



Application

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

138033 - Tri-Center and Riverside TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest: Teacher Leadership and Compensation System
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Agency:

Organization Information

Organization Name: Tri-Center Community Schools
Organization Type: K-12 Education
DUNS: 01-634-0366
Organization Website: www.tri-center.k12.ia.us

Address: 33980 310th Street
Neola Iowa 51559
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Angela Huseman
Title Secondary Principal
Organization Tri-Center Community School District

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

Address 33980 310th Street

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Rhonda McKenzie
Title Business Manager
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County(ies) Participating, Involved, or Affected by this Proposal	Harrison County, Pottawattamie County, Shelby County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	9
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	17, 18, 22
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Yes

If YES, describe the positive impact expected from this project

All students will benefit from teachers who are more skilled.

Indicate the group(s) positively impacted.

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

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Angela Huseman

Title of Person Submitting Certification

Secondary Principal

Recipient Information

District	Tri-Center Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	78-6460
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Dr.
Name of Superintendent	Tony Weers
Telephone Number	712-485-2257
E-mail Address	tweers@tctrojans.org
Street Address	33980 301th Street
City	Neola
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51559

TLC Application Contact

Honorific	Dr.
Name of TLC Contact	Angela Huseman
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E-mail Address	ahuseman@tctrojans.org
Street Address	33980 310th Street
City	Neola
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51559

Demographic Profile

October 2014 Certified Enrollment	1332
October 2014 Free/ Reduced Lunch %	29
AEA Number	13
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

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

Helen Keller said “Alone we can do so little: together we can do so much.” Riverside and Tri-Center will be working together through the Teacher Leadership Compensation (TLC) Plan. It is through our partnership that we envision a new and positive relationship which will result in many rich and varied outcomes for our future. Riverside and Tri-Center school districts are similar in a number of ways, including student population, district initiatives, and achievement goals. We believe the partnership of our two districts will be a positive and lasting cooperation.

Shared Vision Statement::

“Riverside and Tri-Center believe that a collaborative teacher leadership plan will strengthen instruction and increase student achievement while promoting and encouraging innovative teacher leaders.”

We will work together to accomplish this vision with the following goals as our guide:

A shared TLC plan between Riverside and Tri-Center will increase student achievement by:

1. Attracting new teachers by offering competitive starting salaries and leadership opportunities.
2. Retaining effective teachers by providing competitive and varied career opportunities.
3. Providing opportunities for teacher collaboration to enhance and enable teachers' ability to learn from one another.
4. Implementing professional development in order to improve instructional practices and enhance professional growth.

Our proposed TLC Plan is the result of collaboration between a number of stakeholders from both districts, including administration, district leadership teams, teachers, board members, parents, community members, and students.

Riverside employs 55 full time teachers, and Tri-Center employs 50 full time teachers. We've planned to have 25 teacher leaders, which represents approximately 25% of the combined staffs. In the future, the number of leadership positions may have to be adjusted based on the number of full time teachers, as those numbers can change each year. Based on input from all of our sources listed previously, our proposed teacher leadership roles are as follows:

- Curriculum Director/TLC Coordinator (CD/TLCC) (1) - this individual will oversee the TLC Plan implementation and assist teachers in aligning implemented curriculum with the Iowa Core Curriculum.
- Instructional Coaches (4) - These individuals will assist teachers in strengthening classroom instruction using research-based strategies for effective student learning.
- Model Teachers (10) - These individuals will model effective instructional strategies for others to collaborate with, reflect upon, and observe in a real classroom setting.
- Mentor Teachers (10) - These individuals will support and help teachers as they grow into effective instructors. They will provide feedback and a level of support appropriate to each mentee.

The ultimate goal for both Riverside and Tri-Center districts in implementing leadership roles is to increase student achievement. We believe our TLC Plan, as outlined in this grant application, will strengthen classroom instruction and therefore increase student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

Please include the following information in your narrative:

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

Both Riverside and Tri-Center applied for the TLC planning grant. The money from the grant has been used over the last two years to investigate a number of different TLC plans encompassing all three of the models for Teacher Leadership created by the Iowa Legislature. For example, Riverside hosted a number of schools who attended a presentation given by representatives of the TAP model for teacher leadership. Additionally, money was used to travel and do site visits at schools that have implemented a teacher leadership compensation plan, and the district leadership team also had video calls with two schools that received the TLC grant in order to gain some insight and guidance while starting the grant writing process. Each district also formed a stakeholders group for input, which included both superintendents, 1 board member per district, 3 to 4 parents per district, 2 students per district, and 3 to 4 staff members per district.

Beginning in January of 2015, planning time was used collaboratively by representatives of both Riverside and Tri-Center's leadership teams in order to decide what would be the best approach to teacher leadership. At the initial joint-leadership meeting on February 16th, 2015, administrators and teachers from various grade levels were present.

This joint leadership team discussed possible format options based on the three models of Teacher Leadership. It was determined that the third option was best for both districts, which is the "create your own plan" approach. Both district leadership teams looked at what a TLC plan would look like independently and as a joint approach. After this initial joint leadership meeting, both districts decided to meet with stakeholders and staff to decide whether to proceed as a joint effort or to proceed independently was best for students and staff.

Each district met with its stakeholder group in February. Individuals in this stakeholder group included: superintendent, board member, parents, students, and staff. When leaders from each district met with these stakeholders, they were in favor of a joint TLC plan.

