



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116998 - Turkey Valley CSD TLC Grant Application - Revised

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/12/2015 11:10 AM

Primary Contact

AnA User Id	CLARKGOLTZ@IOWAID		
First Name*	Clark		Goltz
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	cgoltz@swinn.k12.ia.us		
Address:	P.O. Box 430 304 South Webster		
City*	Calmar	Iowa	521322-0430
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	563-563-2326		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Early Literacy Implementation		
Fax:	563-562-3260		
Agency			

Organization Information

Organization Name:	Turkey Valley School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

City **Iowa** State/Province Postal Code/Zip

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Turkey Valley Community School District

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

County-District Number 96-6509

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.

Honorific Mr.

Name of Superintendent Clark Goltz

Telephone Number 563-776-6011

E-mail Address cgoltz@turkey-v.k12.ia.us

Street Address 3219 State Highway 24

City Jackson Junction

State Iowa

Use the drop-down menu to select the state.

Zip Code 52171-8308

TLC Application Contact

Honorific Ms.

Name of TLC Contact Carol Knoll

Telephone Number 563-776-6011

E-mail Address cknoll@turkey-v.k12.ia.us

Street Address 3219 State Highway 24

City Jackson Junction

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52171-8308

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 Turkey Valley School District began a shared leadership plan in 2007 with the implementation of the Iowa Core and the continued development of the Iowa Professional Development Model. Our centralized, one-building rural school district's professional efforts have established some professional roles to recognize leadership and to increase the achievement of our 355 Pre-K-12 students.

We know, however, that this is only a start and we have a long way to go. The seed for our future success lies in Iowa's Teacher Leadership and Compensation System (TLC). The coordination and unification of professional growth under teacher leadership would be a major leap forward, providing professional opportunities never before available, but long ago needed. Our district vision challenges our professional staff to grow in the belief that professional growth is the key to maximizing student achievement. That vision, however, is a generalization, and does not cause us or prepare us to develop a plan of action. Too often we found ourselves stopping short of significant action because of a lack of funds and lack of personnel in roles to design and activate a plan.

In discussing at great length the guidance provided by the Department of Education we found ourselves unanimously supporting the specific vision and action plan for a district's TLC grant aligned with both our district vision and the State's TLC System's vision is our belief that refining and enhancing the practice of our classroom teachers focuses student learning outcomes and shapes appropriate instruction, identifies and applies valid measurement of student learning, deepens and broadens student growth, increases professional confidence and collegiality, and promotes excellence as a value for all professionals in the organization. Unless we have identified and tapped exemplary teachers to provide much-needed interaction and modeling with colleagues we are denying our students one of the best instructional resources to enrich their education. We accept the responsibility to enhance career opportunities for teachers to engage in a variety of leadership roles, roles that can drive practice, policy, and continuous improvement in our system. Long-overdue greater professionalization of teaching is welcomed.

In recognition of these needs, two initial goals have been locally established for launching our TLC system:

1. Grow and nurture the instructional skills of current and new teachers through shared leadership, coaching, and collaboration.
2. Focus improved instructional skills on increasing the percentage of students who demonstrate and sustain academic growth, as well as embody the ideals of our district's vision.

These goals complement the four goals presented by the Department of Education in their guidance to districts in drafting plans. Obviously these goals cannot be overnight achievements, but with careful planning and highly supported teacher leaders we can build a ladder to success.

Our TLC plan defines four roles that will create increased teacher leadership opportunities for the staff in our singular PreK-12 building: (a) an Instructional Coach, (b) three Model Teachers, (c) three Professional Learning Community Leaders, and (d) two Mentor Teachers.

With funding, we will be able to hire a much needed, full-time **Instructional Coach** to help all teachers in the district. This Instructional Coach would be a collaborative partner for teachers to discuss the science of teaching and to advance professional knowledge. The Instructional Coach would support all teachers in the district, differentiating learning by teacher need and experience. Specifically, this Instructional Coach will emphasize improving lifelong student reading skills. In addition to an Instructional Coach, we would initially select three **Model Teachers**, one from each level, pk-4, 5-8, and 9-12. These exemplary instructors would teach full-time while demonstrating best practices for colleagues. Their sharing will enrich the quality of instruction by example and dialogue. It would be critical for the Model Teachers to collaborate with the Instructional Coach to ensure sound pedagogy with priority on modeling best practices.

An important leadership pathway would be the role of **Professional Learning Community (PLC) Leaders**. We would initially select three PLC Leaders, one from each level, pk-4, 5-8, and 9-12. Their application of PLC training, enriched by their instructional experiences, would be coordinated with the Instructional Coach and Model Teachers to identify the instructional improvements needed to reach shared goals. To be effective and sustainable in PLC communities, all district educators would first need to have a common understanding of the PLC principles. The Instructional Coach and PLC Leaders would coordinate this necessary training.

Two **Mentor Teachers** would be direct contacts, support and advisors for new teachers to the district. Under the guidance of the Instructional Coach, the Mentor Teachers would enhance new teachers' ability to "fit" in the school system, find instructional and professional success, gain confidence in their abilities, and increase understanding of district procedures and professional expectations. The Instructional Coach would provide guidance for Mentor Teachers, sharing with them the principles of

mentoring and the characteristics of a good mentor.

