model Standards: Teacher Leader Exploratory Consortium to develop district standards to assess the effectiveness of the teacher leaders. Measures of effectiveness will include: 1) reflections written by teacher leaders and teachers; 2) informal and formal peer feedback; 3) completed units, sample student work, interventions and student progress. Reflections, peer feedback, and student work will be utilized to measure effectiveness, monitor and make adjustments as needed. 4) All staff members will be asked to complete annual survey. The Leadership Team will summarize the results and use it to determine the effectiveness of the teacher leaders and plan needed PD for coaches.

## Narrative

Using Part 7 application narrative from Year 1?

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.*

Stratford recognizes that effective professional development (PD) engages teachers in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative, and ongoing (Characteristics of Effective PD, 2010). Therefore, Stratford's TLC plan is predicated on the following standards:

- Using teacher leaders to engage teachers
- Actively involving teachers in the PD planning process
- Intentionally focusing on the alignment of instruction, curriculum and assessment using Iowa Common CORE

Teacher leaders will take the lead in analyzing student data, determining student and staff needs, and determining what would best serve Stratford students and staff. Instructional coaches, model teachers, and mentors will work with teachers individually, in teams and as a group to help teachers take their new learning and make it part of their instructional strategies toolbox.

Teachers will be actively involved in their professional learning which incorporates the Iowa Professional Development Model (IPDM) for continuous school improvement:

**1) Collecting and Analyzing Student Data**

In-depth data analysis provides a snapshot of what students know. Intentionally focusing on the alignment of instruction, curriculum and assessment using Iowa Common CORE, **instructional coaches** will help teachers determine what students need to know and what can be done to help them meet their goals. PD will include in-depth data analysis. **Instructional coaches** will assist teachers in making informed decisions that positively impact student outcomes. Teacher leaders will continue the cycle and use the results to identify future PD.

**2) Setting Goals: Using Data to Drive Instruction**

**Instructional coaches** will help teacher teams use a variety of formative assessment data to plan differentiated instruction with flexible student groupings. They will help teams pinpoint student achievement gaps, set goals for student learning, plan instruction, and determine effectiveness (MTSS). PD will include selection and use of formative and summative assessment and goal setting.

**3) Improving Instructional Practices, Improving Instruction, and Increasing Student Achievement**

**Instructional coaches** will collaborate with teachers to plan PD which includes: 1) STEM initiative; 2) developing science/social studies units using CBC&I (existing initiative); 3) developing skill pairing effective instructional strategies with student need (START). It will be **supportive**, address Stratford's specific learning needs, and accommodate individual teachers, their learning styles and preferences. It will be **job-embedded**, connect to teachers' daily work, and require teachers to apply their learning and reflect on student learning. It will be **instructionally-focused**, emphasize improving student learning and equip teachers with a range of instructional strategies. It will be **collaborative** and engage teachers cognitively and socially in working together toward common goals. Teachers will give and receive peer feedback. It will be **ongoing** and provide opportunities for teachers to interact and practice new skills over time. It will "build" on other PD (Characteristics of Effective PD, 2010).

**4) Ongoing Cycle: Using Data to Communicate**

Student achievement data will be used to create a PD structure that's focused, collaborative, and directly supports the CSIP student achievement goals. The results of this focused instruction will be shared with students, parents, and community members.

**5) Evaluation: Using Data to Design PD (Short-term and Long-term))**

**Mentors** and **model teachers** will communicate staff needs to **instructional coaches**. **Model teachers** will align model lessons with PD. **Mentor teachers** will provide individualized follow-up with initial teachers and schedule observations of model teachers. Teacher leaders and administrator will utilize data to evaluate TLC plan each spring. Student achievement gaps will be targeted in future PD. PD will be evaluated using Characteristics of Effective PD checklist (Hunzicker, 2010).

Continuous Cycle of School Improvement based on Iowa Professional Development Model

	Instructional Coaches	Model Teachers	Mentor Teachers
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Collecting and analyzing student data	X		X
Setting goals	X		X
Selecting content	X	X	X
Designing the process for improving instructional practices, improving instruction, and increasing student achievement	X	X	X
Ongoing cycle continues	X		X
Evaluation	X	X	X