Leadership representatives from both districts then met with their respective staff members and discussed both the format options for a TLC plan and the potential to pursue a joint TLC plan. Based on survey data taken at the beginning of March, it was determined that staff members from both districts were in favor of a joint TLC plan. As a result of these steps, it was determined that each district should identify a core group of individuals to serve as the TLC Planning Team. These individuals included: an administrator from each district and three teachers from each district, representing various grade levels.

The TLC Planning Team then began to meet on a regular basis, as well as with a joint stakeholder group multiple times. At the first Planning Team meeting in March, Riverside and Tri-Center created a basic framework for teacher leadership roles based on the amount of funding available through the TLC grant as well survey data from each district's staff about which leadership roles would be most beneficial. The leadership roles and number created included:

- Curriculum Director/TLC Coordinator (1)
- Instructional Coach (4)
- Peer Coach (4)
- Model Teacher (8)
- Mentor Teacher (8)

**25 teacher leadership positions = 25% of combined Riverside & Tri-Center staff.

The Planning Team then presented these proposed roles to the joint stakeholder group and each district's staff in April. Based on the feedback, the teacher leadership roles were modified; the role of peer coach, who was proposed to be out of the classroom 25% of the time, was eliminated and two additional model and mentor teachers were added.

The stakeholders and staffs both believed that taking a teacher out of the classroom 25% of the time could negatively impact both student achievement and teacher willingness to pursue this role. Riverside and Tri-Center's planning team, staff, and stakeholders believe the best approach to TLC leadership roles is to be in or out of the classroom 100% of the time. This way, teachers' time is focused, and there is not a significant interruption to classroom instruction. Based on the stakeholders' input, our TLC roles are below:

- Curriculum Director/TLC Coordinator (1)
- Instructional Coach (4)
- Model Teacher (10)
- Mentor Teacher (10)

****25 teacher leadership positions = 25% of combined Riverside & Tri-Center staff.**

As the Planning Team drafted our grant application, stakeholders were asked to read various portions and offer feedback. For example, when the Planning Team wrote the vision and goals of the TLC grant, the stakeholders reviewed and discussed them in May. When the TLC grant was completely written, stakeholders from both districts met at the beginning of September to offer feedback prior to final submission. The stakeholder group was absolutely vital in identifying strengths and potential areas of improvement in our TLC plan.

Moving forward with the grant, both districts are confident that administrators, staff, and stakeholders are dedicated to the successful implementation of the TLC plan. When surveyed, both Riverside and Tri-Center staffs had a strong majority of teachers voting in support of pursuing teacher leadership roles through this grant. Stakeholders were unanimous in their support for a TLC plan to be drafted, submitted, and hopefully implemented in the very near future. Additionally, both Riverside and Tri-Center Boards of Education were frequently updated with TLC grant progress and were supportive of our proposed plan.

Narrative

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The TLC Planning Team met in April to create a shared vision and set of goals for our TLC plan. In order to do this, the Planning Team first reviewed each district's vision and attempted to combine ideas to create a cohesive TLC vision. The following vision was adopted after being written by the TLC Planning Team and reviewed and approved by the joint stakeholders group:

"Riverside and Tri-Center believe that a collaborative teacher leadership plan will strengthen instruction and increase student achievement while promoting and encouraging innovative teacher leaders."

Our vision statement is also aligned with the TLC Commission Vision. It states:

Through the development and support of opportunities for teachers in schools and school districts statewide to learn from each other, we will positively impact student achievement, staff morale, and school culture by ensuring quality instruction in every classroom.

The TLC Commission's Vision Statement highlights the desire for school districts statewide to learn from each other; Riverside and Tri-Center are taking this vision and making their collaboration a united effort to strengthen instruction. We feel we will positively impact student achievement through the promotion and encouragement of innovative teachers, resulting in the improved instruction by all teachers.

The TLC Planning Committee also felt it important to align student graduation goals in order to pursue a cohesive TLC plan. After analyzing both districts' goals, we set the following joint goals for Riverside and Tri-Center Students: Students will:

1. Utilize information and resources effectively to become lifelong learners and problem solvers.
2. Communicate effectively and in a respectful manner.
3. Respect self and others in order to promote social responsibility and appreciate diversity.
4. Maintain a healthy and responsible lifestyle.
5. Set and implement realistic goals in order to be prepared for success beyond high school.

By creating a cohesive set of student goals, we then focused on student achievement. Riverside and Tri-Center will measure student achievement by analyzing data from state approved summative assessments, 3-week progress report (junior/senior high schools only), student achievement and improvement, climate data from the Iowa Youth Survey, CREST Survey, FAST assessments (grades K-6) and graduation rate to determine effectiveness of our TLC plan. We will collaborate as teacher leaders, teachers, and administrative teams to monitor and adjust our plan based on goals and current levels of achievement.

Riverside and Tri-Center school districts firmly believe that student achievement is directly correlated with high quality instruction. By implementing a TLC plan, we will create a system of quality instruction that will increase student achievement. The goals of our TLC plan include:

A shared TLC plan between Riverside and Tri-Center will increase student achievement by:

1. Attracting new teachers by offering competitive starting salaries and leadership opportunities.
2. Retaining effective teachers by providing competitive and varied career opportunities.
3. Providing opportunities for teacher collaboration to enhance and enable teachers' ability to learn from one another.
4. Implementing professional development in order to improve instructional practices and enhance professional growth.