We sincerely believe that implementing a meaningful TLC system such as this will grow the profession and enrich 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).

Looking back, our eagerness to participate in the TLC program was synonymous with seeing opportunity. It was literally a challenging, welcoming prospect. Granted, more questions developed from the various stakeholders than answers as we initially explored the TLC models. Yet our needs for greater instructional strength and development of focused teacher leaders kept us on track.

Once we decided to emphasize PreK-12 reading improvement we had a new heartbeat. So many old pieces could now be finally unified with new adrenalin and elevated goals. The prospect for teachers to have professional growth opportunities triggered latent desires among several staff members to do more than teach day after day, year after year. The desire to move the profession forward, with inherent growth in student learning, triggered veteran teachers to feel a deep sense to “pay the profession forward.” If successful, we collectively felt the growth in instructional fidelity to quality educational methods and outcomes will probably be the biggest improvement our district might ever make in student achievement and to “grow” our practitioners. It is indeed an exciting and challenging prospect.

The “we” in the planning process started with a few and grew to encompass representatives from all district stakeholders.

Extracting the basics from the Iowa DE website and reading over the posted documents gave current leadership a good idea of the paths we would need to follow. Then our District Leadership Team (DLT) participated in a ZOOM forum to help visualize a plan that would work well for our district. At that point we started to gather input from our school board, parents, students, and community members. They grew to be as fundamentally involved as current leaders.

The basic TLC philosophy and legislative intentions were soon “owned” by the current staff, which was not easy amid hearsay and premature convictions. As the staff learned of the broader discussions so far, negative and hesitant walls were torn down.

The staff appreciated the early ideas of the other stakeholders and, because staff would be most affected, they were given opportunities to write this plan. Our district is very collaborative and this grant has been an opportunity to talk about our vision, leadership opportunities and student achievement in a new way. Our initial objective from the ZOOM was to choose the model that would fit best and amplify our district’s vision and goals. We did not want the grant to be a stand alone component, but needed to have board members, parents and staff all in agreement that this grant was an unique district-wide opportunity and one that would fit perfectly with our Iowa Core implementation, Student Assistance Team (SAT), Professional Learning Communities (PLC), Positive Behavior Interventions and Supports (PBIS), and literacy initiatives. With the vision and goals of the DE’s guidance pages, the final framework of the district TLC plan began to take shape.

We now look back and appreciate the active contributions of so many in the formation of this plan. Having waded through the necessary background, **teachers** preferred a model with an Instructional Coach, PLC Leaders, Model Teachers, and Mentor Teachers. Ultimately that became the model chosen by the district. Their input was not just in model selection. They suggested criteria for roles and responsibilities of leaders. They personally solicited input from the “quiet” teachers, parents, and board members. They contributed to research and information on models. They collaborated in writing and editing the basic plan.

Parents gave feedback on plan components and focused on priority needs of teachers and students. Their emphasis on teacher ownership of a model and its details was respected and implemented. Among parents, maintaining and growing student achievement was paramount. They brainstormed selection criteria for teacher leaders, and read and edited the drafted plan.

Board members were constantly kept abreast of the TLC system – from its legislative inception to its momentum locally. The board clearly supported the effort, with a constant “continue on” directive. The PreK-12 **administrator** solicited input from school board members on models, goals and details. Their ideas were imbedded in the draft document. Working from experience and best practices literature, the administrator collected and honed the responsibilities of the Instructional Coach, PLC Leaders, Model Teachers, and Mentor Teachers. As the plan’s components unfolded, the administrator sequenced the essential concepts according to TLC guidelines, and drafted the rough language of the plan.

DLT members introduced the legislation, its rationale, as well as the TLC System’s mandatory components to the **District’s Comprehensive School Improvement Advisory Committee** at its fall meeting. They explained the status of the plan and overviewed the application process. Members of the Advisory Committee actively noted details, sought clarifications, and visualized the potential results. While no specific enhancement was suggested, the Advisory Committee reinforced the principles and components of the plan, seeing value to the profession and growth in student achievement. The most important result of the Advisory Committee’s input was having their unanimous conviction on record that a TLC grant is instrumental to the future of Turkey Valley.

Narrative

Using Part 2 application narrative from previous submission? Yes

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.

Our district vision challenges our professional staff to grow to meet high student achievement. We know that if we do the “same old thing” we will get the “same old results.” That vision, however, is only a generalization, and does not cause us or prepare us to develop a plan of action. Historically we have found ourselves stopping short of significant action because of a lack of funds, lack of direction, and lack of personnel in roles to design and activate a plan.

In discussing at great length the guidance provided by the Department of Education we found ourselves unanimously supporting their specific vision for a district’s TLC grant:

If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

Aligned with both our district vision and the TLC program’s vision is our strong belief that refining and enhancing the practice of our classroom teachers focuses student learning outcomes, shapes appropriate instruction, identifies and applies valid measurement of student learning, deepens and broadens student growth, increases professional confidence and collegiality, and promotes excellence as a value for all professionals in the organization. Unless we have identified and tapped exemplary teachers to provide much-needed interaction and modeling with colleagues we are denying our students one of the best instructional resources to enrich their education. We accept the responsibility to enhance career opportunities for teachers to engage in a variety of leadership roles, roles that can drive practice, policy, and continuous improvement in our district. Long-overdue greater professionalization of teaching is welcomed.

