



Application

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

116773 - Teacher Leadership and Compensation Program Underwood Community School District - Spring 2015

Teacher Leadership and Compensation System

Status: Under Review

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Organization Type:	K-12 Education
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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)

Executive Summary

The proposed Teacher Leadership and Compensation (TLC) system will expand opportunities for teachers to lead at the Underwood Community School District and will have a positive impact on student achievement. The comparable plan model of the TLC system will combine and expand some existing leadership roles with new opportunities for teachers.

Local Context

A committee comprised of three parents, three teachers, and three principals, plus the superintendent met eight times to create and share the TLC plan with all stakeholders, including teachers, parents, the school board, and the School Improvement Advisory Committee. All groups gave their approval to move ahead with the TLC grant proposal.

Vision Statement

With the district's mission statement: "Preparing students to meet the challenges of the 21st Century" in mind, the TLC committee arrived at the following goals for the TLC system:

- Improve instructional practices to enhance student achievement
- Hire and retain the most highly qualified teachers
- Provide leadership opportunities for teachers
- Promote collaboration among teachers in and out of our district
- Increase the use of technology for student achievement
- Become more data-driven as a district
- Implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students
- Show that 90% of the teaching staff feels supported by Teacher Leaders

Description of Positions

The seventeen positions created by our TLC system (over 25% of our staff), will expand leadership opportunities in our district. Our TLC system will create the following positions:

- **Instructional Coaches**-We have defined two instructional coach positions. Duties will involve directly supporting teacher and student learning, studying data, assisting with Multi-Tiered System of Supports (MTSS), and technology integration. Instructional coaches will work an additional ten contract days and be paid a \$10,000 stipend.
- **Mentor Teachers**-We have defined four mentor teacher positions. Mentor teachers will work with initial teachers. They will work two additional days and receive a \$2,000 stipend.
- **Model Teachers**-We have defined six model teacher positions. These teachers will be district experts in leadership team selected instructional strategies. Model teachers will work one additional day and receive a \$1,000 stipend.
- **District Leadership Team Members**-We have defined five district leadership team members. These leaders will collaborate with all teacher leaders to evaluate data and create professional development that fits the needs of the district. District leadership team members will work an additional two days and will receive a \$1,700 stipend.

Integrated State/Local Goals

Our professional development is currently focused on implementation of the Iowa Core, technology integration, and utilizing MTSS at all levels. Weekly collaboration time is devoted to this, results have been positive. However, there has been little time to evaluate the effectiveness of the professional development program. The TLC system and the leadership positions created in it are aligned with the Iowa Professional Development Model (IPDM) and play various roles in enhancing our professional development. Key to the success of our PD program, the instructional coaches will gather and evaluate data and work with the district leadership team to create focused professional development and to determine the program's success. Follow up data in the form of surveys, student assessments, teacher retention percentages, etc. will be utilized to assess our TLC system and to assist the leadership team in making informed decisions about possible changes to the program.

Focus of Leadership Support

At our most recent Iowa Department of Education Comprehensive Site Visit, the team stated in its report, "The capacity to contribute and lead appears to be built and supported by the district." The superintendent and principals have been actively involved in providing teachers with leadership opportunities in the past. The TLC system will allow for an expansion of those roles, positively impacting teachers' instructional practices and subsequently student academic performance.

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? Yes

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).

In October of 2013, our Teacher Leadership and Compensation (TLC) committee, which included one teacher and the principal from each building (K-5, 6-8, 9-12) and the superintendent, met to learn more about House File 215 and to determine whether the district should apply for the TLC planning grant. Parents on the committee (non-school personnel) had children attending all three buildings. The group decided that this grant could have a direct impact on learning at Underwood, so they applied for and received the TLC Planning Grant.

After receiving the planning grant, the TLC committee met eight times between October and January. Early on in the process, the superintendent presented background information to the committee about TLC and the TLC planning grant. He also explained the timelines for submitting a planning grant proposal and for the grant itself should we pursue it. Extensive time was spent discussing the five “must-haves” of the grant and district options for ways to implement the grant. The three models for TLC plans were explained in detail.

The two most discussed topics were which of the three models to choose and which of the differentiated, multiple, meaningful teacher leadership roles would best match the vision of the group for the TLC grant. The group felt we had many people who would be qualified and interested in the various roles. There were concerns as well. One parent said, “I don’t think that it’s right to take the best teachers out of their classrooms.” That was a common concern among all stakeholder groups. Administrators expressed worries about being able to find equally qualified teachers to replace teacher leaders, especially in hard to fill positions. The TLC committee discussed the wording of the master contract as it related to the grant.

The group computed that seventeen leadership roles would be necessary to reach the suggested 25% of staff and felt that could be achieved. When it came time to decide which of the models met our needs as a district, the group decided that Model 3, the Comparable Plan Model would best suit Underwood. The committee recommended sharing out their findings with the entire district staff. Staff was educated on the TLC Grant and the TLC committee’s recommendations at a November professional development meeting. Teacher representatives from each building then gathered feedback from faculty members and reported back to the TLC committee.