As a baseline, current proficiency levels in Reading, Math, and Science for the Iowa Assessments are listed for each district:

School, Grade Level	Reading	Math	Science
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Riverside, 4th Grade	55.56%	77.78%	77.78%
Riverside, 8th Grade	75.61%	78.05%	82.93%
Riverside, 11th Grade	86.96%	93.48%	84.78%
Tri-Center, 4th Grade	85.71%	80.36%	91.07%
Tri-Center, 8th Grade	83.02%	81.13%	92.45%
Tri-Center, 11th Grade	90.38%	90.38%	90.38%

Using Part 3 application narrative from previous submission? **No**

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Our joint TLC Plan will be used to enhance both districts' school improvement initiatives. These initiatives currently include: Teacher Mentoring, Multi-Tiered System of Supports, Iowa Core Curriculum, Authentic Intellectual Work and Inquiry-Based Instruction, Professional Learning Communities, and Early Literacy Initiative . Teacher Leaders responsible for the following are listed beneath each initiative.

1. **Teacher Mentoring:** We believe that our TLC Plan will strengthen our Mentoring Program because we will be able to tailor the mentoring of new teachers to our districts' initiatives. Additionally, we can provide mentors for teachers who are new to each district, even though they may not be new to the profession. We also have the opportunity to introduce specialized mentoring positions that have never existed. For example, we can create a technology mentor or classroom management mentor if needed. Establishing a mentoring process that is specifically tailored to each district's needs is an enormous benefit of the TLC Plan.

- Mentor Teachers

1. **Multi-Tiered System of Support:** The teacher leaders will be instrumental in examining data to ensure that students are receiving support necessary to increase performance and be successful in all academic areas. The teacher leaders will also be available to offer new interventions and suggest alternative strategies for effective instruction.

- CD/TLCC

- Instructional Coaches

1. **Iowa Core Curriculum:** Teacher leaders, in coordination with the CD/TLCC, will assist teachers in aligning existing curriculum with the Iowa Core Curriculum. Teacher leaders will work collaboratively with teams of teachers to create aligned curriculum maps that reflect the core standards. Both districts are already working to complete this process, and the presence of teacher leaders to offer insight and guide in the alignment process will be extremely valuable.

- CD/TLCC

- Instructional Coaches

- Model Teachers

1. **Authentic Intellectual Work and Inquiry Based Instruction:** Currently, Riverside implements Inquiry Based Instruction (IBI) and Tri-Center implements Authentic Intellectual Work (AIW). Both of these initiatives promote student-centered lessons, conceptual understanding, and student-driven questioning to understand essential content. Because these two frameworks have many similarities, the Riverside and Tri-Center Districts are confident that teacher leaders will promote these instructional strategies by creating an understandable framework and support system to accommodate the needs of individual teachers. The TLC Plan will provide additional time for individual teachers to work with AIW/IBI teacher leaders in order to hone effective instructional strategies.

- CD/TLCC

- Instructional Coaches

- Model Teachers

1. **Professional Learning Communities (PLC's):** Riverside and Tri-Center currently utilize PLC's in order to promote active collaboration among teachers. New teacher leaders will strengthen our PLCs by assisting groups in analyzing and making meaning of student data during PLC time in order to make better instructional decisions, which will result in increased student achievement.

- CD/TLCC

- Instructional Coaches

1. **Early Literacy Implementation (ELI):** Our teacher leaders will assist with and lead professional development for teachers in research-based instructional strategies, interventions, and progress monitoring of students. Teacher leaders will be trained in using the FAST Assessment within the Iowa TIER and be able to assist teachers with the administration and data analysis.

•CD/TLCC

•Instructional Coaches

Overall, the TLC Plan will greatly increase the effectiveness of a number of our districts' initiatives. We will provide additional support, training, and feedback to encourage our teachers to successfully implement our initiatives.

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The first years of teaching can be exceptionally challenging; having effective, supportive mentors is extremely important to the success and retention of teachers. Currently, both Riverside and Tri-Center Districts utilize the AEA-provided mentoring program, Pathwise: Journey to Excellence. This has been an excellent program that provides a good basic foundation for new teachers. Having said that, The Journey to Excellence Program is more generic in nature and provides a good foundation for mentors and mentees. However, new teachers often don't receive adequate orientation and support for initiatives that are more specific to the school district, such as Authentic Intellectual Work, Inquiry-Based Instruction, Professional Learning Communities, etc. We believe that an "in-house" mentoring program will allow mentors to provide more focused support to the mentees in these specific areas, as well as support that is based on the individual needs of the mentees. In order to meet these needs, there must be time for collaboration with mentors and mentees during the year, with the CD/TLCC and Instructional Coaches helping to further guide this process.

The new program will include the basics of new teacher induction (similar to Journey of Excellence) and will also orient new teachers as well. Current professional development initiatives will be overviewed with the new staff members, and they will be encouraged to incorporate the district initiative strategies into their classroom instruction while being supported by their mentors. Reflection will also be an integral piece of this plan. New teachers will have access to the CD/TLCC, Building Administrators, Instructional Coaches, Mentor Teachers, and Model Teachers.

Monthly meetings of all mentors and mentees will take place during the first year to discuss a variety of instructional topics, curriculum designs, formative and summative assessments and student data. Building principals will also attend these meetings to provide necessary support.