In recognition of these needs, two initial goals have been locally established for Turkey Valley’s Teacher Leadership and Compensation System:

1. Grow and nurture the instructional skills of current educators as well as new teachers through shared leadership, coaching, and collaboration.
2. Focus improved instructional skills on increasing the percentage of students who demonstrate and sustain academic growth, as well as embody the ideals of our district’s vision.

Combined with the goals presented by the Department of Education in their guidance for drafting district plans, our vision is crystal clear of what we are trying to achieve:

1. *Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.*
2. *Retain effective teachers by providing enhanced career opportunities.*
3. *Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.*
4. *Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.*

Unifying and building our work around these goals will make our TLC system a success. Obviously these are not overnight achievements, but with careful planning and highly supported teacher leaders we can build a ladder to success.

Developed by stakeholders, **this plan represents what we believe to be the best fit for our district.** The plan coordinates new TLC roles for maximum impact and sustainability for our school community. The vision for the plan is to facilitate teachers, individually and collectively, to formally influence their colleagues to improve their teaching and learning practices with the ultimate goal of increased student learning and achievement. While the plan meets DE requirements, it more importantly meets local needs.

One of the best examples of local context for our TLC plan is the reading component. Our students have shown minimal growth in reading achievement on our current district reading goal. By focusing on improving reading instruction in our TLC plan, we hope to kick-start much needed student growth. We can think of no other more valuable life-long skill for our students. As a smaller rural district, we annually search for teachers to fill our needs. We deeply hope that the local TLC system will be an incentive to attract able/promising teachers to our district. If we succeed in developing a community of professional leaders, learners and supporters, we are on our way to creating a more rewarding profession and inviting environment.

The district’s TLC plan calls for teacher leaders to be sources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead in guiding individual and collective goals. Support will occur through facilitation of existing and future professional learning communities within our district; as well as professional development

activities and monitoring effectiveness through peer review.

We know our needs; we are excited to strive to meet them with the integrity and funding of Iowa's TLC program.

Using Part 3 application narrative from previous submission? Yes

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)

Among a dozen possibilities, the Turkey Valley TLC plan will integrate teacher leaders into three existing initiatives and five local improvement structures. The new full-time district Instructional Coach will guide three PLC Leaders, two Mentor Teachers, and three Model Teachers through these established programs so that there is cohesiveness with current programming.

Key Initiative 1: Professional Learning Communities (PLC)

Our district is in early stage of establishing a professional learning community (PLC) culture through collaboration and professional development in accordance with the Iowa Professional Development Model (IPDM). As a district, we embrace PLCs and support increased teacher leadership opportunities to ensure that teachers drive the collaborative process. In our TLC system, PLC Leaders will engage teams in developing and committing to norms of collaboration, support the development of common formative assessments around prioritized Iowa Core standards, analyze data to identify students in need of additional support (either through intervention or acceleration), and facilitate lesson study and reflective dialogue as a means to improve student learning.

Key Initiative 2: Positive Behavior Interventions and Supports (PBIS)

Another initiative the District has fully embraced is positive behavior interventions and supports. Our building teams have worked diligently to create conducive and safe learning environments. Our TLC Instructional Coach will be trained in PBIS unless already trained, and will help us ensure that each classroom is implementing with fidelity. If this is not occurring, the Coach will work with administration and teachers to train for better implementation.

Key Initiative 3: Iowa Core

The Iowa Core curriculum is the foundation of Turkey Valley's Vision of Teaching and Learning; it defines the essential learning outcomes for our students. As a district we must ensure guaranteed access to our viable Iowa Core curriculum, and as such, the development and implementation of our curriculum is a key component of our TLC system. In analyzing key Iowa Core implementation data, our planning teams recognized this need, and as a result, they defined curriculum and assessment lead teacher roles to facilitate the review, writing and implementation of curriculum aligned with the Iowa Core in all content areas. The Instructional Coach and Model Teachers will co-facilitate the curriculum review process, engage teachers in professional development around best practices specific to the content area, and monitor the implementation of the curriculum by generating and analyzing common formative assessment data.

Structure 1: Comprehensive School Improvement Advisory Council (CSIAC)

The Comprehensive School Improvement Advisory Council (CSIAC), facilitated by the District Leadership Team, includes community members, parents, students, teachers, alumni, school board members, and the administration. They review data on achievement, course offerings, school climate, and building and grounds improvement. The three Model Teachers and Instructional Coach will become members of CSIAC and will serve as liaisons to connect, support, and strengthen the school and community.

Structure 2: District Leadership Team (DLT)

The DLT includes teachers and the administration. It tracks district data, state initiatives, and sets local initiatives and goals for professional development. The PLC Leaders and Model Teachers will contribute items, gather data, and relay areas of concern to the DLT to connect, support and strengthen the district.

Structure 3: Building Leadership Teams (BLT)

BLT, including the principal and DLT teachers, decide building goals and professional development. The Instructional Coach will assist in connecting, supporting and strengthening the Iowa Core and professional development district wide.

