



Application

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

92245 - Union CSD Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 3:58 PM

Primary Contact

AnA User Id PAMELA.SCHMIDT@IOWAID

First Name* Pamela Dawn Schmidt
First Name Middle Name Last Name

Title:

Email: p_schmidt@union.k12.ia.us

Address: 200 Adams Street

City* La Porte City Iowa 50651
City State/Province Postal Code/Zip

Phone:* 319-342-2674
Phone Ext.

Program Area of Interest Early Literacy Implementation

Fax:

Agency

Organization Information

Organization Name: Union Community Schools

Organization Type: K-12 Education

Tax ID: 42-1402268

DUNS: 04-163-8610

Organization Website: www.union.k12.ia.us
Address: 200 Adams Street

La Porte City Iowa 50651
City State/Province Postal Code/Zip
Phone: 319-342-2674
Ext.
Fax: 319-342-2393
Benefactor
Vendor Number

Recipient Information

District Union Community School District
Use the drop-down menu to select the district name.

County-District Number 07-6536
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent Neil Mullen

Telephone Number 319-342-2674

E-mail Address n_mullen@union.k12.ia.us

Street Address 200 Adams Street

City La Porte City

State Iowa
Use the drop-down menu to select the state.

Zip Code 50651

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Pamela Schmidt

Telephone Number 319-342-2674

E-mail Address p_schmidt@union.k12.ia.us

Street Address 200 Adams Street

City La Porte City

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50651

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 Union Community School District (UCSD) is entering its 27 year of consolidation. The majority of our students come to us from the communities of La Porte City and Dysart. The district, like many in Iowa, is starting to see gradually declining enrollment with our current enrollment dipping just below 1,200. Through the Teacher Leadership and Compensation (TLC) planning process our planning committee has involved stakeholders, reviewed various pieces of data and held focused discussions. The guiding question shared by our superintendent to our TLC planning committee was served as a focal point throughout the planning of the TLC Grant, "If we can do anything to improve the quality of education for our students, what would it be?"

The UCSD is prepared to effectively implement and sustain the TLC grant rooted in the vision and goals to improve student learning, strengthen pedagogy, and increase teacher leadership within the school district.

TLC Vision: To develop a systematic support and collaborative professional learning environment for our teachers to further develop their teaching and leadership skills and abilities, realize, and be rewarded for their leadership and to improve student achievement.

District TLC & State Goals:

1. Improve student achievement by strengthening curriculum and instruction through focused professional development and classroom support.
2. Promote collaboration among teachers through expansion of current teacher leadership within the district, strengthen K-5 professional learning community teams and foster relationships and curriculum development between secondary level teams.
3. Reward professional growth and effective teaching for teacher leaders within the district, moving the UCSD towards student learning goals.
4. Increase technology integration throughout the district by offer support to classroom teachers and increase student application of technology to solve 21st century questions.
5. Continue to attract promising new teachers and retain effective teachers by strengthening our Mentoring program.

The UCSD TLC plan contains the requisites outlined in the requirements. It has already been agreed upon that the base salary for the 2015-2016 school year will be no less than \$33,500. Teacher leadership roles have been thoughtfully created to maximize the effect size of the TLC plan. These roles will be filled by internal candidates looking to expand their leadership within the district and will create a new focused approached to professional development and strengthen our current teaching staff. K-5 and 6-12 Instructional Strategists will devote 100% of their time filling a systematic void by having teacher leaders oversee district initiatives, assist in development and implementation of professional development and assist classroom teachers to identify and implement new teaching strategies, and coach/monitor implementation of the Core. Another full-time position we are looking to create is a K-12 Technology Integrationist who will focus 100% of his/her time on with classroom teachers to expand their pedagogically approach to utilizing technology. Six K-5 grade-span Instructional Coaches will coordinate with the K-5 Instructional Strategist on implementing district initiatives by strengthening professional development and our PLC implementation. All positions will work collaboratively with the administration, instructional integrationists and mentors. Special programs positions have been included to encourage our teacher leaders to expand upon locally identified initiatives and remain in their classrooms full-time. The final positions identified in our TLC plan are the mentor teachers that serve critical roles in assisting teachers new to the profession or new to the district. Our current utilization of mentors is limited and the expansion of this program will be well received by any new teachers to our system. The TLC Plan includes professional development funding as well funding to offset substitute teacher cost that will be needed for the proper training for all positions. Substitute teachers will also be required for Instructional Coaches, Special Program Coordinators and Mentors when their roles require them to be out of their classrooms.