TLC planning grant funding paid for subs and travel expenses for the TLC Committee, which included all stakeholders, to conduct action research by visiting Central Decatur on November 20, 2013, and Saydel on December 3, 2013. Each of those schools is implementing The System for Teacher and Student Advancement (TAP). Committee members observed cluster meetings led by master teachers. Question and answer sessions were held with administrators, mentor teachers, master teachers, and faculty. Key discussion points included relevancy to our district, effects on student performance, teacher buy-in, selection process, staffing, and budget. After this discussion, a consensus of stakeholders felt that TAP would not meet the needs of our district.

One committee member who is the chief negotiator for the Underwood Education Association, along with another teacher, attended three bargaining training sessions in which TLC was discussed. Additionally, these two faculty members met with teachers from other school districts to discuss their plans for TLC. Two principals attended a meeting presented by TAP hosted in Carson. One administrator gathered information about TLC planning being done at other Western Iowa Conference schools.

Discussions at follow up meetings centered on ways to utilize aspects of the TAP program in developing our own TLC plan. The committee also considered suggestions provided in the Team Findings Report from the Iowa Department of Education Comprehensive Site Visit from November 2013. During these discussions, the committee focused on our district’s goals and student needs. Improving student achievement and use of technology were two goals the committee felt could be incorporated into a TLC plan that fit our district’s needs.

At this point, the TLC committee wanted to ensure buy-in from stakeholder groups. The superintendent continued to inform the parents and community members about the TLC grant through articles in the District Dispatch newsletter and on the school website. Informal feedback from the community was generally positive. The administrators and teachers from the committee presented all they had learned to the district staff. The consensus of the staff was that seeing a draft of the plan was necessary

for them to decide on proceeding or not. The TLC committee created the first draft of the plan, presented it to the teachers, and answered teachers' questions about the plan. After that, a Google Form went out to all teachers to determine the level of interest from the teachers about submitting the TLC Grant and in leadership positions. Over 88% said the grant should be submitted and 52% of the teachers expressed interest in the leadership positions. After presenting the plan to and receiving approval from the Underwood School Board, the plan was submitted.

Since the plan was not approved for 2014-15, the TLC committee met twice with DE and AEA personnel to revise the district's plan. Additionally, the TLC committee met four full days to work on the grant application. TLC planning grant funds were used for sub pay and meeting expenses. Drafts of the plan were shared with the District Leadership Team and School Improvement Advisory Committee for input. The TLC committee utilized stakeholder input to make additional revisions.

Upon receiving the grant, we will follow up with staff surveys using Google Forms to monitor our progress with TLC and to provide a place for teachers to express concerns and share ideas to improve our plan in the future.

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

Underwood's Mission Statement is "Preparing students to meet the challenges of the 21st Century." We feel this can be done by meeting our district goals, which are as follows:

Goal 1: Underwood Community School District will increase student achievement in reading/language arts.

Goal 2: Underwood Community School District will increase student achievement in mathematics.

Goal 3: Underwood Community School District will increase student achievement in science.

Goal 4: Underwood Community School District will ensure a safe learning environment.

Goal 5: Underwood Community School District will integrate technology to increase student achievement.

Our TLC Committee felt our district's mission and goals meshed well with the Iowa Task Force's goals for the TLC program:

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

The vision the committee arrived at for the TLC grant was: ***Student achievement will be positively affected by hiring and retaining the most highly qualified teachers, promoting collaboration, allowing for shared leadership, and compensating fairly.***

With this vision in mind, the TLC committee set these goals for teacher leadership positions created by the TLC grant:

- Hire and retain the most highly qualified teachers
- Improve instructional practices to enhance student achievement
- Provide leadership opportunities for teachers
- Promote collaboration among teachers in and out of our district
- Increase the use of technology for student achievement
- Become more data-driven as a district
- Implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students
- Show that 90% of the teaching staff feels supported by Teacher Leaders

The TLC committee assessed the data points listed below:

- Iowa Assessments (1st-11th grades)
- ACT (11th-12th grades)
- Formative Assessment Systems for Teachers (FAST) (K-5th grades)
- MAP Testing (2nd-11th grades)
- Clarity Technology Survey (4th-12th grades)
- Walk through data (PK-12 grades)
- D/F List (6th-12th grades)
- Star Reading (1st-8th grades)
- Star Math (1st-5th grades)
- Star Early Literacy (K-2nd grades)
- Dropout rates; attendance rates

The TLC committee analyzed our data in math, reading, science, technology, dropout rates, and attendance rates. The largest gaps in achievement were for students with IEPs and low SES. Teacher Leaders will work with existing staff to address these

achievement gaps.

The Team Findings Report from the Iowa Department of Education Comprehensive Site Visit in November of 2013 indicated a need to continue professional development in technology, especially focusing on ways the district is addressing the four C's of creativity, critical thinking, collaboration, and communication in enhancing student learning. The Team Findings Report also advised the district to continue to expand its work in the area of Multi-Tiered System of Supports (MTSS). The TLC Committee desires to implement a plan that will have a positive effect on student achievement. Our TLC Plan is centered around providing leadership opportunities for existing teachers, promoting collaboration to improve instruction and use of technology, bringing promising new teachers into the district, and retaining effective teachers by providing growth opportunities for them.

