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**Application**

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

**91695 - Teacher Leadership Compensation Grant**  
**Teacher Leadership and Compensation System**

Status:	Under Review	Submitted Date:	2014-10-20 06:38:55
Signature:	Sandy Steinke	Submitted By:	Sandy Steinke

**Applicant Information**

**Project Officer**

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First Name Middle Name Last Name  
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**Organization Information**

Organization Name\*: Tri-County Community School District  
 Organization Type\*: K-12 Education  
 Tax ID: 42-6023654  
 DUNS: 10-329-2301  
 Organization Website: www.tri-county.k12.ia.us  
 Address: PO Box 17  
 3003 Highway 22  
 City\*: Gibson Iowa 50104  
City State/Province Postal Code/Zip  
 Phone\*: 641-634-2636 141  
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 Program Area of Interest\*: Early Literacy Implementation  
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 Agency:

**Recipient Information**

District\*: Tri-County Community School District  
Use the drop-down menu to select the district name.  
 County-District Number\*: 54-6462  
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.  
 Honoric: Mr.  
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Use the drop-down menu to select the state.  
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**TLC Application Contact**

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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)**

The Tri-County Community School District's Teacher Leadership and Compensation (TLC) Committee believes that creating teacher leadership positions where teachers serve as instructional coaches, model teachers, and professional development leaders will be crucial to student success. Tri-County has worked diligently to prepare students to be able to have a successful future post high school. Tri-County has one of the lowest salary schedules in the state. Having a system in place to increase salary will help to attract and retain quality teachers. In planning this grant the TLC committee involved all stakeholder groups. Information the committee received allowed a plan to be developed that will allow teachers to become leaders and improve student performance.

**Vision:** Tri-County believes recruiting, supporting, and retaining effective teachers is paramount for our students to achieve at high levels preparing for lives beyond high school. Tri-County's mission is simple and succinct: "A Connecting Web for Life-Long Learning". The plan promotes teacher leadership responsibilities, teacher effectiveness and professional growth which, in turn, improves student achievement. The plan will promote staff collaboration and provide professional development based on student and teacher needs.

**Tri-County Goal 1: Attract Teachers.**  
**Tri-County Goal 2: Retain teachers.**  
**Tri-County Goal 3: Collaboration.**  
**Tri-County Goal 4: Reward Teachers.**  
**Tri-County Goals 5: Improve Student Learning.**

Tri-County's TLC Plan (Model 3) consists of three differentiated teacher leadership roles; two mentor teachers, two model teacher, and three professional development (PD) leaders. Each teacher in a leadership role will continue to teach in the classroom full time (100%). Twenty-five percent of Tri-County's teaching staff will become teacher leaders under the TLC plan. Mentor teachers will serve an additional 10 days, model teachers will serve an additional 13 days, and PD facilitators will serve an additional 15 days. While model teachers are not currently in place, teachers model and present strategies during professional development, therefore the new model teacher position will be an extension of what is already in place. The TLC plan provides for teachers to observe model teachers no less than four times a year, greatly increasing the opportunities to view instructional strategies that advance students' achievement. Mentors will coach teachers that are new to the profession and to Tri-County so they become competent instructors and are retained in our system, and PD leaders (with the assistance of the curriculum coordinator) will continue and sustain collaborative meetings and data analysis efforts that have already begun. However, the greater support for these efforts that is provided by the TLC will ensure greater chances for success. With the new teacher leadership roles, current school improvement efforts will be enhanced by continual learning and refining new skills to improve instructional quality, which will positively impact student performance. Sustainability of these roles exist because good practice currently in place will be expanded and supported.

Applicants will submit a cover letter, a written application (teacher created) for the desired position, and three references from educators (cannot be the selection committee members or superintendent). The selection committee will accept and review applications for the positions. A rubric will be used to score the applications and applicants meeting the cut score will receive an interview. Interviews will be held for selected applicants of the teacher leadership positions. After the interview process, successful candidates will be recommended to the Superintendent.

Each of the teacher leadership roles address continuous school improvement. The mentor teachers will support the development of beginning teachers new to the profession and new to Tri-County. Through the mentoring and induction program, mentors will assist beginning teachers to become quality instructors. Model teachers model exemplar teaching practices and through observation and discussions in PLCs, other teachers will begin to embed these practices into their instructional routines and procedures. The PD leaders will support all teachers in RtI

continually working with the four essential questions. The Iowa Professional Development Model is a continuous cycle to improve student learning.