Structure 4: Individual Career Development Plans

The PreK-12 principal reviews each teacher's Individual Career Development Plan and conducts on-cycle evaluations. Teachers who want to connect, support and strengthen their Individual Career Development Plan will be able to work with the Instructional Coach on an intensive improvement plan. This will be done during off years in order to receive more personalized help with strategies and resources. The principal will then have much-needed time to work with on-cycle teachers.

Structure 5: Beginning Teacher Induction Program

In conducting the Beginning Teacher Induction Program, the principal assigns each new teacher a mentor teacher who may or may not have any preliminary training in being a mentor. The teacher and mentor participate in area meetings to develop common dialogue. School time is allowed for observation, modeling, and reflection. The PLC system will provide an expanded, personal, and formalized opportunity for a trained Mentor Teacher to connect, support and strengthen a beginning teacher's strategies and practices.

Critical for each of these current initiatives and structures is the TLC plan to provide compensated professional time for

participants to grow in their roles as leaders. The TLC plan not only defines new roles, but it supports and compensates teacher leaders. Individuals can make small steps and grow into more demanding venues, always feeling welcome to the challenges and knowing stipends will be there for their time and commitment. Such pathways to increased professionalism will also increase professional ownership of the structures and initiatives that belong to the profession and the district.

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)

Currently, new staff are provided a one-day orientation to the district, which has always been woefully inadequate. The district's TLC Plan includes a two-day new teacher orientation and induction schedule. Time is allowed for beginning teachers to work with Mentor Teachers to discuss classroom policies and procedures, grading practices, lesson designs, and local priorities such as PLCs, technology, increasing student achievement in reading and math. Additional time will also be available for more extensive work with the technology coordinator, who already has an extended contract, on utilizing technology.

Analysis of the Effectiveness of the Current Induction and Mentoring Programs

The present beginning teacher induction program is a one-day orientation held one week prior to the start of school. The agenda for this day includes a review of district policies and procedures, an overview of district professional development initiatives and district goals and action plans. Time is built in to meet with the building principal to review policy and procedures, building goals and action plans and discuss the beginning teacher's classroom management plan. Little time remains to meet the teacher's mentor and begin building a positive professional relationship. The district mentoring program has each beginning teacher entered into a two-year program that addresses personal and professional needs and provides guidance on the Iowa Teaching Standards. A Mentor Teacher is assigned to observe, critique, and provide support on effective teaching practices. Although this program has merit as is, gaps in the present induction day and mentor program cause frustrations among beginning teachers. Some of the more noticeable gaps are:

- The effectiveness of the current mentor teachers is limited due to inadequate time to spend with mentees before the school year and during the school day.
- New teachers do not have ready access to a team of district leaders for support nor is there a team ready to supply support.
- * The PreK-12 principal notices new teachers work well in the PLC, but new teachers continue to work in isolation with little time for quality conversations with a mentor.
- New teachers are expected to hit the ground running with little time to understand the district goals and initiatives, routines and requirements. The compacted one-day induction occurs immediately before the district's programs for all staff, which multiplies the expectations for new teachers to grasp new material.

Due to the intense demands on new teachers, and with only one day of induction, new teachers have said they feel overwhelmed and ill prepared to be a confident school employee.

The weaknesses of our current induction program and mentorship program are too obvious. We are contributing to frustration rather than support. Having the funds, structures and leadership available to induct new professionals sounds too good to be true. Yet we definitely hope to create an induction and mentoring program that will give new teachers a sound footing in working in their profession.

Clearly we need to re-structure the extended induction program. Teacher leaders need to eliminate the current fast-paced, highlights-based schedule and replace it with a meaningful step-by-step induction sequence designed for Turkey Valley's new professionals. Beginning teachers need a different induction than experienced teachers new to our district. Having teacher leaders prepared to meet the needs of individual new employees is instrumental in dignifying their professional status.

Our current mentoring program can be hit-or-miss. Some mentors are mentors in name only. They do not have an understanding of their role, find it difficult to find time to work with mentees, and reduce their interaction with new teachers to "How's it going? Any questions?"

The TLC Plan will provide the time for beginning teachers to receive extensive introductory training and to build relationships with a Mentor Teacher prior to the start of the students' school year. Model Teachers will be available to model, critique and provide the support the beginning teacher needs. State funding will provide the financial resources for the district to pay beginning teachers for this week of preparation for the upcoming school year. Likewise, these funds will also go towards providing compensation for the Instructional Coach, Model Teachers and PLC Leaders who each will have an active leadership role in preparing new teachers for success in the profession.

The Mentor Teachers will be individuals who are approachable, encouraging, and effective communicators. It is important that the Mentor Teacher help the mentee take risks, create a balance between their professional and personal life, maintain confidentiality, and have an open – door policy that welcome observations. The TLC Plan proposes a deliberate approach of assigning and selecting the Mentor Teacher in advance of the school year and adding an additional two days to the contract of the Mentor Teacher and the Mentee Teacher. Further the TLC Plan will utilize this funding to strengthen the induction process by not only including work with the building and district administrators on routine matters of business, but by providing opportunities for the mentee teachers to engage with the Mentor Teachers.