Using Part 3 application narrative from previous submission? 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)

The proposed Teacher Leadership Program at Underwood Community School District (UCSD) will add two full time Instructional Coaches, four Mentor Teachers, six Model Teachers and a five member District Leadership Team. Collectively, the UCSD Teacher Leadership Program will incorporate Teacher Leaders into two existing key initiatives and three structures.

KEY INITIATIVES

Key Initiative #1: Implementation of Iowa Core & Technology Integration

Teacher Leaders will strengthen the district's work with Iowa Core. The Teacher Leader team will assist teachers in aligning their curricula using PlanBook, a lesson planning tool that incorporates Iowa Core Standards. The Teacher Leader team will work with groups of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The Teacher Leader team will ensure staff remains focused on alignment and implementation of the Iowa Core.

Technology is a key part of educating students in the 21st Century. Providing teachers with individualized assistance in the use of technology is a priority of the Instructional Coach positions. These leaders will provide strategies to infuse technology in the classroom to enhance instruction, increase student engagement, and improve student performance through:

- Continuous assessment of Iowa Core standards with vertical and horizontal alignment
- Making collaborative teams the fundamental structure of the school
- Continuous learning and ongoing professional development of two to three early-release Wednesdays per month are used to improve Iowa Core implementation and technology integration

Connect, Support & Strengthen:

Our District Leadership Team has been in existence for ten years and serves as a driving force behind all efforts. The proposed TLC program will tie new and existing roles together, strengthening them all. Through the proposed Teacher Leadership Program, Instructional Coaches and Model Teachers will help cultivate an environment of collaboration by 1) assisting teachers in implementing initiatives and effectively using data; and 2) collaborating with the district leadership team to plan and implement professional development opportunities.

Key Initiative #2: Multi-Tiered Systems of Support (MTSS) and Early Literacy Initiative (ELI)

All buildings use MTSS as a framework to move toward the district goal that all students should grow at, or above, expected levels on Iowa Assessments. For the past three years, UCSD has had an MTSS program focused on reading and math for the K-12th grades. The vision of these Multi-Tiered Systems of Support is to utilize every available resource to maximize learning for all students.

UCSD is in its second year of utilizing Early Literacy Initiative (ELI) as one of its platforms for professional development (PD). "Today, ELI has at its core a belief in teacher leadership and involvement in school improvement efforts" (Center for Comprehensive School Reform and Improvement, 2009). Initiated by the K-3 ELI team, the focus for the third year of ELI efforts is the implementation and integration of the Iowa Core literacy standards. Through MTSS and ELI programs, UCSD has committed to:

Seeking out best practices that ensure student learning

Creating and maintaining a collaborative culture in which stakeholders take collective responsibility of all students learning at high levels

Connect, Support & Strengthen:

Teacher Leaders will provide further support and resources to teachers as they implement MTSS efforts. Instructional

Coaches, Mentor Teachers and Model Teachers will help teachers improve skills through collaboration. Instructional Coaches will organize a more comprehensive collection of data on students who are not improving at expected levels. All Teacher Leaders will also facilitate efforts to research best-practices and locate learning tools including assessments, technology, and resources with the goal of strengthening MTSS.

STRUCTURES

Structure #1: District Leadership Team

A team of teachers called the District Leadership Team has led professional development for the past four years. This DLT is comprised of a cross-section of teachers from all buildings and academic areas.

Connect, Support & Strengthen:

Instructional Coaches will serve on and advise the DLT on best practices and teacher needs. Additionally, the Instructional Coach will assist the DLT team in developing and implementing professional development.

Structure #2: New Teacher Induction (Mentor/Mentee program)

The Teacher Induction System is currently handled exclusively by the principals who assign each new teacher a mentor. The Mentor/Mentee pair participates in Journey to Excellence, the Green Hills AEA facilitated professional development. No school time is scheduled for observation, modeling, or reflection.

Connect, Support, & Strengthen:

Instructional Coaches and Mentors will now assist new teachers in finding Model Teachers to observe and time to reflect. Mentor Teachers will have the flexibility to periodically leave their classroom to work with their mentees.

Structure #3: Data-based Decision Making

The District Leadership Team currently meets regularly to review student achievement data. Data is periodically reviewed by all staff during professional development. Information from this review process allows teachers to modify ineffective classroom practices and small group instructional strategies.

Connect, Support, & Strengthen:

All Teacher Leaders will use data and research to assist teachers in implementing best practices with rigor and fidelity. For instance, an Instructional Coach may use FAST data to help teachers identify ways to improve MTSS groups. Formative and summative data will guide decision-making as Iowa Core instruction is analyzed and adjusted.

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)

Current Mentoring and Induction Program:

Our current mentoring and induction program for new teachers at Underwood utilizes mentor teachers who are picked by the building principals. The mentors work with new teachers beginning on the new teachers' first contract day. During that day, new teachers are oriented into the district in the following ways: learning about district requirements, familiarizing themselves with district technology, completing mandatory training, and meeting their mentors.

Since the 2011-12 school year, one third (5/15) of our mentored teachers have left the district. Some of our newly hired teachers were placed on intensive assistance plans while others were not effective teachers and were relieved of their teaching duties. This data indicates that our current mentoring and induction program wasn't effective for them. Our program lacks structure and timelines. More accountability measures need to be in place. We believe a stronger mentoring and induction program will increase our ability to retain new teachers. Our current program does not identify Model Teachers for our newly hired teacher to observe. Likewise, it does not identify Instructional Coaches to assist our newly hired teachers in developing their instructional strategies. Currently our mentors have no time allocated for collaboration with other mentors to plan for implementation of the mentoring and induction program.