Instructional Coaches	Model Teachers	Mentor Teachers
Conduct coaching cycles with teachers	Model teachers will model high quality instruction for teachers to observe;	Serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher.
Be a catalyst for change	Work with instructional coach to design research-based lessons to be observed	Work with mentee to implement new ideas, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy; reflect on practices; instill a bias for action
Meet regularly with administrator, mentors, and model teachers to communicate and coordinate instructional needs	Meet regularly with administrator, instructional coaches, and mentors to communicate and coordinate instructional needs	Meet regularly with administrator, instructional coaches, and model teachers to communicate and coordinate instructional needs
Lead focused PD on instructional practices		
Facilitate informal and formal learning opportunities among staff members	Facilitate informal and formal learning opportunities among staff members	Facilitate informal and formal learning opportunities
Increase the instructional capacity of teachers in STEM and integration of literacy skills, MTSS		
Align PD with the Iowa Core, Universal Constructs, and 21 <sup>st</sup> century skills		

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 district will determine the impact and effectiveness of the TLC Plan using short-term and long-term measures.

TLC Goals	Short-Term Measures of Impact/Effectiveness	Long-Term Measures of Impact/Effectiveness
1) Increase leadership opportunities for career teachers (25% of teaching staff- 3 teachers)	<ul style="list-style-type: none"> <li>a) Selection committee formed;</li> <li>b) selection criteria established;</li> <li>c) job descriptions created;</li> <li>d) application process in place;</li> <li>e) interviews conducted;</li> <li>f) hiring process completed;</li> <li>g) teacher leader training in place;</li> <li>h) informal monitoring by administrator in place to support teacher leaders.</li> </ul>	<ul style="list-style-type: none"> <li>a) All teacher leader positions filled;</li> <li>b) teacher leader training evaluated by teacher leaders;</li> <li>c) process and positions evaluated and revised based on feedback;</li> <li>d) summary of administrator monitoring utilized;</li> <li>e) annual performance evaluations utilized to assess the effectiveness of teacher leaders and determine areas for growth.</li> </ul>
2) Develop short-term professional learning opportunities utilizing teacher leaders	<ul style="list-style-type: none"> <li>a) Minutes and materials from school improvement (SI) leadership team meetings;</li> <li>b) PD designed to meet learning needs based on data;</li> <li>c) PD feedback from teacher participants</li> <li>d) observations of model teachers; feedback based on observations</li> <li>e) career teacher requests for observations and feedback from teacher leaders</li> <li>f) monthly TLC meetings to analyze data, make adjustments to the plan, and celebrate progress</li> </ul>	<ul style="list-style-type: none"> <li>a) Measures of PD effectiveness: i) reflections written by teacher leaders and teachers; ii) informal and formal peer feedback; iii) completed units, sample student work, interventions and student progress;</li> <li>b) monthly progress reports and revisions will be shared with stakeholders;</li> <li>c) annual progress report and revisions will be shared with stakeholders.</li> </ul>
3) Increase opportunities for teachers to collaborate and learn from each other	<ul style="list-style-type: none"> <li>a) Frequency and type of collaboration with teachers/mentees;</li> <li>b) frequency and type of support requested;</li> <li>c) frequency and type of observations;</li> <li>d) reflections</li> <li>e) successful completion of the beginning teacher residency program.</li> </ul>	<ul style="list-style-type: none"> <li>a) Increased number of teacher leader applicants;</li> <li>b) increased number of requests for support;</li> <li>c) increased number of observations;</li> </ul>

4) Strengthen assessment and instructional practices to increase student achievement	a) Instruction based on data analysis; b) short-term goals set based on data analysis; c) formative data demonstrating progress towards short-term goals; d) summative data demonstrating short-term goals met; e) log of instructional strategies utilized; f) reflection on instructional strategies utilized	a) Teacher Leader Model Standards: Teacher Leader Exploratory Consortium used to assess the effectiveness of teacher leaders; b) student achievement trends monitored: •Iowa Assessment •FAST •MAP c) CSIP goals set and met; d) school climate trends monitored: •SWIS •Clarity •District-developed survey
5) Develop long-term professional learning opportunities for all teachers	a) Long-term goals set based on data analysis; b) formative data demonstrating progress towards long-term goals; c) summative data demonstrating long-term goals met;	a) Annual TLC survey of stakeholders administered and evaluated; b) TLC goals evaluated and revised; c) long-term goals evaluated d) job descriptions and responsibilities of teacher leaders revised;

Monthly TLC meetings will be conducted to study data, make adjustments to the plan, and celebrate progress. Communication about revisions and progress will be shared with the appropriate stakeholder group.

The district administrator will ensure that meetings are conducted as scheduled, appropriate data is collected and analyzed and used to make decisions, and that the each stakeholder who needs the information regarding the implementation of the TLC plan receives the information in a timely manner and user friendly format.