A rigorous selection process has been established for all of the identified positions. This selection process goes above and beyond normal hiring protocol and will truly offer the UCSD the opportunity to hire the best, most qualified teachers for the various positions. The process includes video evidence of effective teaching in the classroom, followed by video evidence of coaching and professional dialogue about student learning and teaching.

The Union Community School District has worked towards data-driven, teach-lead professional development based on identified school district needs. The USCD has worked to implement the Iowa Professional Development Model into our planning cycle. The implementation of UCSD's TLC Plan will truly strengthen our school system and add components that will make a positive impact on student learning.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

UCSD's discussion on the TLC Grant began with our District Leadership Team (DLT) consisting of school board members, community members, clergy, parents, teachers, principals, superintendent, and director of instructional services on February 2012. The legislation/its concept were shared with the membership and each member gave their initial thoughts/concerns. Based on these initial conversations, it was determined that the UCSD would submit a grant application for the second round. Further planning and dialogue occurred at meetings during 2013-14/2014-15.

In the fall of 2013, all 4 principals sent a request to teachers seeking interest in being on the Teacher Leadership and Compensation (TLC) Committee. It was determined by administration/lead teachers that representation on the TLC Committee would reflect the number of staff employed in each building. The TLC Committee consisted of the following: HS Principal/3 HS teachers, MS Principal/2 MS teachers, LaPorte City K-5 Principal/2 LPC teachers, Dysart-Geneseo K-5 Principal/1 DG teacher, the superintendent, and director of instructional services. Three teachers and the director are National Board Certified. Five teachers are ISEA members.

The committee met 8 times. The committee decided to spend the Planning Grant funds by paying members \$25/hr for meetings and conference registrations. On October 27, the committee and the DLT met to review and receive feedback on the TLC Plan.

January:

- Committee Purpose
- TLC System Overview/Application/Rubric
- School/District Capacity to Support Teacher Leadership
- “If we can do anything to improve the quality of education for our students, what would it be?”

February:

- How to be transparent to Board of Education, teachers, and district leadership
- Results of the School/District Capacity to Support Teacher Leadership
- What are our student needs/resources?

March 4 & 20

- What data available to support identified needs
- Reviewed John Hattie's meta-analyses
- building groups brainstormed/documented ideas on aligned current building/district educational practices/initiatives with student needs, priorities, and possible leadership roles to support and enhance these

April 22

- Reviewed ideas from March 20/provided additional information
- Discussed developing/administering a survey to teachers, DLT, and School Board to identify which leadership positions would have the greatest potential to improve student achievement

June 3 & 17

- Survey analysis
- Prioritized roles/determine full-time teacher leader positions, coaching positions, and special program positions
- Attended AEA 267's TLC Grant session
- Discussed/identified duties/responsibilities of the 3 full-time positions.

July 14

- Re-evaluated leadership opportunities by grade spans to address needs and opportunity of participation to teachers in all buildings/levels (24 positions or 24% of the teaching staff)
- Discussed budget and how to get as many teacher leader positions while paying them a respectable salary/stipend to entice teachers to apply.
- Identified selection criteria
- Determined the make-up of the Selection Committee

September 16

-Designed a rigorous selection process

October 21

-Identified representation of TLC Selection Committee

-Discussed criteria to determine the impact/effectiveness of the TLC Plan

The School Board and the DLT were engaged from the beginning of the process when asked about their opinions on the grant and teacher leadership. The TLC Committee agreed that all parties must be informed of discussions/decisions. Agendas were sent out before meetings and minutes were sent out after meetings so the School Board, DLT, and all teachers had the opportunity to share their thoughts/concerns with their representatives on the TLC Committee. Teachers were involved in the initial survey to determine capacity of teacher leadership, to identify possible positions that would most impact student achievement. The survey was sent to the School Board, DLT and all the teachers. Committee members were encouraged to have conversations with teachers in their buildings and School Board and the DLT. The TLC plan was reviewed by the DLT and feedback was used to make revisions before submission.