Model and Mentor teachers will routinely visit teachers' classrooms, providing personalized coaching. Model teachers will make their classrooms available for new teachers to observe and develop skills. Mentor and Model teachers will meet with new teachers to collaborate on lesson planning and to reflect on lessons already presented.

In summary, in order to improve entry into the teaching profession and retain new teachers, the newly created positions will assist the mentoring program as outlined below by role.

Curriculum Director/TLC Coordinator:

- Theoretical expert and seeker of needed information
- Leader of Instructional Coaches, Model, and Mentor Teachers
- Curriculum/Common Core advisory
- Professional Development Workshops

Instructional Coach:

- Model effective teaching strategies
- Observe and Reflect
- Collaborative planning
- Professional Development Workshops

Model Teacher:

- Model effective teaching strategies
- Observe and Reflect
- Collaborative planning
- Professional Development Workshops

Mentor Teacher:

- Model effective teaching strategies
- Observe and Reflect
- Collaborative planning
- Professional Development Workshops
- Regular Meetings with Mentee
- Portfolio coordination

Mentee Responsibilities:

- Meeting attendance and active participation for 2 years (unless a 3rd year is deemed necessary)
- A curious and motivated attitude
- Portfolio completion
- Active engagement in all district professional development
- Observe model/mentor teachers and reflect upon effective instruction strategies

Narrative

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

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

Please include the following information in your narrative:

- A 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.
- 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.

Curriculum Director/TLC Coordinator (CD/TLCC) (1 position)

- Additional Contract Days: 20 days.
- Stipend: \$10,000

•Purpose: The CD/TLCC will spend 100% of the time dedicated to teacher leader duties. The role of the CD/TLCC is to promote implementation of Iowa Core by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Duties include but are not limited to:

Curriculum Director (CD):

- Collaborate with Instructional Coaches and teachers to align district curriculum (vertically and horizontally) in accordance with district goals and initiatives, Iowa Core, and current research with the goal of creating seamless and intuitive curriculum

TLC Coordinator (TLCC):

- Collaborate with teachers and principals to create and implement career plans
- Meet with and revisit at midyear and end of year to monitor progress
- Attend administrative meetings (as needed) to*
- Establish, discuss, and carry out building initiatives
- Analyze school data
- Discuss alignment of curriculum and instruction
- Research and present to promote discussion of new education trends and ideas
- Discuss professional development planning and gain input from administrative team to share and create short and long term professional development goals
- Administrator will complete a Meetings Data form for each meeting attended, to be used during Annual Review
- Lead, organize, and establish professional development with instructional coaches, mentor teachers, and other pertinent staff district wide
- Meet with instructional coaches once every two weeks individually to:*
- Assist with carrying out building initiatives and goals
- Provide resources for classroom teachers
- Provide guidance for instructional coach in their mission to assist classroom teachers
- Demonstrate planning and instruction for classroom and model teachers
- Complete a Meetings Data form after each meeting (per Coach) to be used during Annual Review
- Meet once per month with instructional coaching team*
- Review, analyze, and reflect on progress
- Meet with model teachers three times per year:*
- Discuss and approve career plans by the end of the first quarter
- Review and reflect on progress of career plan at some point midyear
- Analyze results of career plans at the end of the school year
- Review results from Teacher Leadership Compensation Survey
- Meet with entire TLC team*
- At beginning of year to discuss goals, initiatives, and create focus for team
- Reserve right to call meetings as needed
- Complete Annual Individual Career Development Plan according to district's format

*Meeting times are suggested, not required. The CD/TLCC will determine the need and benefits of meetings and adjust accordingly.

Instructional Coach (4 positions)

- **Additional Contract Days: 10 days.**
- **Stipend: \$5,000**
- **Purpose: Instructional Coaches will spend 100% of the time dedicated to teacher leader duties. The role of Instructional Coaches is to guide and support the implementation of effective instructional strategies. Duties include but are not limited to:**
- **Meet with the CD/TLCC individually to:**
- **Discuss building initiatives and goals**
- **Provide resources for classroom teachers**
- **Discuss mission and how best to assist classroom teachers**
- **Assist with carrying out professional development**
- **Analyze research-based, appropriate instructional strategies**
- **Meet with CD/TLCC as a coaching team to:**
- **Review, analyze, and reflect on progress**
- **Meet with Model Teachers to:**
- **Provide new resources for classroom teachers**
- **Discuss instructional strategies for classroom implementation**
- **Complete a Meetings Data form for each Model Teacher, to be used during Annual Review**
- **Meet with every classroom teacher (divide teachers among instructional coaches) to:**
- **Discuss instructional strategies implemented in the classroom**
- **Review/reflect upon career development plan**
- **Meet with Mentor Teachers as needed (complete Meetings Data form for each meeting, to be used during Annual Review)**
- **Complete Annual Individual Career Development Plan according to district's format**

Model Teacher (10 positions)