The program evaluation plan is closely aligned to the state goals for the TLC plan. Evaluation includes, but is not limited to student achievement data, analysis of Individual Professional Development Plans, Peer Review, mid-year survey of all teachers, self-assessments of teacher leaders, and peer feedback.

Tri-County Community School District looks forward to the opportunity to implement this TLC Plan with vigor and fidelity as the staff continues to strive for improved teacher quality and improved 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 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).

The Tri-County Community School District is a rural school district with a PK-12 population of 260 students. The district involved a wide array of people throughout the Teacher Leadership and Compensation (TLC) planning process. All teachers were surveyed and consulted in the proposed teacher leadership framework to provide input. One hundred percent of teachers were in favor of the plan. In addition to staff, the School Improvement Advisory Committee (SIAC), comprised of twenty-five stakeholders, contributed to the draft application and offered feedback during two meetings during year one and one meeting during year two.

A steering committee was formed with four teachers (two elementary and two secondary), two administrators, and one parent. The steering committee held seven meetings during the first year and five meetings during the second with varied agendas.

Tri-County started the application process by applying for the TLC planning grant funds. This provided \$6,005 to the district to plan and create Tri-County's framework for the grant. The funds were used to pay for extra staff time and hire substitute teachers to allow for planning during the school day.

Grant funds enabled time to be spent developing the TLC plan. Statewide and AEA meetings were attended, surveys were conducted, and research about other teacher leadership frameworks was conducted. The grant provided time for the leadership positions to be created, evaluated and specific job descriptions were formed. To provide consistency and sustainability to the Iowa Professional Development model in conjunction with our current district initiatives, the steering committee created other documents for each part of the plan.

The steering committee completed the following during seven meetings the first year and five meetings the second year:

- Collaborated with each other
- Asked questions and came to consensus throughout the planning process
- Reviewed guidance from the DE for the TLC plan
- Created Tri-County's vision for the TLC system
- Established and reviewed leadership models and chose the one that best fit Tri-County
- Created teacher, mentor, mentee, professional development and SIAC surveys
- Reviewed and followed the TLC rubric
- Finalized the leadership model/positions that suited the current initiatives and PLC work
- Analyzed survey data
- Identified leadership and teacher roles
- Created selection criteria
- Aligned leadership roles with the Iowa Professional Development Model
- A non-educator perspective was provided to the committee by the parent member
- Reported on progress during each meeting
- Reviewed the drafted narratives for each section
- Continually used feedback from all groups to make adjustments to the draft
- Kept the Board of Education abreast of progress

In total, the steering committee met over a three month period the first year and a two month period the second year for a total of twelve meetings, consisting of thirty-seven hours of collaborative planning time.

All stakeholders (staff, SIAC, and parents) are one hundred percent committed to the TLC plan. During Year 2, Tri-County froze its part 5 rating. Teachers, parents, administrators and the Board of Education all back this plan.

**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.

**Vision:** Tri-County believes recruiting, supporting, and retaining effective teachers is paramount for our students to achieve at high levels preparing for lives beyond high school. Tri-County's mission is simple and succinct: "A Connecting Web for Life-Long Learning".

**Tri-County Goal 1: Attract Teachers.** Tri-County will attract quality and promising new teachers by offering extended contracts and more in-depth new teacher orientation for professional development aligned to Tri-County's initiatives including PLCs, technology, Iowa Core, and leadership skills as well as providing release time during the school day for observations to learn from model teachers and work with their mentors. Aligned to State Goal 1: Attract high-quality new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. We are committed to attracting new teachers and making Tri-County's salary schedule competitive to compete with other schools. Tri-County will focus on professional development opportunities for new teachers.

**Tri-County Goal 2: Retain Teachers.** We want to retain new and keep effective teachers by providing experiences to advance in their profession. Mentor teachers, model teachers, and PLC leaders will help achieve this goal by providing leadership to all staff. Aligned to State Goal 2: "Retain effective teacher by providing enhanced career opportunities." Both our goals address retaining effective teachers.

**Tri-County Goal 3: Collaboration.** Tri-County provides a minimum of 36 hours of collaboration time through PLCs with adequate time, guidance and training for teachers of various grade levels, general/special education, and content areas which involve Tri-County staff and GPAEA. Aligned to State Goal 3: "Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other." Both our goals realized the need for quality teacher collaboration.

**Tri-County Goal 4: Reward Teachers.** Teachers who are effective need to be rewarded, so Tri-County must implement a plan with leadership responsibilities for teachers with increased compensation for extended contracts and these additional responsibilities. Aligned to State Goal 4: "Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation." Both our plans address the need to provide leadership roles for increased responsibilities and increased compensation.