The TLC grant will allow the Underwood School District to make changes to our current mentoring and induction program. Changes will provide mentees the opportunity to visit model teachers' classrooms. These changes will also allow Instructional Coaches to advise mentees in their current classroom practices and their pursuit of meeting the Iowa Teaching Standards. Two additional days for mentors to collaborate will also strengthen the mentoring and induction program.

Improved Mentoring and Induction Program:

Our school district ensures that the minimum salary for teachers in the district will be more than \$33,500. This starting salary will help our school achieve its goal of hiring the most highly qualified applicant for any teaching position available. Because our district meets the minimum salary requirements of \$33,500, no Teacher Leadership and Compensation funds will be utilized for that need.

Mentors will attend the Journey to Excellence mentoring program with their mentees at Green Hills AEA for the first two years of the initial teacher's career. This formal training includes topics of classroom management, time management, professional ethics, teaching strategies, using student data to shape instruction, differentiation, and reflecting on one's practice, among others. Mentors will meet with mentees 16-20 times for a 36 week school year to work through the Journey to Excellence mentoring program.

The newly funded TLC Mentoring and Induction Program will include two additional days for Mentors to collaborate, one of which will include the newly hired teachers. Mentors will work with each other to plan for the implementation of the Mentoring and Induction Program in order to increase the likelihood of a successful induction into the teaching profession for our newly hired teachers. Utilizing the *Mentoring and Induction Focus on Standards Survey* (from "Meet the Promise of Content Standards: The Role of Comprehensive Induction") Mentors will develop an exit survey to evaluate the effectiveness of the Mentoring and Induction Program.

The Mentoring and Induction Program will provide the opportunity for mentees to observe Model Teachers 6-8 times in a 36 week school year. It will also allow the mentee to work with the Instructional Coach on instructional strategies 16-20 times in a 36 week school year. These changes will address the identified gaps in the current Mentoring and Induction Program. The program will be monitored and adjusted annually to make it more effective for newly hired teachers.

TLC Mentoring Requirements

Improvements to the mentoring program begin with requirements for Teacher Leaders applying for the position. New mentor qualifications will include:

- At least three years of successful classroom teaching
- Strong interpersonal communication skills

- Practices the Iowa Teaching Standards
- Positive role model
- Ability to work with adults

The TLC Plan establishes four mentor teacher positions. Mentor Teachers will continue to work directly with first and second year teachers to ensure a smooth transition into the teaching profession. Mentor Teachers will assist Initial Teachers in planning the implementation of the Iowa Teaching Standards. They will make sure Initial Teachers are familiar with district and building procedures and policies. Collaboration time will be spent on the district initiatives of MTSS/ELI, Iowa Core Standards, and Technology integration. Mentors will review community standards and expectations with Initial Teachers.

An enhancement to our current Mentoring and Induction Program will be the addition of six Model Teacher positions. Model Teachers will be our district experts in instructional strategies as determined by the District Leadership Team and Instructional Coaches. Initial Teachers and Career Teachers will spend time observing Model Teachers and discussing best practices.

The new mentoring program will be one that provides multiple layers of support for the Initial Teacher. The Mentor will be responsible for assisting the Initial Teacher as he/she begins his/her career, while the Model Teachers and Instructional Coaches will collaborate with them as well.

One improvement necessary for our mentoring program was to get more concrete feedback. Retention percentages, exit survey results, and informal feedback will be considered in determining the program's effectiveness.

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.

Our Teacher Leadership and Compensation program will add four new leadership categories to create multiple, meaningful, and differentiated leadership roles. These positions include two Instructional Coaches, six Model Teachers, four Mentor Teachers, and five District Team Leaders. Our plan includes seventeen leadership positions. This would be 31% of our staff. Each of these roles was created based on stakeholder input and identified need for improvement.

Instructional Coaches

We plan to hire two Instructional Coaches. The Instructional Coaches must be teachers that have been in the district at least one year and have three years of teaching experience. The Instructional Coaches must possess strong communication skills and be reliable team members. The Instructional Coaches will spend 70% of their time directly supporting teacher and student learning by observing, modeling, co-teaching, assisting teachers with MTSS implementation, integrating technology, working collaboratively with classroom teachers to improve instruction, and working with staff on instructional strategies to increase student achievement. They will use 30% of their time to engage in leadership activities such as collaborating with other team leaders and administrators to plan professional development, researching best practices, field testing new strategies, and preparing materials and resources to enhance student and teacher learning. They will evaluate and interpret assessment data, assess gaps in the curriculum, and utilize data to track at-risk students.

Prior to the start of school, the Instructional Coaches will meet with district administration, the District Leadership Team, GHAEA personnel and other Teacher Leaders to set priorities, review goals, and plan for future initiatives. During this time, the Instructional Coaches will begin professional development opportunities to strengthen their knowledge base and learn how to best coach others. At the beginning of the school year, the Instructional Coaches will meet with each teacher to create an individualized teacher professional growth plan.