- **Additional Contract Days: 4 days.**
- **Stipend: \$2,000**
- **Purpose: To give other classroom teachers the opportunity to observe, collaborate about, and reflect upon good teaching strategies in a real classroom setting. Model teacher will teach 100% of the time in their classrooms - no release time due to teacher leader role. Duties include but are not limited to:**
- **Meet with CD/TLCC and/or Administrator to:**
- **Discuss and approve ICDP by the end of the first quarter**
- **Review and reflect on progress of ICDP at some point midyear**
- **Analyze results of ICDP at the end of the school year**
- **Review results from Teacher Leadership Compensation Survey**
- **Meet with instructional coaches to:**
- **Discuss new resources for classroom teachers**
- **Discuss instructional strategies for classroom implementation**
- **Meet with classroom teachers during professional development time to:**
- **Analyze student achievement data**
- **Assist classroom teachers in utilizing data to improve student achievement**
- **Discuss Teacher Leadership Compensation Survey**
- **Model teachers will be expected to meet with various individual teachers to demonstrate new teaching methods, model a lesson, co-teach, or observe and give feedback.**

Mentor Teacher (10 positions)

- **Additional Contract Days: 2 days.**

- Stipend: \$1,000

- Purpose: support and help teachers as they grow as professionals. Mentor teachers will teach 100% of the time in their classrooms with no release time due to teacher leader role. Duties include but are not limited to:

- Help to clarify goals and areas of growth

- Provide constructive feedback of teaching practices

- Coordinate opportunities to observe and collaborate with other teachers in their content area

- Focus on improving weaknesses of current mentoring program by building opportunities for professional development

- Work closely with model teachers to promote instructional improvement

- Ensure teachers are supported by working closely with other members of the TLC team

- Assist teachers in adapting to the school environment and culture

- Meet with Instructional Coach as needed

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Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

- Requirements for teacher leaders:
- Minimum 3 years teaching experience
- Minimum of 1 year teaching experience with Riverside or Tri-Center
- Valid Iowa teaching license
- Application Process:
- Interested candidates must submit a cover letter and resume stating interest in the position and an application highlighting prior accomplishments, qualifications and future goals.
- The application will include a response demonstrating how the candidate:
- effectively teaches and implements district initiatives
- demonstrates continual professional development, and/or assists in implementation of professional development
- A confidential survey sent to teachers, asking for review of applicants based on a 3-point rubric.
- Selection Committee:
- Each district’s selection committee will consist of at least 1 of the following:
 - *All will be selected by a joint-district administrative team
- Administrator
- Non-applying Teacher
- Stakeholder
- When selecting the shared positions (CD/TLCC and 4 Instructional Coaches) both districts’ selection committees will meet together to choose the most qualified teacher leaders.
- When selecting Model and Mentor Teachers, each district’s selection committee will meet independently, but will include at least 1 representative from the other district to ensure continuity/clarity in the selection process.
- CD/TLCC and Instructional Coaches will also be part of the selection committee for model and mentor teachers.

Criteria provided in Teacher Leadership Skills Framework (CSTP) will serve as both districts’ guide to select and review teacher leaders:

Effectiveness Criteria	Knowledge/Skills	Dispositions
		<ul style="list-style-type: none"> •Belief that teacher and student learning is intertwined
	Building trusting relationships	<ul style="list-style-type: none"> •Value work of learners
	Facilitating professional learning for teachers	<ul style="list-style-type: none"> •Accept and act on constructive feedback •Take risks
1. Working with adult learners	Building relationships through communication	<ul style="list-style-type: none"> •Reliable •Honor all perspectives

	Technical communication skills	
	Facilitation	•Believe all are working in the best interest of students
	Listening and providing feedback	
	Questioning	•Value professional expertise
	Mediation	•Foster community
	Written	
2. Communication	Preparation for meetings, providing agendas	•Compromise •Social skills to cater to needs of group •Willingness to recognize one's knowledge
	Collaborative skills	•Honest and confident
	Organizational skills	•Desire to work with adults
3. Collaboration		•Ability to motivate others
	Subject matter knowledge	•Life long learner
		•Reflective
	Use of assessment & pedagogical strategies in classroom	•Committed to supporting growth of others
4. Knowledge of Content, Pedagogy	Assist others to increase knowledge & classroom application	•Enjoy challenge •Interested in Big Picture

5. Systems Thinking

Advocacy Skills

- Ability to read people and various situations

- Enjoys diverse views

The following Professional Growth criteria will be used to select and review teacher leaders:

Professional Growth Criteria	Examples
Education/Training	<ul style="list-style-type: none">•Advanced degree in educational field•Additional coursework within discipline•Training to deepen pedagogical skills•Engaged and supportive during professional development and collaboration•Voluntarily attend trainings aligned to initiatives
Participation in District Initiatives	<ul style="list-style-type: none">•Make changes to support curriculum alignment•Serve on committees•Serve as AIW anchor or local coach for collaborative team (TC)•Serve as PLC leader (Riverside)
Leadership	<ul style="list-style-type: none">•Provide training•Willing to take risks and persevere despite failure
Growth Mindset	<ul style="list-style-type: none">•Continually adapt instruction & curriculum based on new knowledge & learning needs of students

Annual Review of Assignment:

Review Committee:

- The Review Committee will follow the same procedures and include the same people as the Selection Committee.

Effectiveness for Teacher Leaders:

- Documented compliance with job responsibilities (e.g., frequency and type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs; other duties as assigned)
- Data from implementation strategies
- Survey sent to teachers asking for feedback on the effectiveness of duties specific to the role and dispositions outlined in the selection criteria.
- Complete Individual Career Development Plan (ICDP), documenting growth in their leadership role and reflecting on areas for future growth

•CD/TLCC:

- Performance review with principal based on applicable Iowa Standards for School Leaders
- Review of Meetings Data, completed by principal, to measure effectiveness and growth throughout the year, via a reflection form completed by principal for the CD/TLCC and Committee to read.