**Tri-County Goal 5: Improve Student Learning.** Improve student learning through the Iowa Core (content, strategies, curriculum, and assessment) with special concentration on mathematics and reading. Aligned to State Goal 5: "Improved student achievement by strengthening instruction." Both our goals focus on student learning and increased student achievement.

Local Achievement Data given in percents

Grade	3	4	5	6	7	8	9	10	11
Reading Proficient	69	75	86	67	86	79	95	89	67

Math  
Proficient 69 83 57 89 93 58 86 89 67

**Attract Teachers:** Journey to Excellence is the current mentoring and induction program and local meetings are held periodically throughout the year between mentor/mentee. The TLC plan will increase time for new teachers to be provided with more information on PLCs, data, screeners/assessments, and Iowa Core.

**Retain Teachers:** Currently, Tri-County has no opportunities for advancement outside the salary schedule. With the TLC plan, seven teachers (25% of the faculty) will have the opportunity to advance through appointment as mentor teacher, model teacher, or PLC leaders.

**Collaboration:** Currently, PLC time provides teachers time to meet to discuss student needs, analyze data, and find ways to improve student achievement. The TLC plan will expand collaboration time among model teachers, mentor teachers, and PLC leaders.

**Reward Teachers:** Currently there is no way for rewarding teachers for serving as model teachers or PLC leaders, only mentor teachers (and this is limited). The TLC plan will provide a reward structure for teachers who are appointed to these new roles.

**Improve Student Learning:** Currently, Tri-County is celebrating our dismissal from the SINA list. Even though Tri-County has shown improvement during the past two years, not all students have improved their skills. The TLC plan will provide teachers the opportunities to observe model teacher who will focus on sound instructional practices of all teachers.

Using Part 3 application narrative from Year 17\* No

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

Tri-County has several structures and initiatives in place that will be strengthened through the implementations of the TLC plan. Teacher leaders will support each initiative.

Iowa Core implementation is a district priority. GPAEA has provided professional development in reading, mathematics, science, and the Characteristics of Effective Instruction. They have provided a more in depth understanding of the core and have supported implementation through workshops and providing feedback from classroom observation. Teacher leaders will support this initiative by collaborating with peers, developing skills at linking the Core to instruction and strengthening rigor.

Tri-County has instituted PLCs to focus on data to enhance teaching and learning, technology, assessment, and student engagement. Each PLC has a facilitator and brings group needs to the District Professional Development Team meetings in order to coordinate the content and direction of each group's work. PLCs promote effective instructional practices, collect and analyzes data, and provides feedback on current reality. Teacher leaders will facilitate PLCs to identify students learning needs, determine teachers' knowledge base/skills, and provide future learning opportunities. They will guide collaboration, discuss students strengths and areas for improvement, and analyze data.

Literacy is the key school improvement initiative at Tri-County. Tri-County became a School in Need of Assistance (SINA) in the area of reading during the 2011-2012 school year. Previous interventions had minimal success because supportive services did not pinpoint individual student needs. With item analysis, the formation of PLCs, changing the universal screener, and Language Essentials for Teachers of Reading and Spelling (LETRS) training, Tri-County began to analyze student reading data to diagnose reading deficiencies. Interventions and PLC time were planned and incorporated during the school day. Root cause analysis determined a lack of common formative assessments that guided instruction and a lack of knowledge how to instruct students with specific reading skill deficits (especially beyond grade 2). In the area of parent involvement, many lacked general parental skills and did not know how to help their children in the area of reading. In July 2014, after two years of working hard to improve and remedy gaps, Tri-County is no longer a School in Need of Assistance.

A compact between school and parents was formed.

All teachers will: 1) understand parents need strategies to help their children become better readers; 2) believe all parents can help their children become better readers; 3) will provide parents with tips to help their children become better readers; 4) desire all parents to help their children; and 5) show parents what they can do to help.

AND

All parents will: 1) understand how to help their children become better readers; 2) become comfortable helping students and coming to school; 3) develop skills to help their children become better readers; 4) desire their children to become better readers; and 5) actively engage in their children's learning by using teacher tips.

FAST is currently the universal screener and progress monitor used in grades K-6.

Students struggling in the area of reading work collectively with the LETRS instructor (Jaci Jarmes), the AEA special education consultant, Tri-County's Response to Intervention (RtI) associate, the Title I teacher, and general education teachers specifically diagnose reading

deficiencies, engage in activities to strengthen reading skills, and progress monitor to assess progress. PLC meetings allow staff to analyze data and decide next steps and interventions.