The Instructional Coaches will be paid a stipend of \$10,000 and work an additional ten contract days.

Mentor Teachers

We plan to hire four Mentor Teachers. The Mentor Teachers must be teachers that have been in the district at least one year and have three years of teaching experience. Mentors will spend 100% of their day teaching students. The Mentor Teachers must demonstrate qualities of effective leadership and a professional commitment to both the improvement of teaching and learning and the development of beginning teachers. The Mentor Teachers will assume leadership roles that include planning and implementation of the Iowa Teaching Standards with initial teachers as they work towards their standard license. Mentors will familiarize new teachers with district procedures and policies, technology resources, and community standards and expectations. The Mentor Teacher will work closely with the model teachers to set up opportunities for observation and reflection for new teachers in the district.

The Mentor Teachers will receive a stipend of \$2,000 and will work an additional two contract days to collaborate with other team leaders and mentees. In addition, they will meet periodically with the mentee throughout the school year.

Model Teachers

We plan to hire six Model Teachers. We will hire three teachers at the kindergarten through 6th grade level and three teachers from the 7th through 12th grade levels. Model Teachers must have been in the district at least one year with at least three full years of teaching experience. Model Teachers will spend 100% of their day teaching students. The Model Teacher will have demonstrated past success in being able to learn and implement new strategies and methods in their classroom and will have demonstrated best practice in differentiation with small and large group instruction. The Model Teacher will provide opportunities for initial and veteran teachers to observe, collaborate, and reflect on best practices in the classroom. The Model Teacher will work directly with the Instructional Coaches to implement instructional strategies in the areas needed. Model Teachers will field test instructional strategies and technology tools to improve student achievement. Model Teachers must have a professional commitment to both the improvement of teaching and learning and be committed to the development of beginning and career teachers.

The model teachers will receive a stipend of \$1,000 and will work an additional one contract day to collaborate with other

team leaders. In addition they will research best practices and work on their own professional development throughout the school year.

District Leadership Team

We plan to hire five District Leadership Team members based on student population in each of our three buildings (2 elementary, 1 middle school, 2 high school). A teacher must have been in the district at least one year, with three full years of teaching experience. District Leadership Team members will spend 100% of their day teaching students.

The District Leadership Team will evaluate data to create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning. The District Leadership Team members will collaborate with the Instructional Coaches, Mentors, and Model Teachers in planning professional development that fits the needs of our district. The District Leadership Team will also analyze and evaluate the effectiveness of the TLC program. The team will meet on a monthly basis with the other teacher leaders to collaborate and discuss their progress on building and district goals.

The District Leadership Team members will receive a stipend of \$1700 and work an additional two days.

How Do Our Leadership Roles Fit Together?

The District Leadership Team will meet with the other Teacher Leaders to plan professional development that is focused and collaborative. Instructional Coaches will have primary responsibility in the collection of student data and making it available to our staff and leadership team. The Instructional Coaches and Model Teachers will look for ways to improve our instruction to strengthen areas of weakness. Together the leaders will plan and implement professional development that increases student learning and achievement.

With our current structure we have a District Leadership Team and Mentors, but they do not have the opportunities to collaborate. With our proposed plan to add Instructional Coaches and Model Teachers to our leadership team, we will be able to develop cohesive, collaborative, and improved learning opportunities. Even though each leader has different individual responsibilities, they will work as a unified team to target district vision, goals, and needs. TLC funds will help us implement our plan to improve the retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching which will ultimately lead to increased student achievement.

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.

Part 6. Review Process

Once our TLC program is approved, applications will be taken for the Teacher Leader positions.

Experience:

Applications must have:

- Valid Iowa teacher’s license
- Taught in the district a minimum of one year
- At least three years teaching experience

Selection Criteria

Using the criteria in the *Teacher Leadership Skills Framework (CSTP)*, the district’s leaders will be selected and evaluated for effectiveness in their leadership role. The criteria are as follows:

- Working with adult learners
- Communication
- Collaboration
- Knowledge of content and pedagogy

Selection Process

A selection committee comprised of one teacher and the principal from each building (K-5, 6-8, 9-12) will post openings by January 1. Interviews will be conducted during February. Leader positions will be selected by March 1.

The committee will review applications for assignment or reassignment to a Teacher Leader role. Applications will be scored based on this rubric:

	Progressing	Accomplished	Exemplary
Demonstrates Knowledge of Resources and Technology	Demonstrates some familiarity with technology resources to enhance own knowledge, to use in designing instruction, or provide for students in order to enhance learning.	Has an awareness of technology resources to enhance own knowledge, to use in designing instruction, or to provide for students in order to enhance learning.	Plans and practice incorporate technology in and beyond school or district in professional development, on the Internet, and in the community to enhance own knowledge, to use in designing instruction, and to provide for students in order to enhance learning.