•Instructional Coaches (4):

- Performance review with CD/TLCC based on applicable Iowa Standards for School Leaders
- Review of Meetings Data, completed by Coordinator, to measure effectiveness and growth throughout the year, via a reflection form completed by CD/TLCC for the Coach and Committee to read.

•Model/Mentor Teachers (10/10):

- Review of Meetings Data, completed by Coach, to measure effectiveness and growth throughout the year, via a reflection form completed by Coach for the Model/Mentor Teacher and Committee to read.

The Review Committee will be given data/information listed above in order to review effectiveness for each position, will analyze each position based on the selection criteria and may meet with individual TLC team members. These members can apply for assignment in a new role or for reassignment to their current role annually.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

While Tri-Center and Riverside do not currently have common Professional Development work time, calendars will be adjusted to enhance for the adoption of the TLC framework so that both districts will work in tandem to ensure effective implementation. Collaborative professional development plans will include student achievement goals in alignment to the districts' goals and initiatives.

With the adoption of the TLC plan, both districts will form a joint PD Team. This team will include teachers leaders, administration, and AEA professionals. This team's function will be to:

- gather data and analyze the needs of the districts
- research current professional opportunities
- align professional development opportunities with the needs of the districts.

In addition, this team will meet annually in a summative format to identify areas of strength in professional development and plan improvements. In addition, there will be two site-specific PD Teams meant to focus on initiatives applicable to each respective district only.

IPDM Component	TLC Leadership Role
Collecting/analyzing student data (formative assessment)	<p>Professional Development & CD/TLCC gathers student achievement data PD Team analyzes student achievement data.</p> <p>CD/TLCC works with administration to set goals for the districts based on student achievement.</p> <p>Instructional Coaches</p> <ul style="list-style-type: none"> •work to implement goals under the directions of the CD/TLCC •model best practices •support ICDP implementation <p>Selection Committee recommends teacher leaders to the superintendent to achieve selected goals.</p>
Goal setting & student learning	<p>CD/TLCC develops PD Calendar</p> <p>Model Teachers observe fellow educators to acquire new knowledge to share.</p>
Selecting content	<p>CD/TLCC chairs PD Teams and develops PD calendar.</p> <p>Instructional Coaches serve on PD Teams.</p>
Designing process for professional development	<p>CD/TLCC attends workshops/conferences</p> <p>Instructional Coaches attend workshops/conferences</p> <p>Model Teachers attend workshops/conferences</p> <p>Mentor Teachers attend workshops/conferences</p>
Training/learning opportunities	

	<p>CD/TLCC</p> <ul style="list-style-type: none"> •chairs PD teams •hosts PD sessions •aligns PD with districts' initiatives <p>Instructional Coaches</p> <ul style="list-style-type: none"> •host PD sessions •engage in direct instructional coaching •model best practices •observe model teachers •coordinate observations •support ICPD implementation <p>Model Teachers</p> <ul style="list-style-type: none"> •model best practices •observe fellow educators to acquire new knowledge to share. <p>Mentor Teachers</p> <ul style="list-style-type: none"> •model best practices •observe & support new teachers •coordinate observations for new teachers •collaborative planning with new teachers <p>Instructional Coaches</p> <ul style="list-style-type: none"> •observe model teachers •oversee TLC activities, Mentoring & Induction program, and collaborative teams •help coach student teachers <p>Review Committee assesses program effectiveness</p>
Collaboration/implementation	
Ongoing data collection (formative evaluation)	
Program evaluation (summative assessment)	<p>Instructional Coaches help coach student teachers</p> <p>Review Council assesses program effectiveness annually</p>

Using Part 8 application narrative from previous submission? **No**

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

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

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

The shared vision between the Riverside and Tri-Center Districts is to provide professional growth opportunities to all teachers that will enhance effective teaching. As a result, we believe student achievement will be positively impacted and increased, thus preparing well-rounded students for today's ever-changing society. Our goals are:

1. To attract new teachers by offering competitive starting salaries and leadership opportunities.
2. To retain effective teachers by providing competitive and varied career opportunities.
3. To provide opportunities for teacher collaboration to enhance and enable teachers' ability to learn from one another.
4. To Implementing professional development in order to improve instructional practices and enhance professional growth.

Short-term Measures:

- District self-reflection of successful implementation of TLC Plan
 - Identification of processes that were successful
 - Identification of processes that need improvement
 - Produce a survey to gather feedback on various efforts and initiatives that are identified throughout our TLC Plan
 - Provides opportunity to discuss the success and impact of our efforts
 - Allows staff and administration to share information to help us adjust and improve our efforts on an on-going basis.
 - Results and feedback shared with teacher leaders to identify necessary next steps.
 - Engage in formative assessment to identify strengths and weaknesses of students, thus enabling teachers and instructional coaches to provide targeted instruction, focused on the needs and ensuring the success of all students.
-
- Collect survey data from beginning teachers regarding mentoring support
 - Identify strengths and weaknesses and/or additional needed supports
 - Address any weaknesses and adjust TLC Plan accordingly for upcoming years
 - Analyze TLC Plan implementation at the beginning, midyear and end of year to guide next steps following the Iowa Professional Development Model
 - Engage in peer review conversations, sharing progress on student achievement and increased teacher effectiveness.