TLC goals will be reviewed and revised annually as needed utilizing the data sources in the chart above. Job descriptions and responsibilities for teacher leaders will be revised accordingly. The administrator will continue to conduct annual performance evaluations. These will be utilized to assess the effectiveness of teacher leaders and determine areas for growth.

Stratford has worked hard to make the second order changes, transitioning from single section classrooms with a traditional special education pull-out program to multiage-classrooms with co-teaching and integrating technology effectively utilizing a teacher leader. These changes have put us on the cutting edge of education in many areas- focus on success with high expectations for all students, commitment to PD, flexibility to respond to student and staff needs, integration of technology, and willingness to take on leadership roles. Stratford is ready for the next challenge- the Teacher Leadership and Compensation initiative.

Using Part 9 application narrative from Year 1?

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)**

Six years ago when the district made the second order change from single section classrooms with a traditional special education pull-out program to multiage-classrooms with co-teaching, it was the teachers who took a leadership role. They identified the need, researched options, visited schools, outlined advantages and disadvantages, and decided they could do it- they could take the risk to be leaders. Stratford has been recognized as a model program and many schools have been encouraged to visit Stratford and observe our multi-age classrooms in action. This experience positioned the district, community and teachers for successful implementation of a TLC plan. As one of the 11 teachers who helped implement multi-age, co-taught classrooms shared, "We learned to work together and informally coach each other. It will be nice to continue the work through a formal TLC structure where teachers can help each other grow professionally and are recognized and compensated for their expertise."

A second example of how the district sustains significant changes in practice is teachers' skillful integration of technology in the classroom. Ten years ago, teachers identified using technology effectively as a learning tool as a needed area of improvement. One teacher took the lead with learning how to effectively use technology to teach social studies and science themes and then worked with the staff. Today, Stratford teachers skillfully use technology to enhance student learning. Both of these examples demonstrate the commitment the school board, administration, and teachers have to continually improve the educational experiences for students.

Input from parents, community, and staff members is gathered annually to identify needs and strengths of the district. There is strong support for the district's practice of building on the expertise of staff members as teachers take on additional leadership roles. The proposed TLC roles serve the current needs. As the needs change, Stratford may need to extend its partnership with Webster City CSD. Stratford has tuitioned its secondary students to Webster City for 25 years and shares staff. In addition, Stratford meets regularly with Hamilton county districts to address needs and share resources.

Parents support the changes that have been made through teacher leadership. Julie Ehresmann noted, "My oldest son attended Stratford when it was a traditional school; my youngest son attended as it was being transformed into a model school. And the difference is noteworthy. My youngest son not only has the skills and knowledge he needs, he is a thinker and a problem solver. Teachers were the leaders and transformed this school." Another parent and SIAC member, Nolan Patterson remarked, "My kids have done really well. They love school. They're excited about it and work hard. They love the challenge. When I was a boy, I did not like school. Now I would. I've seen the transition. I've seen how teachers have taken leadership roles and the kids have benefited. It took a lot to make the change, and the teachers, parents, Board, and students made it happen. Stratford can and will do whatever it takes to make education the priority for students, leaders, and future citizens."

The school board, administrator, the TLC leadership team are responsible for ensuring the success of the TLC plan. The administrator and the TLC leadership team will work closely with the instructional coaches, model teachers, and mentors to communicate and plan PD. The administrator will work closely with the instructional coaches to ensure the coaches have the student achievement data to work with. The administrator will work closely with Prairie Lakes AEA to ensure the teacher leaders have the training they need to serve as teacher leaders.

**Responsibilities for Ensuring the Success of the TLC Plan**

School Board	* <b>Communicate</b> with the community on the TLC program and its effectiveness
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Administrator	<p>*Oversee <b>student data management system</b> to ensure instructional coaches and co-teaching teams have the data they need to analyze student achievement and progress</p> <p>*Work closely with School Improvement (SI) leadership team and TLC teacher leaders to plan, facilitate, and evaluate <b>professional development</b></p> <p>*<b>Communicate</b> with the School Board and the community on the TLC program and its effectiveness</p> <p>*Work closely with the SI leadership team and TLC teacher leaders to develop process to identify and <b>challenges</b> with the implementation of the TLC plan</p>
School Improvement Leadership Team	<p>*Work closely with the administrator and TLC teacher leaders to plan, facilitate, and evaluate <b>professional development</b></p> <p>*<b>Communicate</b> with the co-teaching teams on the TLC program and its effectiveness</p> <p>*Work closely with the TLC teacher leaders and the administrator to develop process to identify and <b>challenges</b> with the implementation of the TLC plan</p>
TLC Teacher Leaders	<p>*Work closely with the administrator and TLC leadership team to plan, facilitate, and evaluate <b>professional development</b></p> <p>*Serve as liaisons and <b>communicate</b> with the individual teachers, co-teaching teams, the staff, and the SI leadership team and the administrator on the TLC program and its effectiveness</p> <p>*Work closely with the SI leadership team and the administrator to develop process to identify and <b>challenges</b> with the implementation of the TLC plan</p>