The entire TLC Committee equally participated in the development of the plan. Small group discussions were used to assure involvement of everyone. Data gathered and action plans developed by the SINA/DINA building teams were used to determine student achievement and teacher leadership needs.

Teacher commitment: The entire teaching staff was offered the opportunity to participate in dialogues about the TLC concept, were surveyed for input, and asked to give feedback on the grant application. Teacher leaders at each attendance center shared the grant writing process with their colleagues at staff meetings. TLC minutes were shared with the entire teaching staff in all attendance centers. Teachers on the TLC Committee had an active voice in the crafting of UCSD's grant application.

Administrator commitment: All administrators have been involved since the opening discussions of the TLC grant and the planning process and have worked collaboratively with teacher leaders and community members in the development of the TLC application.

Parent commitment: The DLT has offered input and support of the grant's concept and understands the value of increasing the teachers' role in leadership. The membership of this committee, which reflects a cross section of the school district, including parents of students at all levels willingly, shared their opinions/insights.

Because Union has a strong practice of teacher involvement on committees and in decision making, there is clear support and a commitment to teacher leadership by all stakeholders.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

UCSD TLC Vision: To develop a systemic support and collaborative professional learning environment for our teachers to further develop their teaching and leadership skills and abilities, realize and be rewarded for their leadership and to improve student achievement.

Improve student achievement by strengthening curriculum and instruction-- UCSD believes we have strong school improvement efforts in place to greatly improve student achievement. The TLC Grant will provide more leadership positions to support/coach teachers implementing our school improvement plans. We have been identified as a DINA with one K-5 building a SINA. Our PD and building SINA teams have determined the best way to address this is through increasing the focus on CORE instruction and refining the current pedagogical approach. All These efforts include: K-12 math and literacy teachers participation in the AEA's Math and Literacy training, a new math series, evaluation and choice of literacy materials that will be fully implemented in Fall 2015, twelve K-2 teachers and two K-5 principals attended F.A.S.T. training this summer and developed plans for implementation in Fall 2015, twenty three K-5 teachers and the two K-5 principals attended Solution Tree's PLC Conference in June and presented a plan to staff in August that included Fall implementation. One teacher/AEA staff developed a book study on the book, "Learning by Doing" - 28 teachers/one principal participated, MS and HS have participated in the AIW process of analyzing teacher tasks, student work, and instruction which focuses on the Core. Lastly, the district funded 2 training sessions with Dr. Jerry Valentine: 17 teachers/all administrators on the Instructional Practices Inventory observation tool and data gathering and all teachers attended a half-day session focused on the scoring process and the value/necessity of quality student work/engagement.

Also related to the Core, we are improving our curriculum by providing training for teachers through the AEA and Mid-Iowa Schools Consortium (MISIC) to help them have a better understanding of the Core and how to teach to the integrity of the Core. With that understanding, we assess materials that will align to teaching the Core. We have seen success in just one year with the new K-5 and 6-8 math curriculum. Our Instructional Practices Inventory data is collected three times each year. After each data collection, all teachers in the building analyze the data and set goals on how they could improve teacher/student engagement. Keeping the efforts moving forward requires a systemic approach and more teacher leaders on board to implement, coach and monitor implementation will make a substantial impact on the effectiveness of efforts. The teacher leaders will work together with administration to move forward by continuing to work with our teacher/administration teams, address and design professional development needs, and support teachers through observing, coaching, and reflecting on what is working and what are targets for improvement.