Our TLC plan will launch a true mentoring program. Teacher mentors will be selected who embody the characteristics of

mentors. Their “pay the profession forward” motivation should drive their interactions with their mentees. The mentors selected will be active learners themselves, so that together with their mentees there will be a synergy for professional learning. Successful entry into the local profession will be of the highest priority. Mentor Teachers are key to that goal, and should be seen as the ready and willing helping hand for mentees.

Narrative

Using Part 5 application narrative from previous submission? No

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

Please include the following information in your narrative:

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

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

All teacher leaders will work together for the professional development of their colleagues, for increased student achievement, and for their personal professional growth. The leadership roles to be developed include (a) an Instructional Coach, (b) Model Teachers, (c) PLC Leaders, and (d) Mentor Teachers.

Instructional Coach: The Instructional Coach is a full-time experienced and effective teacher who helps colleagues with planning, instruction, assessment, and data analysis. Eighty percent of his/her time will be engaged in coaching duties and twenty percent in teacher leadership duties. The coach works primarily one-on-one as a partner with the teacher on improving instruction and student learning. The coach is expected to build a trusting relationship with teachers. Specifically, the coach will partner with the teacher to:

- Facilitate understanding of the Iowa Core
- Facilitate understanding of district initiatives
- Assist teachers in analyzing needs and data, setting goals, and locating appropriate strategies
- Collaborate with teachers in developing instructional plans to bring about improvement
- Analyze classroom practice through observation, data analysis, review of student work
- Provide feedback on strengths and weaknesses and strategies for improvement
- Use co-teaching and modeling to increase understanding of teaching strategies
- Empower teachers through targeted professional development
- Attend professional development meetings and trainings to increase coaching skills
- Attend DLT meetings

Model Teachers: Model Teachers will spend one hundred percent of their time performing daily student instruction. Additional time outside the regular school day will be compensated to collaborate with the Instructional Coach, PLC Leaders, and administration in professional development activities designed to improve instructional strategies. In this role, Model Teachers would remain with their classroom assignments; however, they would serve as the grade span contact for support when teachers need or request assistance. Model Teachers would have an open door for those wanting to visit their class to see effective teaching practices in action. One problem is trying to estimate the amount of time outside the teaching day that will be needed. It is possible that the first year or two would necessitate more time as the collaboration is being developed and new roles are being formed.

- Collaborate with teachers in developing instructional plans to bring about improvement
- Analyze classroom practice through observation, data analysis, review of student work
- Provide feedback on strengths and weaknesses and strategies for improvement
- Use co-teaching and modeling to increase understanding of teaching strategies
- Be current on research-supported best practices

PLC Leaders: PLC Leaders will spend one hundred percent of their regular school day performing student instructional duties. Additional time outside of the regular school day will be compensated to collaborate with the Instructional Coach, Model Teachers, and administration in professional development activities designed to improve instructional strategies. PLC Leaders will enhance professional growth in the district through their leadership and guidance of Professional Learning Communities. They will provide a channel for ongoing communication between PLCs, Model Teachers, and the administration. PLC Leaders are responsible for ensuring that the work of PLCs center on teaching and learning, student engagement, technology and other resources, and assessment.

PLC leaders would be expected to:

- Guide collaboration of team members
- Lead discussions on strengths and weaknesses of student performance
- Support the PLC team in identifying student learning needs
- Facilitate discussions about improving instructional practices
- Support group collection and analysis of data
- Be current on research-supported best practices
- Work with the Instructional Coach to determine the types of learning opportunities teachers need
- Collaborate with colleagues to address instructional issues

Again, estimating the amount of time outside the school day needed for PLC leaders the first year is difficult. Much would depend on the training, experience, efficiency and confidence of the PLC teachers.

Mentor Teachers: Mentor Teachers would be partnered with first year teachers to make the transition from college to a

professional career go smoothly. Specifically, they would:

- Log and document time spent engaged in mentoring and learning-focused interactions
- Help design and support the mentee's goals in the Iowa Teacher Professional Development Plan
- Improve entry into the profession by fostering competence, confidence, and reflection for novice teachers
- Serve as a model of positive relationships with students, staff and administration
- Foster the belief that all students can learn at high levels

The mentor teachers' logs will influence the eventual firming up of a stipend.

We realize that a TLC plan will be as effective as its weakest link. However, with intense focus on our vision and goals, with a successful selection process, with on-going district support, and with structural cohesion, our TLC plan will be effective and no weak link will be allowed to degrade our efforts. Vigilance and diligence are our commitments to the profession of teaching.

Part 5B: Fitting Existing with New

We would take full advantage of the TLC grant to build a coherent instructional improvement environment and foundation that will strengthen instruction and improve student learning and student achievement. This will not happen in a month or so.

Rather, the first year will see gradual progress toward our goals. Developing a strong foundation initially may cause slightly more emphasis to be placed on process than product. We will see positive results, however, because at first we will be using several research-based instructional strategies, we will be digging deeper into the Iowa Core curriculum, and we will be working together as a team to make this a collaborative effort by the entire district.