Ability to Lead Adult Learners and Present to Staff	<p>The teacher's attempt to explain the purpose and relevancy of the lesson's instructional outcomes has only limited success, and/or directions and procedures must be clarified after initial learner confusion. The teacher's explanation of the content may contain minor errors.</p>	<p>The purpose and relevancy of the lesson's instructional outcomes are clearly communicated to learners. . Directions and procedures are explained clearly. The teacher's explanation is clear and accurate and connect with learners' knowledge and experience. The teacher's spoken and written language is clear.</p>	<p>The teacher links the purpose and relevancy of the lesson's instructional outcomes to learners' interests. The directions and procedures are clear and anticipate possible learner misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding and connecting with learners' interests. The teacher's spoken and written language is clear.</p>
Superior Teaching Skills/Competency in the Iowa Teaching Standards	<p>Demonstrates factual knowledge in content area, student development, communication skills, instructional methods, assessment, classroom management, and professional practice.</p>	<p>Demonstrates sound knowledge in content area, student development, communication skills, instructional methods, assessment, classroom management, and professional practice.</p>	<p>Demonstrates expertise in content area, student developmental knowledge, communication skills, instructional methods, assessment, classroom management, and professional practice.</p>
Active Participation in Professional Development/ Leadership Roles in the District	<p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.</p>	<p>The teacher participates actively in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.</p>	<p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with and coaches others difficult situations, and assumes a leadership role among the faculty.</p>
Committee Membership/ Department Leadership	<p>The teacher belongs to committees only when convenient. Participates only when asked to do so. Participates in department meetings and sometimes provides contributions.</p>	<p>The teacher seeks to be on committees. Actively participates in department meetings and provides meaningful contributions.</p>	<p>The teacher actively seeks committee membership and pursues leadership roles on them. Takes active leadership role in department.</p>
Desire to Be a Lifelong Learner	<p>The teacher participates in continuing education activities that are convenient or are required and makes some contributions to the profession and accepts feedback from supervisors and colleagues.</p>	<p>The teacher seeks out opportunities for continuing education based on an individual assessment of needs and actively shares expertise with others and welcomes feedback from supervisors and colleagues.</p>	<p>The teacher actively pursues continuing education opportunities and initiates activities to contribute to the profession and seeks feedback from supervisors and colleagues.</p>

Other information considered by the selection committee will be principal and peer recommendations, advanced degrees, and endorsements. The selection committee will make recommendations to the superintendent.

Annual Performance Review

Administrators will evaluate Teacher Leaders according to the Iowa Teaching Standards and the teacher's Professional Learning Plan (PLP). Teacher Leaders will be peer evaluated using rubrics developed for each leadership position. Professional logs will be kept by Teacher Leaders and reviewed on a monthly basis with the District Leadership Team. The selection committee will review the Teacher Leaders' performance data each spring.

Narrative

Using Part 7 application narrative from previous submission? Yes

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.

Our District Professional Development Plan and Teacher Leadership and Compensation System align directly with the Iowa Professional Development Model (IPDM). All teachers leaders will play a role and contribute with the District Leadership Team. Professional development is delivered on sixty minute early dismissals every Wednesday and seven full days throughout the year. Topics of professional development are Multi-tiered System of Supports (MTSS), Iowa Core, and 21st Century Skills (Technology).

The alignment of our professional development and the TLC system is shown in the chart below:

Element of Iowa Professional Development Model	Utilization of Teacher Leaders to Create and Develop PD
Collecting and Analyzing Student Data	Instructional coaches will collect assessment data, to include Iowa Assessments, MAP testing, and FAST and share summary findings with the DLT members . Together, the instructional coaches and DLT members will use formative assessment data to make decisions aimed at creating professional development focused on improving the achievement of all student subgroups.
Goal Setting & Student Learning	Instructional coaches and DLT members will use data to identify professional development targets. All goals will be measurable, academic, and tightly aligned with district goals.
Selecting Content	Instructional coaches and DLT members will work together to select research-based professional development content that is proven to improve student academic performance. Model and mentor teachers will be consulted as to the appropriateness of the content for the teaching staff.
Designing Process for PD	Once the appropriate content has been selected, instructional coaches and DLT members will design a detailed district professional development plan that allows time for the study of the strategy by all staff. The process will include mentor and model teachers demonstrating and practicing the content, as well as collaborating with other teachers.
Training and Learning Opportunities	Opportunities for professional development in the selected content will be provided weekly during PD time on Wednesdays. Monthly meetings of the instructional coaches and District Leadership Team members will allow for adjustments to the training based on teacher feedback. Model teachers and instructional coaches will demonstrate instructional strategies as determined in the PD plan.
Collaboration and Implementation	Instructional coaches and DLT members will gather information from weekly PD and will work together to implement the PD plan. Observations, student assessments, teacher surveys, and small group and individual discussions will be part of the data used. Mentor teachers and Model teachers will share their observations with the leadership team.
Ongoing Data Collection (Formative Evaluation)	Progress on PD will be monitored by the data collected by the instructional coaches and DLT members . Student assessments and teacher surveys will be among the data evaluated.
Summative Program Evaluation	Using the data from above, all leadership positions (Instructional coaches, DLT members, Mentor teachers, and Model teachers) will meet at the end of each year to determine the effectiveness of the PD program. Progress will be reported out to all teachers and stakeholders (administration, school board, School Improvement Advisory Committee, etc.)

Our **Instructional Coaches** will be experts in data for the district. They will be collecting data and sharing their findings with the District Leadership Team and teaching staff. They will also provide recommendations for the professional development plan based on their

Model Teachers will demonstrate proven, research-based instructional strategies to all teachers in the district, including initial teachers. Model teachers will field test instructional strategies as determined by teacher leaders' analysis of data.