Long-term Measures:

- Summative measures that address level of student achievement will include but not be limited to the following :
 - Iowa Assessments
 - NWEA
 - FAST
 - ACT
 - Curriculum based measurements
 - Star Math/Reading
 - Critical analysis of our summative data would include the following:
 - Proficiency Measures
 - Growth of individual students
 - Growth marks earned at the classroom and grade level
 - Comparison of academic growth of students to data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation
- Monitoring and Adjusting the plan based on the results of our measures:
- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
 - Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
 - Semi-annual survey results from all teachers will provide the Curriculum Director/TLC Coordinator and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student

achievement

Using Part 9 application narrative from previous submission? **No**

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Riverside and Tri-Center school districts are committed to implementing a proactive and sustainable Teacher Leadership Compensation Plan. Currently, both districts have infrastructure that will support our TLC plan including:

- Both districts implement professional development sessions on a regular basis. Additionally, both districts require staff members to attend individualized professional development days during the summer months, which could be utilized in the future for leadership role training.
- Both districts already have a mentoring program for new teachers. Both districts utilize the AEA mentoring and induction program to help new teachers adjust to the profession.
- Riverside currently uses Inquiry-Based-Instruction and Tri-Center uses AIW for its instructional focus in the classroom. Having full time instructional coaches, funded by our TLC grant, to assist with the implementation of these initiatives will be greatly beneficial to both districts.
- Both districts are using FAST data to satisfy the Early Literacy Initiative at the Elementary level.
- Both districts have implemented a Multi-Tiered System of Supports initiative that has shown positive results, and the TLC plan will continue to support in the future.

Personnel Responsible for Implementation and Sustainability of TLC Plan:

- Superintendents:**
 - The Superintendents from Riverside and Tri-Center will meet to determine the annual budget for the TLC plan as well as determine the number of teachers needed in each district.
 - Superintendents will also be responsible for keeping lines of communication open between the two districts in order to ensure the implementation of the TLC plan.
 - Superintendents will submit recommendations to each District's Board of Education for hiring of teacher leaders
- Principals:**
 - Principals from Riverside and Tri-Center will communicate regularly to discuss implementation successes/problems with the TLC plan.
 - Principals will collaborate with teacher leaders
 - Principals will serve on selection committee
 - Principals will collaborate to measure effectiveness of Curriculum Director/TLC Coordinator.
- Curriculum Director/TLC Coordinator: (CD/TLCC)**
 - CD/TLCC will collaborate and meet regularly with Instructional Coaches and other teacher leaders.
 - CD/TLCC will report any issues with TLC plan implementation to the district principals.
 - CD/TLCC will reflect upon the effectiveness of other teacher leaders and report that information to the Administration of each district.
 - CD/TLCC will serve as liaison between teacher leaders and each district's administration in order to address any concerns with TLC Plan implementation.
- Instructional Coaches**
 - Instructional Coaches will meet regularly with model/mentor teachers to provide guidance on district initiatives
 - Instructional Coaches will report to CD/TLCC
- Teacher Leaders**
 - Teacher leaders (CD/TLCC, Instructional Coaches, Model Teachers, and Mentor Teachers) will be expected to take a lead role in implementation of district initiatives, professional development training, and continuing education outside of the district.
 - Teacher leaders will guide and assist all teachers in implementation of district initiatives.
- Teachers**
 - All teachers will actively participate in the TLC plan
 - All teachers will engage in individual professional growth
 - All teachers will continue to implement Iowa Core Curriculum and district initiatives
- School Board**
 - Support shared leadership responsibilities between Riverside and Tri-Center
 - Approve teacher leaders recommended by Superintendents
 - Review data to determine effectiveness of the TLC Plan

•SIAC

- SIAC committees in both districts will review data pertaining to the TLC plan
- SIAC committees in both districts will provide feedback/suggestions for plan revisions in the future.
- Informing the Communities
- Riverside and Tri-Center will keep the public informed through SIAC meetings, newsletter articles, website articles, social media posts, emails, and parent/student meetings.

Future Sustainability:

We understand the need to have everyone in both districts be informed and excited about the TLC team. We will work hard to encourage all teachers and other staff members to see this as an opportunity for growth and positive change. Because all teachers at Tri-Center and Riverside have a vested interest in seeing the TLC continue to be productive and purposeful for the ultimate benefit of our students, there will be continuity between our districts as well an atmosphere of collaboration for all.

As a result, the CD/TLCC and Instructional Coaches will be encouraged to promote a positive atmosphere, especially at the beginning of the school year, surrounding all things TLC-oriented. Meetings and trainings will be a time for team-building and informing how the TLC system works. Examples could include The Energy Bus by Jon Gordon and/or How Full is Your Bucket by Tom Rath in order to facilitate our team-building and encouraging involvement for everyone.

An example of a successful endeavor for both districts would be our MTSS implementation, and ongoing refinement of the plan. This implementation has been transformative in terms of schedule, individual student interventions and student achievement. Tri-Center has added additional time in the middle of the day in order to help those students who are identified through our 3-week D/F list, as well as other students who need assistance. This change has helped our students to focus on academics, which translates to student achievement. Riverside has created a system of both needs-based and enrichment interventions for all students at the 7-12 building as part of an intensive MTSS program. MTSS time occurs three times per week and has led to decreases in discipline referrals, failing grades, and absences and a positive correlation in Iowa Assessment scores.