This collaboration between and among the leadership teachers will be critical components of the TLC. The Instructional Coach will support the entire faculty in a close relationship with Model Teachers, Mentor Teachers and PLC leaders. Model Teachers support the entire faculty and work closely with the PLC Leaders. Mentor teachers, in turn, support the beginning teachers who in turn become more confident and active in PLC groups. We envision the Model Teachers and the Instructional Coach collaborating with the District Leadership Team to plan our professional development program and to provide feedback on it. As a result of these relationships, the district will be positioned to embed coherent and cohesive professional development into practice. This will create strengthened instruction, as well as fidelity with the Iowa Professional Development model. In both the process and products, feedback from all district participants will shape adjustments for increased student achievement. Our success will depend on how well we create and support our professional village. Again, we cannot expect instant perfection.

The first year may focus on building that collaboration more than it may be needed in succeeding years.

Fundamental to our efforts will be much data collection to obtain baseline information on the current status of teacher collaboration and student needs. We will want to know where we are starting from so that we can set reasonable goals for programming and growth. This in itself will be a collaborative teacher leadership project, with results "owned" by all leadership. Only in having a mutual understanding of status and needs can we expect the TLC plan to work.

Integrating existing teacher leadership with the TLC leadership will be a priority. For example, teachers currently serving on the staff development committee have years of experience in trying to meet instructional needs. Often their efforts seemed piecemeal because no overlying principles or goals were sustained. Each new State directive or "hot" trend drove activity.

Without leadership to conduct evaluation, staff development was usually observation-based rather than data-based. New teacher leaders under the TLC plan would be able to meet with former and current staff development committee members to gain insights on what has been done, why it was done, what feedback did they receive, and what is being considered for future staff development. Coordination is not only logical; it is fundamental.

Another example of integrating existing teacher roles with the new TLC leadership roles would involve sharing and dialoguing with teachers who have been exposed to PLC and possibly previously presented to staff on its principles and processes. It is possible that PLC familiarity might engage those knowledgeable teachers in some supportive capacity to the TLC PLC teacher leaders.

Making TLC leadership "fit together" with existing leadership may be a challenge at first because each is coming to the table with a different background and possibly a different philosophy. Yet this is critical to the collaborative model. Dialogue may be seen as inaction, but it is the framework for action planning.

A coherent instructional strategy for the TLC plan will necessitate "reaching back, reaching out, and reaching into the future."

The new TLC teacher leaders must be sensitive to all that came before, but not be bound to it. Again, building a ladder for success may be just as important the first year as concrete results.

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.

For our Turkey Valley Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them.

For this reason, our selection process will examine each candidate from multiple perspectives. The positions will be posted with information about the minimum requirements, including at least three years of teaching experience. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. Encouragement will be offered to teachers to apply, even if they feel they lack some elements desired at this time.

Candidates will be asked to submit a resume. This resume will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are reflective practitioners, and understand the essential skills of teacher leaders including, collaboration, relationship building, and being a positive voice for change while working with resistance to that change.

Candidates will either submit a video of their teaching practice or select a time to be observed by members of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, we will look to see that the candidate can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.

Finally, candidates will be asked to attend an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader and ask; What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to move the district forward. The final portion of the interview will be a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning. Two lenses will be applied throughout the interview: (1) Does the candidate give evidence that she/he is a reflective practitioner, and (2) Are they themselves coachable?

The selection committee, composed of an equal number of teachers and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations to the school board regarding the final selection of candidates.

Knowing that finding "fully-formed" teacher leader candidates is unlikely, especially during initial implementation of a teacher leadership program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position. Using the dynamic and multifaceted system above we will gain a complete view of the teacher and their potential as a teacher leader.

Narrative

Using Part 7 application narrative from previous submission? Yes

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership design takes this principle to heart by making teacher leaders the backbone of our professional development system.

The Instructional Coach, with guidance from the District Leadership Team, will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. The IPDM Cycle of Professional Development will be used in planning professional development and as a guide for their work with teachers. The Instructional Coach will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs and the Instructional Practices Inventory, feedback from teachers, and student achievement data. These data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected while adhering to the requirements of the district's guiding principles of professional learning.

These are:

- Maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our schools
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making
- Is planned, implemented, and evaluated collaboratively
- Is embedded, ongoing, and sustainable at all levels, and differentiated where appropriate
- Utilizes best available research and data

Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The State's cycle of professional development will guide the work teacher leaders do at all settings.

The Instructional Coach will provide support at two levels. She/he will be responsible for guiding the professional development of teacher leaders and, with the support of the District Leadership Team, will lead the planning, facilitation, and monitoring of professional development in the district. She/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

Model Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom one hundred percent of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies.

PLC Leaders will provide input into staff development, and most certainly provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to work on implementation of staff development: to plan, problem-solve, develop materials and lessons, and engage in peer coaching.

All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our professional development delivery.

Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time. Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model. Our plan replicates the IPDM with an ongoing cycle of collaboration, data collection, and training and learning opportunities as part of our CSIP process.

Using Part 8 application narrative from previous submission? Yes

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 two local goals of Turkey Valley's Teacher Leadership and Compensation System are:

Goal 1: Grow and nurture the instructional skills of the current and new teachers through shared leadership, coaching, and collaboration.

Goal 2: Focus improved instructional skills on increasing the percentage of students who demonstrate and sustain academic growth, as well as embody the ideas of our district's vision.

Goal 1: Grow and nurture the instructional skills of the existing and new staff through shared leadership, coaching, and collaboration.