Mentor Teachers will meet with new teachers to the district and will share the content of the Professional Development. Mentor Teachers will work to help strengthen initial teachers' instructional practices. They will direct initial teachers to observe instructional strategies as demonstrated by Model Teachers. Mentors will also observe initial teachers' abilities to implement instructional strategies learned in professional development. Data gained from meetings with and observations of initial teachers will be shared with the District Leadership Team to determine the effectiveness of the professional development program for retention of and development of new teachers in the district.

District Leadership Team members will analyze data from multiple sources in order to design, implement, and evaluate professional development in an ongoing process. Instructional coaches, mentor teachers, and model teachers will provide data and input to the District Leadership Team for formation of goal development, creation of professional development, and follow up on the professional development's effectiveness in improving student achievement.

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 district's vision, as stated by the Teacher Leadership Committee, is:

Student achievement will be positively affected by hiring the most highly qualified teachers and retaining them by compensating them fairly, allowing them to share their leadership abilities, and promoting collaboration. Underwood will create leadership opportunities and improve upon its mentoring and induction program in order to attain its vision for Teacher Leadership and Compensation. In order to determine the effectiveness of the TLC program, the teacher leaders plan to look at both short term and long term measures.

Measurements will include:

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Short term measures

- Ensure all staff is at minimum salary
- Monthly feedback from initial teachers
- Monthly feedback from District Leadership Team

Long term measures

- Annual mentor/mentee survey
- Retention rates for initial teachers
- Retention rates for mentors

Retain effective teachers by providing enhanced career opportunities.

Short term measures

- Percentage of teacher leaders
- Annual staff survey regarding teacher leadership opportunities
- Exit survey for those leaving the district

Long term measures

- Retention rates of career teachers

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

Short term measures

- Coaching contacts conducted
- Modeling provided
- Demonstration lessons delivered
- Monthly document review by district leadership team of collaboration logs

Long term measures

- Number of classroom observations of model teachers done by initial and career teachers

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Short term measures

- Number of teachers interested in and active in TLC positions
- Reflections of teacher leaders

Long term measures

- Annual interest survey in TLC
- Annual review of percentage of teachers in TLC

Improve student achievement by strengthening instruction

Short term measures

- MAP
- Iowa Assessments
- FAST

Long term measures

- MAP
- Iowa Assessments
- FAST
- ACT
- Graduation Rates

It is important to get teacher input on an ongoing basis. During the first year, all teachers will be surveyed after the first and third quarters to determine the impact of the program on their teaching and teacher perception of the effectiveness of the program. The instructional coaches

and the district leadership team will meet to discuss the survey results.

Twice a year, the Clarity technology survey will be given in the district to students, teachers, parents, and administrators. This data will assist the teacher leaders in determining the effectiveness of professional development and the TLC system in impacting 21st Century skills with technology. Technology data will also come from administrator classroom walk throughs using data will be a part of the decision-making process.

At the end of the year, a survey will be sent out for teacher input about the Teacher Leadership and Compensation program at Underwood. All teacher leaders will meet to analyze the survey results. Based on this analysis, the TLC program may be modified to better fit the needs of the district.

The TLC Committee will meet with teacher leaders monthly (all groups) to determine impact and effectiveness of TLC program and to make adjustments as necessary. The TLC will make adjustments to the TLC program if, after collecting all of the data from above, it is determined changes are necessary. Focus areas will be the workloads of teacher leadership positions, job descriptions, compensation, and impact on student achievement.

Administrators will evaluate teacher leaders according to the Iowa Teaching Standards and the teacher's professional learning plan (PLP). District policy regarding teacher evaluation will be followed and will include observations. Teacher leaders will be evaluated using rubrics developed for each leadership position. Professional logs will be kept by teacher leaders and reviewed on a monthly basis by the District Leadership Team. The selection committee will review the teacher leaders' performance data each spring when applications for teacher leadership positions are due.

Using Part 9 application narrative from previous submission? Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

The Team Findings Report from the Iowa Department of Education Comprehensive Site in November of 2013 stated, "The capacity to contribute and lead appears to be built and supported by the district." The district has the ability to implement and sustain our Teacher Leadership and Compensation (TLC) program.

Current infrastructure in our district:

- District Leadership Team-Eight teachers and three administrators representing all buildings comprise the District Leadership Team. At its monthly meetings, this group plans professional development, reviews data, and provides feedback to teachers on their collaboration documents. This group has been key in the successful rollout of the district's 1:1 laptop initiative, among other district programs.
- Mentoring-Mentors are trained through the AEA using their mentoring and induction program with initial teachers using the Journey to Excellence program. Initial teachers are provided an extra day at the beginning of the year.
- Other leadership opportunities exist in Student Assistance Teams and the Faculty Advisory Councils in each building and the School Improvement Advisory Committee

What's needed:

The district now has more sources of data that need to be analyzed. In the limited time it has, the district leadership team uses some of the data to help plan professional development. However, there is a need to bring the multiple data sources together to better understand student needs and guide instructional methods. Instructional coaches would be able to dedicate the time necessary to review and interpret the data. In collaboration with the district leadership team, they will design professional development, making data-driven decisions that will positively impact student achievement. An evaluation instrument specific to teacher leadership roles will be necessary.