Promote collaboration among teachers--The TLC Grant will help UCSD continue to promote collaboration among teachers as we believe teachers helping teachers is a key to improved student achievement. Currently, our K-5 teachers are involved in PLC's and our 6-12 teachers are in content area groups as they collaborate to improve their Core implementation by redesigning their units. Other teacher/administrative collaborations include: Instructional Practices Inventory Teams, SINA Teams, F.A.S.T Team, K-5 Math Team, K-5 Literacy Team, MS PBIS Team, MS/HS AIW Teams, HS Standards-Based Grading Team, HS Technology Team, and HS Iowa's Rapidly Improving Schools Team.

While we have many great teams involved in using their expertise to improve student achievement, they often rely on the administrative team to coordinate the initiatives. With the proposed leadership positions, a more systemic approach is possible with three full-time positions to coordinate these efforts.

Reward professional growth and effective teaching--The TLC Grant will help UCSD reward those teachers who have shown leadership skills and effective teaching in their classroom and working with colleagues. The district has a long-time commitment to utilizing teacher leaders. To our teachers' credit, they have done so as volunteers, however, we often feel we are a training ground as some of our leaders have moved on to administration and to the AEA to be consultants resulting in Union losing their expertise and leadership. While our 24 paid leadership positions will only provide paid opportunities for 24% of our staff, the TLC Committee hopes the grant provides a broad range of opportunities for leaders within the classroom and those who wish to be full-time teacher leaders.

Attract able/promising new teachers and retain effective teachers--This goal has not been an issue for UCSD. Other than for a few specialized content areas, we generally draw many applicants. While our mentoring program will be improved through a more structured process, again we do not have a problem retaining effective teachers.

Increase technology integration--Over the last 5 years, UCSD has made significant investments in technology. Our student/computer ratio this year is K-5: 1:3, 6-8: 1:3 and 1:1 at the high school. The district has spent substantial funds on infrastructure development over the past several years that include: wireless in all four buildings, support the 1:1 environment 9-12 and future expansion of the 1:1 concept into 6-8 and K-5. Technology integration is limited to small groups of building level

teachers seeking to expand technology use in classrooms. The technology integrationist will work collaboratively with K-12 teachers to increase the use of technology which would demonstrate positive digital citizenship.

Using Part 3 application narrative from Year 1?

No

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

Our TLC leadership positions were chosen because the TLC Committee believes they will provide the leadership and support needed to further Union's school improvement efforts. The efforts listed below have provided a great foundation to build on to achieve our TLC Goals: Improve student achievement by strengthening curriculum and instruction and Increase technology integration.

School Improvement Efforts:

1. All of our K-12 math and literacy teachers have participated in the AEA's Math and Literacy Investigations training and we continue to have professional development on the implementation of the Core.
2. We have implemented the Core with a new math series and are in the process of evaluating literacy materials and choosing materials to be fully implemented in the fall of 2015.
3. Twelve K-2 teachers and the two elementary principals attended F.A.S.T. training this summer and together planned the implementation for the fall.
4. Twenty three K-5 teachers and the two elementary principals attended Solution Tree's Professional Learning Communities at Work Conference this past summer and K-5 PLC's have been implemented with weekly meetings.
5. Middle school has sent a team of teachers and the principal to participate in the AEA's PBIS training for three years and a new team is attending this year. The team collaborates with administration and the AEA on implementing and monitoring Positive Behavior Intervention Supports activities.
6. Our middle school and high school have participated in Authentic and Intellectual Work of analyzing teacher tasks, student work and instruction for the last few years where our focus is on the teaching of the Core with lead teachers helping in each group.
7. The district invested in having Dr. Jerry Valentine train 17 teachers and all administration on the Instructional Practices Inventory observation tool and data gathering and then the whole staff attended half day session with Dr. Valentine to gain an understanding of the scoring process and the value/necessity of quality student work and engagement.
8. The UCSD has spent a substantial amount of funding over the past several years developing an infrastructure throughout the district including wireless throughout all four buildings and to support the 1:1 environment at Union High School with the potential expansion of the 1:1 concept into the middle and elementary schools.