Measure of Progress: Short Term

- Frequency and type of collaboration with teachers and mentors
- Implementation of identified instructional skills
- * Self-evaluation of teachers' professional growth
- Data on Individual Career Development Plan effectiveness

Measure of Progress: Long Term

- Evaluation of SMART goal progress
- Analysis of standardized test scores
- Performance evaluation with principal based on district teacher evaluation system

Goal 2: Focus improved instructional skills on increasing the percentage of students who demonstrate and sustain academic growth, as well as embody the ideas of our district's vision.

Measure of Progress: Short Term

- Standardized tests show increased achievement in reading and math
- Administrator data from classroom visits show an increase in the use of effective teaching and learning strategies and a greater use of problem-based or challenge-based learning experiences.
- Administrator data indicate teachers functioning as facilitators of learning.

Measure of Progress: Long Term

- Building level goals are met for student achievement in reading and math
- Greater levels of satisfaction reported by past graduates on alumni survey
- Fewer student discipline problems as a result of higher levels of student engagement
- Improved student attendance as a product of improved instructional strategies that make learning more relevant and engaging
- A greater percentage of students choosing to attend post-secondary education
- Fewer home-schooled or open enrollments out of the district
- Improved student performance on standardized and benchmark assessments
- More students meet the district's student achievement goals

Monitoring and Adjusting the TLC Plan

Modifications will be made based upon the results of these measurements of progress. The administration will practice a higher level of accountability to assure everyone is meeting expectations or working toward meeting expectations. Teacher leaders will have an annual performance evaluation separate from their cycled instructional evaluations. This evaluation will measure teacher leaders' effectiveness and growth. Monthly meetings and ongoing data collection ensure TLC goals are aligned with changing needs. Since teacher leadership necessitates application each year, those currently serving who do not meet the expectations will not be selected in future years.

TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walk-throughs, recruitment and retention information, surveys, and minutes from meetings with stakeholders. DLT will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Staff surveys on the effectiveness of the leader positions will be conducted and teacher leaders themselves will provide feedback. Feedback received from informal conversations, surveys, and scheduled meetings with teachers and stakeholders will help to measure the impact and effectiveness of the TLC program. This will inform the DLT on needed changes as the system grows and develops. Monitoring will take place through ongoing communication between teacher leaders and administration. In monitoring the needs of teacher leaders, the district administration will provide supports to ensure their success. In addition, documentation of the frequency and type of collaboration with teachers will drive these data based conversations along with reflection, observation, and continuous dialogue regarding the effectiveness of the TLC plan.

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)

We currently have many elements in place to support the TLC grant. We closely analyze student data, use research-based assessments, use progress monitoring tools, and use the Iowa Professional Development Model to make sure we have successful processes and procedures in place to improve student achievement. We work in teams to share student and district data with our colleagues. Through cooperative planning, we learn about different and effective strategies and interventions for reading and math, and share data to analyze our students' strengths and needs. We also participate in staff development that aligns with identified areas needing improvement. We are using the FAST assessment and the Tier Data system along with the Iowa Assessments to help us monitor our students' grade level proficiencies and help us target the areas in which our students may need extra support. We utilize the AEA services and personnel, which include classes, webinars, workshops, conferences and other professional development opportunities to enhance our instructional practices. Staff understands that to meet the state's requirement of all students being proficient in literacy and math, we need to make sustainable changes in our instruction to address the diversified needs of all students.

Our goal has been and continues to be a proficient level of reading for all students. During the 2013 – 14 school year our K – 6 building implemented a new reading series "Reading Streets". The secondary implemented a 20 – minute daily reading time. Our district must continue to build a reading culture at every level to insure that all staff and students have the knowledge, skills, and practices to be successful.

We have the infrastructure in place that is needed to make the necessary changes in teacher leadership opportunities. We would be able to have more focused, differentiated and data-driven professional development as a result of these additional leaders in our system. It would allow teachers to have the chance for further collaboration and analysis of their classroom data, and make everyone more accountable for student achievement. The TLC funding would help make our collaborative efforts more efficient with a teacher leader available to meet with staff on a daily basis. We have confidence that such characteristics framed in the TLC plan would reflect in improved student achievement.

Our teachers constantly professionally challenge each other to improve student achievement. Likewise, they are constantly looking for professional development opportunities to more effectively bring about student achievement gains. The district has long provided up to five professional days for each staff in the belief that participation and involvement beyond the local level brings home new energy and knowledge.

In receiving the Teacher Leadership Compensation grant, we will be able to work in an even more collaborative culture. It will also give us the opportunity to have practicing local "experts" in several different content areas. We believe we would be able to roll out this process rather quickly during the first year. Because of our size and single building, we are excited about implementation and the probable benefits to our teachers and students. Our staff is ready for these leadership opportunities and they are eager to implement changes as reasonably soon as possible. Our school board, community and parents see the value of these leadership opportunities and have encouraged us to move forward with the grant application.