In order to retain initial and veteran teachers, it is important for them to observe best practices in the classroom. Model teachers will take guidance from our instructional coaches and the district leadership team to show others successful implementation of the research-based strategies deemed most appropriate for our district.

Who's responsible:

Key staff responsible for the success of the TLC program include the superintendent, principals, and district leaders.

Superintendent: The superintendent will keep all stakeholders informed about the TLC program. Keeping lines of communication open between all involved in the TLC process will be another responsibility of the superintendent. The superintendent will also work with the Underwood Education Association to address any contractual issues that may arise as the result of the TLC program. Supporting the efforts of the teacher leaders will be critical in the success of this program.

Building Principals: The principals will actively promote shared leadership. They will collaborate with the district leadership team. Working with all teacher leaders, principals will help them develop teacher leadership skills. Principals will support teacher leaders by clarifying their roles with all staff.

District Leaders: This group has the most responsibility in terms of the sustainability of the program. As with any new program in education, it is critical to have the right people in leadership roles to ensure its long-term sustainability. The smooth operation of the TLC program will require these leaders to work closely with the administrators. Their abilities to communicate with all teachers is critical to the program's success. They must be dedicated to their performance in their leadership role and focused on the improvement of all teachers in the district. The monthly meetings of the district leadership team and the instructional coaches will drive the district's initiatives, programs, and other important work.

The two **instructional coaches**, **district leadership team**, and the three **building principals** will meet monthly to oversee the roles and responsibilities of the teacher leader positions within the TLC program. They will also monitor the alignment with professional development.

Training for teacher leaders will begin with added contract days at the beginning of the school year. Additionally, outside professional development will be pursued through Green Hills AEA and other appropriate sources.

The selection committee will review performance data from its teacher leaders to insure that the TLC program is being implemented effectively and with fidelity. All staff will be surveyed annually for strengths and weaknesses of the teacher leadership program. Within the survey will be questions regarding the effectiveness of teacher leader positions.

The program would be reviewed bi-annually with all teacher leaders and administration, as well as the remainder of the faculty. Short-term goals and long-term will be reviewed annually. The District will utilize AEA staff (Judy Griffin for technology, Jessica Williar and Leslie McCaslin for MTSS, Deb Johnsen for Iowa Core) for training purposes as well as partnering with Marian Godwin from Assessment Solutions to organize and interpret data.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$45,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$165,821.08
Amount used to provide professional development related to the leadership pathways.	\$3,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$214,321.08

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	694.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$214,321.08
Total Allocation	\$214,321.08

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$214,321.08

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? 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)

Amount used to raise the minimum salary to \$33,500	\$0
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$45,500
Amount used 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	\$165,821.08
Amount used to provide professional development related to the leadership pathways	\$3000
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	\$0
Total	\$214,321.08

Narrative

Underwood Community School District (UCSD) already meets the minimum salary requirement of \$33,500.

\$46,775 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the Teacher Leaders to complete job responsibilities.

UCSD will hire 2 new employees to fill positions vacated by newly hired Instructional Coaches. Budgeted funds for these teachers are estimated at \$60,000 for each full-time teacher, totaling \$164,541 including IPERS, benefits, etc.

The budget includes \$3,000 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Teacher Leaders attend trainings.

The TLC budget is designed to compensate the district's Teacher Leaders for their work in helping teachers improve instructional practices in the district, which will, in turn, increase student achievement. The budget helps us put in place a system of teacher leaders who will be able to help the district achieve its TLC vision: ***Student achievement will be positively affected by hiring and retaining the most highly qualified teachers, promoting collaboration, allowing for shared leadership, and compensating fairly.***

Budget Development

The TLC committee created the budget with its TLC goals clearly in mind. All TLC members felt the best way to positively impact student achievement and improve teacher practices would be to create the four different teacher leader positions and fairly compensate them for their work.

Underwood's TLC plan includes 17 Teacher Leaders, allowing for over 31% of our teachers to hold leadership roles, including:

Role	Costs
Instructional Coaches 2 positions, 100% out of classroom, Additional days: 10, Supplement: \$10,000	\$20,541
Mentor Teachers 4 positions, 100% in classroom, Additional days: 2, Supplement: \$2,000	\$9,328
Model Teachers 6 positions, 100% in classroom, Additional days: 1, Supplement: \$1,000	\$6,996
District Leadership Team (DLT) 5 positions, 100% in the classroom, Additional Days: 2, Supplement: \$1,700	\$9,910

All teacher leaders are expected to have key roles in assisting Underwood achieve the following TLC Goals:

Goal: Hire and retain the most highly qualified teachers

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Improve instructional practices to enhance student achievement

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Provide leadership opportunities for teachers

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Promote collaboration among teachers in and out of our district

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Increase the use of technology for student achievement

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Become more data-driven as a district

Teacher Leaders Involved: District Leadership Team, Instructional Coaches

Goal: Will implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

Goal: Every year, 90% of the teaching staff will feel supported by Teacher Leaders

Teacher Leaders Involved: District Leadership Team, Mentor Teachers, Model Teachers, Instructional Coaches

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 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