New teachers participate in the two year mentoring and induction program provided by GPAEA, Journey to Excellence. The focus is to build new teachers' professional knowledge and support them for their first two years. Mentors and mentees meet jointly throughout the year and attend district mentor/mentee meetings five times a year. Teacher leaders will support and strengthen this initiative by supporting new teacher's use of data, promoting reflection, and encouraging growth and change. There will be release time provided for observation and reflection and they will work together to develop a local mentoring program that will support and retain new teachers.

Teachers participate in Peer Review twice a year. The purpose of this review is to engage teachers to learn from one another and support positive instructional practices. Forms are provided to guide the observation and to aid in reflection afterwards. Teachers leaders will provide additional resources, model and support sound teacher strategies, and use reflection to strengthen teachers' instructional practices.

The TLC system will assure teachers that initiatives that are adopted will not be dropped if data supports success with the initiatives. Having teacher leaders will provide the necessary professional development and ongoing support for full implementation and sustained use. Teacher leaders will ensure necessary and targeted professional development is provided for all staff. They will support teachers as they observe and learn from model teachers and implement the new strategies in their own classrooms. This will be done through observations, feedback, planning, demonstrations, and reflective dialogue. The teacher leadership system will create a multi-tiered system of support for teachers and ensure the vision is realized.

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 the Current Induction and Mentoring Program**

The present new teacher induction program is a one day orientation with the PK-12 Principal held during the first contracted day of the school year. The agenda includes a review of district policies and procedures, the evaluation process, the Master Contract, an overview of the district professional development initiatives and time to work on setting up the classroom. Little time is provided for the mentor/mentee to meet, let alone begin to build a positive, professional relationship. Currently, the mentoring program, Journey to Excellence, is a two year program that addresses personal and professional needs and provides guidance on the Iowa Teaching Standards and Criteria. A mentor is assigned to a new teacher and will observe, critique, and provide support to the mentee. Although Tri-County has effectively used this program, gaps remain in the present system that have caused some frustrations among beginning teachers and mentors.

Some of the more noticeable gaps according to a survey of past and present mentor/mentees indicated that:

- 80% recognized there was a lack of time to meet and/or observe
- 50% felt the time for mentors/mentees to meet was insufficient
- 90% agreed there was a need for more opportunities for initial teachers to observe high-quality instruction and feedback
- 40% felt mentors need additional meaningful professional development on how to work with and support beginning teachers
- 80% agreed that new teachers need assistance in classroom management
- 60% felt the program needs increased attention to planning and reflecting on practice
- 50% agreed the program needs more focus on pedagogy

Additionally, new teachers do not have ready access to a teacher or district leaders for support. Even with PLCs, new teachers continue to work in isolation with little time for quality conversations with their mentors. New teachers are expected to hit the ground running with little time to understand district goals and initiatives.

#### **Description of the TLC new teacher orientation and mentoring process**

The district's TLC Plan includes a two-day new teacher orientation and induction schedule. Time will be allowed for new teachers to work with teacher leaders to discuss classroom policies and procedures, grading, lesson plans, PLCs, FAST, technology, Skills Iowa, eStoria, and student achievement in reading and mathematics. This will also provide time for new teachers to develop relationships with teacher leaders prior to the beginning of the school year. After school begins, teacher leaders will be available to discuss, model, and provide feedback to support the needs of the beginning teacher. Substitutes will be provided monthly to allow time for meetings, co-planning, observations, and reflective learning conversations. The additional funding will allow the district to pay teacher leaders and provide a stipend to new teachers for the additional days of preparation prior to the upcoming school year.

#### **Enhancements to the mentor/mentee program through the TLC plan**

The new TLC system will provide mentors with professional training to develop their ability to facilitate constructive but challenging conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and how to advocate on behalf of the mentee. Tri-County will build upon the foundation provided by the AEA or Teaching Center and create support for new teachers as they learn and grow in their first two years. This will improve entry into the profession and allow Tri-County to recruit and retain high-quality teachers.

**Narrative**

Using Part 5 application narrative from Year 1?  Yes

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)****Please include the following information in your narrative:**

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

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

Tri-County will have three differentiated teacher leadership roles; two mentor teachers, two model teachers, and three professional development (PD) leaders. Each teacher in a leadership role will continue to teach in the classroom full time (100%). Twenty-five percent of Tri-County's teaching staff will become teacher leaders under the TLC plan. Mentor teachers will serve an additional 10 days, model teachers will serve an additional 13 days, and PD facilitators will serve an additional 15 days.