Parents and students from our Comprehensive School Improvement Advisory Committee have also encouraged us to move forward with these additional leadership opportunities, as they believe the additions would improve our students' achievement. To sustain the program over time, we plan to do a yearly evaluation of the program and its benefits and challenges to increase ownership and make everyone involved more accountable. We will set yearly goals based on student data and feedback provided by teacher leaders. The Turkey Valley District directly partners with AEA staff who serve as a resource on our Student Assistance Team, and provides guidance in the areas of literacy, systems change, instructional programming, Iowa Core, and collaborative inquiry.

To provide optimal mentoring, coaching and professional learning, teacher leaders will need to know and understand district-supported instructional programming, strategies and supports. Therefore, district teacher leaders will work together as a team to both develop and deliver appropriate professional learning and implementation of supports. Teacher leaders across all roles will meet weekly to plan, coordinate and align support and delivery of professional development. When selected for the TLC grant, we would look for teacher leader training opportunities through our local AEA as well. Our AEA has indicated that they are in the process of planning professional development training for teacher leaders.

Ultimately the responsibility for the plan's efficacy and implementation is in the hands of the administration and Instructional Coach. Having the advantage of seeing the big picture, the administration and Instructional Coach will be charged with keen observation, meaningful data collection, and leadership in adjusting the TLC plan with the input of all stakeholders. Plan weaknesses may be discovered, but plan "fix-its" will be required. No excuses.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$3,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$91,230.60
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).	\$4,270.00
Amount used to provide professional development related to the leadership pathways.	\$11,198.44
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	\$109,699.04

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	355.22
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$109,699.04
Total Allocation	\$109,699.04

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$109,699.04
--	--------------

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

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Using Part 10 application narrative from previous application? **Yes**

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)

Turkey Valley's School District's goals for the TLC Plan are:

Goal 1: Grow and nurture the instructional skills of current and new teachers through shared leadership, coaching, and collaboration.

The teacher leader roles of Instructional Coach, Model Teacher, PLC Leader, Mentor Teacher and Beginning Teacher all align with Goal 1 which will build the capacity of all current and new teachers. Their stipends and extended contracts will allow for collaboration and coaching.

Goal 2: Focus improved instructional skills of current and new teachers through shared leadership, coaching, and collaboration.

The teacher leader roles of Instructional Coach, Model Teacher, PLC Leader, Mentor Teacher and Beginning Teacher align with Goal 2 which will support and build the instructional skills of all current and new teachers. Their professional development and training workshops will assist all teachers in learning and enhancing those instructional skills and strategies that improve student achievement. These teacher leaders will bring their new learnings back to the district to be shared and modeled with all teachers in a professional development setting. Their training and learning opportunities will drive the collaboration and coaching between their colleagues and implement research-based strategies to improve student achievement. Their stipends and extended contracts will allow for these additional collaboration and coaching opportunities.

In addition to aligning the district's TLC plan to our goals, we would:

1. Raise the beginning teacher salary requirement to \$33,500. We are allocating \$3,000 to cover the cost of this salary increase.
2. Hire a full-time Instructional Coach with a 10-day extended contract who will assist his or her colleagues with planning, instruction, assessment, and data analysis. The Instructional Coach will work primarily one-on-one as a partner with teachers on improving instruction and student learning. The coach is expected to build a trusting relationship with teachers. We are allocating \$68,720.84 to cover the salary, benefits and extended contract for the Instructional Coach.
1. Compensate three (3) Model Teachers with a stipend and 2-day extended contract. The Model Teachers will spend one hundred percent of their time performing daily student instruction. Additional time outside the regular school day will be compensated to collaborate with the Instructional Coach, PLC Leaders, and administration in professional development activities designed to improve instructional strategies. In this role, Model Teachers would collaborate with teachers in developing instructional plans to bring about improvement. We are allocating \$8,835.54 to cover the stipend, benefits and 2-day extended contract for the Model Teacher.
2. Compensate three (3) PLC Leaders with a stipend and 2-day extended contract. The PLC Leaders will spend one hundred percent of their regular school day performing student instructional duties. Additional time outside of the regular school day will be compensated to collaborate with the Instructional Coach, Model Teachers, and administration in professional development activities designed to improve instructional strategies. PLC Leaders are responsible for ensuring that the work of PLCs center on teaching and learning, student engagement, technology and other resources, and assessment. We are allocating \$8,835.54 to cover the stipend, benefits and 2-day extended contract for the PLC Leaders.
3. Compensate two (2) Mentor Teachers with a stipend and 2-day extended contract. The Mentor Teachers would be partnered with first year teachers to make the transition from college to a professional career go smoothly. The Mentor Teacher would help design and support the mentee's goals in the Iowa Teacher Professional Development Plan, improve entry into the profession by fostering competence, confidence, and reflection for novice teachers, serve as a model of positive relationships with students, staff and administration and foster the belief that all students can learn at high levels. We are allocating \$4,025.08 to cover the stipend, benefits and 2-day extended contract for the Mentor Teachers.
4. Compensate two (2) Beginning Teachers with a stipend and 2-day extended contract. The Beginning Teacher would be partnered with a Mentor Teacher to make the transition from college to a professional career go smoothly. We are allocating a salary adjustment of \$3,000.00 and a 2-day extended contract of \$813.60 for the Beginning Teachers.

This TLC grant would allow the Turkey Valley Community School District to make the necessary systemic changes in a collaborative and effective manner so all students would demonstrate and sustain their individual academic growth.

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