The TLC will be sustained not only through a positive push, but through a system of accountability and collaboration between our districts. We are excited to combine efforts to encourage teachers to be better, knowing the ultimate result will be students who are more prepared for college and career readiness.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$373,825.00
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).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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>	\$0.00
Totals	\$383,825.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	1332.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$416,489.76
Total Allocation	\$416,489.76

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$383,825.00**

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 **\$32,664.76**

Budget Alignment

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

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

**

Anticipated Revenue	660/615 students (1275 total)	\$308.82 @ student	\$393,745.00				
T-C Budget Proposal	Proposed FTE outside of classroom assignment	TLC Proposed Stipend	Salary to Backfill TLC position	Additional Insurance Cost	Total \$ required	Extra Contract Days	Classroom Time
Curriculum Director/TLC Coordinator	1	\$10,000	\$30,000	\$3,300	\$43,300	20	Out 100%
Instructional Coach	1	\$5,000	\$50,000	\$6,600	\$61,600	10	Out 100%
Instructional Coach	1	\$5,000	\$50,000	\$6,600	\$61,600	10	Out 100%
Instructional Coach	1	\$5,000	\$50,000	\$6,600	\$61,600	10	Out 100%
Instructional Coach	1	\$5,000	\$50,000	\$6,600	\$61,600	10	Out 100%
Model Teacher-Elementary (R)	added duty	\$2,000			\$2,000	4	in classroom 100%
Model Teacher-Elementary (R)	added duty	\$2,000			\$2,000	4	in classroom 100%
Model Teacher-Elementary T-C)	added duty	\$2,000			\$2,000	4	in classroom 100%
Model Teacher-Elementary T-C)	added duty	\$2,000			\$2,000	4	in classroom 100%
Model Teacher-Secondary (R)	added duty	\$2,000			\$2,000	4	in classroom 100%

Model Teacher- Secondary (R)	added duty	\$2,000	\$2,000	4	in classroom 100%
Model Teacher- Secondary (T-C)	added duty	\$2,000	\$2,000	4	in classroom 100%
Model Teacher- Secondary (T-C)	added duty	\$2,000	\$2,000	4	in classroom 100%
Model Teacher - At Large (as needed)	added duty	\$2,000	\$2,000	4	in classroom 100%
Model Teacher - At Large (as needed)	added duty	\$2,000	\$2,000	4	in classroom 100%
Mentor Teacher- Elementary (R)	added duty	\$1,000	\$1,000	2	in classroom 100%
Mentor Teacher- Elementary (R)	added duty	\$1,000	\$1,000	2	in classroom 100%
Mentor Teacher- Elementary (T-C)	added duty	\$1,000	\$1,000	2	in classroom 100%
Mentor Teacher- Elementary (T-C)	added duty	\$1,000	\$1,000	2	in classroom 100%
Mentor Teacher- Secondary (R)	added duty	\$1,000	\$1,000	2	in classroom 100%
Mentor Teacher- Secondary (R)	added duty	\$1,000	\$1,000	2	in classroom 100%

Mentor Teacher-Secondary (T-C)	added duty	\$1,000		\$1,000	2	in classroom 100%
Mentor Teacher-Secondary (T-C)	added duty	\$1,000		\$1,000	2	in classroom 100%
Mentor Teacher - At Large (as needed)	added duty	\$1,000		\$1,000	2	in classroom 100%
Mentor Teacher - At Large (as needed)	added duty	\$1,000		\$1,000	2	in classroom 100%
	Subtotal Salary	\$60,000	\$230,000	\$319,700		
	FICA (8%)	\$4,800	\$18,400	\$25,576		
	IPERS (8.93%)	\$5,358	\$20,539	\$28,549		
	Total Dollars required	\$64,800	\$248,400	\$373,825		
Professional Development Training Cost				\$10,000		
Grand Total Budget				\$383,825	\$393,745.00	
25 teachers in leadership roles					\$9,919.79	2015-16 estimate

The chart above outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC Plan.

In our budget, no funds will be needed to increase base salaries, as both districts already offer over the \$33,500 required. Our proposed budget of \$383,825 covers compensation, the additional contract days stipend, and retirement/insurance costs for our 25 proposed leadership roles in the combined districts as described.

Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our districts, providing supports and professional growth opportunities for new and veteran teachers, then professional development satisfaction and student learning will increase. Because of this need for professional development, we have allocated \$10,000 to training or professional development costs that may result from implementing our TLC plan.

This budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering 4 meaningful, differentiated leadership roles to 25 teachers, which provides opportunities for approximately 25% of combined staff.

Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers is a priority. Therefore, it is vital that we budget a portion of the funds to cover the hiring of new teachers so Instructional Coaches and the CD/TLCC would not be tied to their own classrooms in terms of time and responsibility.

The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to the CD/TLCC and Instructional Coaches.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.

In preparing a budget, there is an additional amount of money that is not being allocated to costs as of yet. This is because our budget could change due to open enrollment, total number of enrolled students, etc, for next year. We will adjust the budget as needed based on funds available.

****Numbers reflect a shared budget between the Tri-Center and Riverside Districts.**