There will be one elementary and one secondary mentor teachers who will work with new staff within their teaching area. Due to the size of Tri-County and the overlap of K-12 positions, elementary and secondary mentor teachers and mentees will work together to create a K-12 cohesive mentoring and induction program. Mentor teachers will 1) support the professional development of probationary teachers in years 1-3 as well as teachers in their first year at Tri-County; 2) meet with probationary teachers on a regular basis to provide instructional and collegial support; 3) spend leave days with probationary teachers during the year to support them through instructional strategies and curriculum resources; 4) assist probationary teachers to self-reflect and support a commitment to the profession; 5) attend mentor workshops with or without probationary teachers during the year and when scheduled for this category of leadership; 6) work collaboratively to maintain productive relationships and encourage the participation of all related teachers; 7) introduce probationary teachers to the evaluation process and school responsibilities and procedures, and 8) organize activities with mentees. A cohesive program will retain professionals who deliver quality instruction to students.

There will be one model teacher at the elementary level and one at the secondary level. Model teachers will meet the requirements of a career teacher, have met the requirements established by the school district that employs the teacher, and are evaluated by the school district as demonstrating the competencies of a model teacher. They will serve as models of exemplary teaching practice and will attend leadership trainings hosted by the DE or AEA to strengthen instruction leadership of model teachers. Model teachers will: 1) model new instructional strategies/frameworks; 2) 'field test' instructional strategies that are later shared during PLCs (ex: Power Writing); 3) be prepared for observation by their peers at any time so as to authenticate the process; 4) meet with teacher observers to answer questions; 5) work well with team members, maintain productive relationships and encourage the participation of all related teachers; 6) post lesson plans/schedule (and changes them accordingly throughout the week if needed) so other teachers that are coming in to observe will know what lesson/activity they will observe; 7) have online grading current twice a week; and 8) demonstrate frequent parent/teacher communication. Each teacher will be required to observe model teachers no less than once a quarter (four times a year) for no less than thirty minutes. After each observation, teachers will complete online feedback forms and submit them to their PD facilitators.

There will be three professional development (PD) leaders; one lower elementary, one upper elementary, and one secondary. PD leaders will support PLCs in analyzing student data and accessing resources to aid in locating and identifying evidence-based strategies to improve instruction and increase students achievement, assist PLCs to focus on student learning, use data to inform decisions, build shared knowledge, share instructional practices, receive input from PLCs to determine PD needs, identify and resolve challenges within the PLC, and attend workshops specific to this category of leadership. In addition to PLC responsibilities, PD leaders will collaborate together with the PK-12 Principal to: 1) provide and demonstrate teaching strategies on an ongoing basis, 2) routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice, 3) support teacher growth and reflective practices, 4) work with and train classroom teachers to provide interventions aligned by subject area and deficiencies, 5) support instruction and learning through the use of technology, 6) actively participate in collaborative problem solving and reflective practices which include, but are not limited to, professional study groups, 7) conduct peer observations, 8) participate in grade span planning, 9) facilitate monthly leadership team meetings, 10) plan and deliver professional development activities designed to improve instructional strategies, 11) document PD activities and learning opportunities for staff, and 12) engage in the development, adoption, and implementation of curriculum and curricular materials.

Each of the teacher leadership roles address continuous school improvement. The mentor teachers will support the development of beginning teachers new to the profession and new to Tri-County. Through the mentoring and induction program mentors will assist beginning teachers to become quality instructors. Model teachers model exemplary teaching practice and through observation and discussions in PLCs, other teachers will begin to embed these practices into their instructional routines and procedures. The PD leaders will support all teachers in RTI continually working with the four essential questions: 1) What do we expect students to learn? 2) How will we know when they have learned it? 3) How will we respond if they don't learn? and 4) How will we respond when they already know it? The Iowa Professional Development Model is a continuous cycle to improve student learning.

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.

To have a successful Teacher Leadership and Compensation Program, it is necessary to fill these positions with teachers who demonstrate leadership characteristics, strong instructional practices, reflectiveness about their teaching practice, a desire to grow professionally, and a willingness to serve in a leadership capacity. The selection process will examine all applicants from multiple measures/perspectives.