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## 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.*

**Certified Enrollment Number** 162.2

*The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.*

**District Enrollment-Based Allocation** \$50,090.60

**Total Allocation** \$50,090.60

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$30,500.00

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).	\$12,600.00
Amount used to provide professional development related to the leadership pathways.	\$6,900.00
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>	\$0.00
<b>Totals</b>	<b>\$50,000.00</b>

### Other Budgeted Uses - Description

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

### Total Allocation Budgeted

Total Projected Amount to be Expended	\$50,000.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$90.60

### 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)

Stratford is a rural district with a small staff (11 certified teachers). Stratford has created a competitive teacher salary schedule to recruit and retain qualified teachers, with much success. Three-fourths of our staff (8 teachers) has been here 5 or more years; one-third (4 teachers) 15 or more years. We are in our sixth year of multi-age classes with co-teaching, which has fostered a culture of collaboration among students and staff and increased rigor school-wide. The TLC plan will only enhance and extend that culture.

The TLC goals include: 1) Increase leadership opportunities for career teachers; 2) Develop short-term professional learning opportunities utilizing teacher leaders; 3) Increase opportunities for teachers to collaborate and learn from each other; 4) Strengthen assessment and instructional practices to increase student achievement; and 5) Develop long-term professional learning opportunities for all teachers. The instructional coach, model teacher, and mentor will serve to help Stratford reach its TLC goals.

**TLC Budget (\$50,090.60)**

**Stipends for Teacher Leaders (\$30,500)**

**Instructional coaches** will assist teachers in analyzing student achievement data and developing a multi-tiered system of supports to address needs. The instructional coach will also work with the building administrator to plan, organize, and implement PD to strengthen instructional practices. 2 Instructional Coaches: \$22,000

**Model teachers** will contribute to professional growth by modeling examples of high quality instruction for teachers to observe. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise. 2 Model Teachers: \$8,500

**Mentor teachers** will serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher. Mentor Teacher (as needed): \$4,250

Stratford's starting salary for full-time teachers is \$37,386, which is above the minimum of \$33,500.

**Substitute & Professional Development (\$19,500)**

**Total Plan Expenditures (\$50,000)**

<b>Leadership Role</b>	<b>Number of Staff</b>	<b>Stipend</b>	<b>Total</b>	<b>Additional Contract Days and Release Time</b>
Instructional Coach (Behavior & Academic)	2	\$11,000	\$22,000	10 contract & 20 release days
Model Teacher	2	\$4,250	\$8,500	5 contract & 10 release days
Mentor Teacher (when needed)		\$4,250	\$4,250	5 contract & 10 release days
<i>Stipend Totals</i>			<i>\$30,500</i>	
Substitute Costs for Release Time of Instructional Coaches and Model Teachers			\$12,600	\$105 per substitute/ 120 release days

Professional Development for model teacher, instructional coaches, and mentor (when needed)			\$6,900	Average 5 days each/\$345
<i>Other Totals</i>			\$19,500	
<b>OVERALL TOTAL</b>			<b>\$50,000</b>	

- Amount used to provide **release time** for teachers in leadership roles as coaches and teachers being coached (e.g. hiring emeritus, retired teachers, part-time, or full-time teachers).  
10 additional days per initial teacher (1 day per month) if needed;  
10 additional days per mentor (1 day per month) if needed;  
10 additional days per model teacher (1 day per month);  
10 additional release days for teachers to meet with model teacher (1 day per month);  
20 additional days per instructional coach (bi-monthly);  
10 additional days per teacher to meet with the instructional coach  
(\$105 per substitute/120 release days/ \$12,600)
- Amount used to **provide professional development** related to the leadership pathways.  
5 additional days per mentor (if needed); 5 additional days per model teacher; 5 additional days per instructional coach- \$350 per day/ 20 days/ \$7,000
- Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan. These costs must be approved by the Iowa Department of Education prior to the implementation of your plan. NA

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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