The leadership positions will be posted with information regarding minimum requirements: at least three years of teaching experience and one year of experience in the district. Each position will have a job description laying out the responsibilities, extra workdays, supplemental salary, and the requirement to complete an annual review of the leadership position. A selection committee comprised of an equal balance of teachers and administrators will accept and screen candidates, conduct interviews, and make recommendations to the superintendent. Any teacher applying for a leadership committee cannot serve on the selection committee.

Interested candidates will submit a resume. The resume will be screened for, but not limited to, evidence of professional development, past/present leadership roles, conferences attended, additional educational classes, certifications, and/or endorsements, and involvement in professional organizations.

Candidates will determine a time to be observed (or submit a video) by the members of the selection committee which will focus on instructional practices. The selection committee will observe teachers for qualities such as flexibility, student engagement, Iowa Core alignment, the rigor of the lesson, questioning technique, feedback, student/teacher relationship, and differentiation.

All teacher candidates will write a response to the following prompt: "After reading the job description for the specific role you are applying for, please explain the experiences, expertise, and attributes you have that would enable you to be effective and which would allow you and others to grow professionally in this role." The focus will be to ensure teachers have a strong teaching pedagogy, are reflective of their practices, and understand collaboration, relationships, the characteristics needed to be a positive leader.

The final step will be an interview. The interview will seek to understand the teacher as a leader and as a person who continues to grow professionally. How are they an effective teacher? Why are you seeking this leadership position? How do you motivate your peers? How can you make the district move forward? How do you envision yourself as a leader? What have you done to grow? How have they continued to grow professionally throughout their career? Interviewees will also describe their peer reviews and how they learned from one another during the process.

Candidates will be screened for their capabilities, desire to learn, reflectiveness, and people skills. The selection committee will seek people who are coachable, and have the ability and desire to learn the new leadership role with vigor.

### **Narrative**

Using Part 7 application narrative from Year 1?  No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.*

Distributive leadership is one of the operation principles of the Iowa Professional Development Model (IPDM) and the teacher leadership and composition system is designed to make teacher leaders the backbone of the professional development system. Teacher leaders, along with administrative direction and the Professional Leadership Team, will be responsible for planning and implementing district professional development. They will continue to use the IPDM in planning professional development.

All professional development goals need to analyze student needs through data analysis. Teacher leaders will study research based instructional strategies that have been identified to close achievement gaps. The content selected for professional development will be based on data.

The leadership roles will provide the needed support for teachers to effectively implement and embed professional development into their instructional practices. All the roles will facilitate professional development from the school to the individual classroom.

**Student Data:** Data is collected and analyzed from multiple measures. Data walls are in place and data is used to create annual goals. Student needs will always be targeted. Data includes, but is not limited to FAST, Iowa Assessments, ACT, Skills Iowa, and unit assessments. PLC Leaders will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district's professional development plan.

**Selecting Goals:** PLC leaders will facilitate goal-setting and use data to set new goals that strengthen instructional practice. Leaders will work to assure the goals support the attainment of the Iowa Core.

**Selecting Content:** From the data, content for professional development is selected. Leaders will study potential professional development content to offer feedback on the best way to achieve all facets of the Iowa Core. They will help identify and select learning strategies that will be helpful for teachers. Model teachers will be involved in demonstrating requested strategies and providing good learning opportunities for staff.

**Design Process for Professional Development:** The teacher leaders play an integral role in this process. The leaders will work together to develop a delivery system for professional development. They will provide input on current initiative and how it aligns to the Iowa Core.

**Ongoing Cycle of Professional Development:** Teachers analyze data, share implementation, identify areas of need, and student work samples. Teachers have multiple opportunities throughout the school year to meet and learn from each other. In the TLC system, all teacher leadership roles are engaged in ongoing training and learning opportunities for teachers. Teachers will have many opportunities to see demonstrations, plan together, address concerns, plan and develop new lessons, and give feedback to improve student learning. Leaders will work with all teachers to field questions.

**Collaboration/Implementation:** Leaders will work together to determine the next steps for each group. They will work with PLCs to make changes to implementation based on feedback from observations and staff discussions. All leaders will serve on the District Professional Development Leadership Team to analyze the impact of PD.

**Evaluation:** All professional development opportunities will be evaluated to measure their effectiveness. This will include direct teacher feedback, walkthroughs, and observations. Implementation and its impact on student achievement will be monitored by the use of ongoing data, program goals, and student achievement.

In the past there has been a concern for the district to maintain previous initiatives while implementing new ones. The teacher leadership system will provide a venue to keep initiatives if they are successful in the current area of student needs. They will also support teachers in making connections between initiatives and see how they are intertwined and support one another.

Under the TLC system, teacher leaders will enable the district to provide coordinated, high quality professional development in a variety of settings with varying support to meet the needs of all teachers.

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.

**Part 8**

The Tri-County Community School District established these goals for our Teacher Leadership and Compensation System:

1. Hire, develop, and retain high quality teachers
2. Develop and expand the instructional skills of the existing staff through collaboration, leadership, and coaching
3. Increase the number of students who show academic proficiency

We have planned for multiple qualitative and quantitative measures that will assist us continuously monitor and make formative adjustments to our TLS and other programs we are evaluating. This data will be collected, analyzed, reported, and continuously examined by our leadership teams.

**Goal 1:** Hire, develop, and retain high quality teachers

Tri-County will only be as good as the skills shown by our staff in the classroom. Hiring, developing, and retaining the people who can create excellent classroom conditions will help our students reach high levels of success. We will use the following areas to measure our success:

**Measurements Used to Monitor Impact and Effectiveness:**

- a. Job satisfaction survey- We will administer a survey each semester to learn the needs of our staff.
- b. Analysis of Individual Teacher Professional Development Plan: Monthly analysis of individual teachers professional development plans will assist us in assessing the needs of new and experienced teachers and differentiating support. Self-assessments of practices are continuously examined through the year. This will help to retain high quality teachers.

**Goal 2:** Develop and expand the instructional skills of the existing staff through collaboration, leadership, and coaching

**Measurements Used to Monitor Impact and Effectiveness:**

- a. Feedback from all PD events: Typed minutes from each PLC facilitator will be sent to each PLC member and the principal. Monthly PLC leadership meetings will be held to review and discuss any issues.
- b. Survey of all teachers: A mid-year survey will be given to all PLC participants to determine the effectiveness of professional development. Changes will be made on an as needed basis.
- c. Self-Assessment by Teacher Leaders: The seven newly created positions will complete a self-assessment questionnaire once each semester. They will then use this information to strengthen their skills and to ultimately improve student achievement.
- d. Peer Feedback from recipients of Teacher Leader Services: A mid-year survey of mentor, teacher leaders and all teachers will help us to make immediate improvements in all programs and give us guidance in our short-term development opportunities.

**Goal 3:** Increase the number of students who show academic proficiency

**Review of Student Achievement data :**

- a. A protocol will be followed, data examined, and a rationale for strengths and areas of growth presented. Data will drive all decisions. The peer review team will examine final results for all data sources and agree as to areas of strengths or areas for growth. The assessments used are: Gold Assessments (Pre-K), FAST (K-6), Skills Iowa (3-11), Iowa Assessments (2-11), and Jamestown Reading Comprehension Probes (7-12). After the data is collected it will be reviewed by PLCs monthly. This will allow for both instructional and program adjustments to maximize our impact.

**Addressing the Roles and Responsibilities of Leadership Positions:**

The leadership positions will also be reviewed semi-annually. A teacher feedback survey will help determine teacher perspective of what is working and how we can adjust the roles. This may include additional job duties, shifting of duties, amount of time spent during the school day, and necessary compensation. Conferences will take place with the leaders to review the feedback and adjust practice to the suggestions that have been offered. If additional roles are needed in the system, they will be discussed at these times.

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 district's 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)**

Our sustainability plan is comprehensive to assure that its key points are fully developed and prepared to implement on day one and continues to be viable. These elements include the following:

- AEA assistance to provide training on educational coaching and professional development
- Feedback data on an individual and group basis
- Criteria for hiring and evaluation, to assure fair access to the positions and treatment of staff who step into these roles
- An effective communication system to ensure everyone understands their roles and how the system is functioning. This includes all staff, administration, and community members who have a stake in the success of the program.

**Sustainability Roles:**

**The Superintendent and PK-12 Principal will have the following roles to create a supportable plan:**

- Monitor the hiring, progress, and renewal of leadership roles
- Provide training for new leadership positions through the AEA or additional sources
- Plan and facilitate regular collaborative meetings to support implementation of the new leadership team
- Create and implement surveys for needed data
- Facilitate the evaluation system for leadership positions
- Allocate funding for those in leadership roles
- Plan and facilitate community correspondence
- Provide regular updates to the Tri-County Board of Education.

**Model teachers, mentors, and professional development leaders will execute the following aspects of Tri-County's plan to sustain the program:**

- Staff members will apply and interview with a selection committee of administration and staff for one of the three designated roles.
- Teachers in leadership roles will receive training in areas relevant to their role and will meet all expectations of that job description.
- They will attend regular leadership team meetings.
- Model teachers will model and present educational strategies daily, in which other staff will observe no less than four times a year.
- Mentors will coach teachers that are new to the profession so they become competent instructors.
- PD leaders (with the assistance of the curriculum coordinator) will plan and sustain collaborative meetings and data analysis efforts to enhance instructional quality, thereby positively impacting student performance.

**Sustainability is also ensured due to these additional elements:**

- Collaborative plan development and extensive input from all stakeholders
- Continued growth and support through our active PLC teams
- Development of an enhanced professional development team that follows the Iowa Professional Development Model
- Support from the Area Education Association and the local Education Association
- Enrichment to our teacher mentoring program
- Formative and summative monitoring of all parts of the plan in order to make immediate and long-term improvements.

**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\* 260.0

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

District Enrollment-Based Allocation \$80,293.20

Total Allocation \$80,293.20

**Part 10 - Budget Items**

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$15,900.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$30,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$11,300.00
Amount used to provide professional development related to the leadership pathways.	\$20,093.20
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>	\$3,000.00
<b>Totals</b>	<b>\$80,293.20</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
Teacher Leadership Selection Committee	\$3,000.00
	<b>\$3,000.00</b>

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$80,293.20

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

Remaining Allocation to be Budgeted \$0.00

**Budget Alignment**

Using Part 10 application narrative from Year 1? No

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

We believe that the implementation of the Teacher Leadership Compensation Plan at Tri-County Schools will provide many more leadership opportunities for our teachers and enable them to make a greater impact on our student's achievement. We believe this grant will provide us the opportunity to further enhance the initiatives we already are implementing, including the alignment of our instruction with the Iowa Core and a focus on early literacy instruction.

Our plan for the budget of 260 students multiplied by \$308.82 per student, equaling \$80,293.20 for our teacher leadership program, would be the following:

- Tri-County will have three differentiated teacher leadership roles: two mentor teachers, two model teachers, and three professional development (PD) leaders. Each teacher in a leadership position will continue to teach in a classroom full-time (100%). Twenty-five percent of Tri-County's teaching staff will become teacher leaders under the TLC plan.
- We would first budget for the minimum salary requirement, by making sure all full-time teachers would receive a salary of \$33,500. The current starting pay for our district is \$28,000 and we will need to spend **\$15,900** to ensure everyone is at the required minimum salary.
- We have allocated \$3000 for each mentor teacher (total of \$6000). Mentor teachers will have an additional 10 days added onto their contracts to attend professional development opportunities and work with peers to increase knowledge in the area of teaching practices. Our model teachers will each receive \$4500 (total of \$9000). Model teachers will have their contracts extended by an additional 13 days to attend professional development opportunities, collaborate with peers, and prepare quality instruction. Professional development leaders will each receive \$5000 (total of \$15,000). Professional development leaders will have an additional 15 days added onto their contracts to attend workshops, professional development training, and plan PD instruction for the upcoming school year. The total to fund these positions will be **\$30,000**.
- The amount budgeted to cover the costs associated with teachers in leadership positions being out of the classroom to observe or attend trainings will be **\$11,300**. The rationale behind this figure is the cost associated with hiring substitutes at \$110 per day.
- Our plan allocates **\$20,093.20** to be used for professional development in connection to the leadership pathways. We have 7 teachers in leadership roles and this amount reflects roughly \$2850 per teacher. At this time, the trainings for the leadership positions are unknown, but it is our intention to team with the AEA and the Department of Education for professional development that pertains to leadership roles included in our TLC plan.
- The final cost in our TLC plan is compensation in the amount of **\$3000** for the teacher who resides on the selection and evaluation committees. The Local Education Association president (or designee) will sit on the selection committee for the teacher leadership positions. He/She will also serve as an integral part of the TLC evaluation process, including analysis of individual Teacher Professional Development Plans, feedback from all PD events, mid-year survey of all teachers, and peer feedback from recipients of teacher leadership roles. While this is not a teacher leadership position, he/she will work alongside the PK-12 Principal to organize and compile necessary information for both the selection and evaluation of teacher leadership positions and the TLC Plan.
- Our plan spends **\$80,293.20** of the allocated funds with a remaining balance of **\$0**. We strongly believe these funds will help increase the leadership opportunities in our district and will lead to more collaboration among staff and help reach our ultimate goal of increased student achievement.

### 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 Yes

reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\*

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 district's TLC plan.\* Yes

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

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