The TLC Plan will assist the Union Community School District solidify the professional development planning based on a systematic effort to identify and utilize standardized testing data and as well as locally developed formative assessments. The district has established a systematic focus on literacy, CORE alignment, and Multi-Tiered System of Support (MTSS).

At the elementary level, the instructional strategist, instructional coaches, and special program teacher leaders that are part of the TLC plan will greatly enhance our efforts in developing our Professional Learning Communities, FAST, Early Literacy Initiative and progress monitoring interventions that have been newly implemented this year. These new initiatives need more than just the administrators leading them, they need the guidance and support of teacher leaders that is a main part of our TLC plan. In the last two years, we have aligned our math and literacy standards with the Iowa Core. In this process we have also implemented new curriculum materials in these areas. We need an instructional strategist, instructional coaches, and math and literacy coordinators to work together with our teachers to continue the step by step process of implementation and to guide them in meeting student's individual needs.

At the middle school and high school, the instructional strategist, the technology integrationist, and special programs lead teachers will enhance of professional development planning, delivery, and follow through in the classrooms. Several teacher leaders and administrators have worked to fill in these areas. As we continue to align to the CORE, implement further AIW thinking, work to develop Unit based design, and work to develop a culture of literacy, the instructional strategist will assist our system become more purposeful and focused in professional development. Currently, technology integration is handled by a few teacher leaders in each building, but the primary focus is on tool. The technology integrationist will add deep to our classroom teacher's pedagogy and spend time working with classroom teachers, supporting their technology efforts.

Using Part 4 application narrative from Year 1?

No

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

UCSD has a very low attrition rate. Among our four buildings, we generally have only one or two new positions to fill within each building. Because we have decreasing enrollment, every time a teacher retires or leaves for a position elsewhere, a careful consideration is made whether to fill that position.

In 2015, UCSD will continue to participate in AEA 267's Mentoring and Induction Program. We will also develop a more structured program within the district.

Our current model utilizes mentor teachers who are selected by the building principal using the guidelines suggested by AEA 267. Generally the teachers chosen are ones who either teach at the same grade level or teach in the same content area. Our mentors and beginning teachers participate in a series of classes that include research-based strategies for best practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data. Due to the number of first year teachers, the AEA has focused on the first year program and only offers a list of resources for the second-year program. Relying on the AEA's program has enabled our in district support to not be as systemic as it could be. One major gap is the need to educate beginning teachers on our district initiatives.

While we will continue to utilize the AEA 267's Mentoring and Induction Program, we will revise our district's program. Currently only one person serves as a mentor. Under our proposed plan, while one person will be the primary mentor, mentor teachers will collaborate with K-5 Instructional Strategists, 6-12 Instructional Strategists, K-12 Technology Integrationist, K-5 Instructional Coaches and Special Program Teacher Leaders to mentor first and second year teachers. This will improve our gap of helping beginning teachers with the district initiatives. Once we have secured the grant, these teacher leaders will meet and plan Union's strategic plan to support beginning teachers by identifying how they each will assist the mentor.

Mentors will meet weekly with mentees and record discussions in a Google Doc. Instructional strategists will have access to the Google Docs so they can provide timely feedback and assistance. Mentors will assist mentees with implementation of the Core by helping to create lesson plans and assessments, observe classroom instruction, facilitate reflective thinking, and provide constructive feedback. Once a month, substitutes will be used to provide time for the beginning teacher and mentor to meet. This would also provide time for the Instructional Strategists and Technology Integrationist to also work collaboratively and provide support. During the weekly PLC time, K-5 beginning teachers will also receive support and will have the opportunity to learn from others in the PLC. During the 6-12 collaborative professional development sessions, beginning teachers will also receive support and learn from teachers in their content area on the implementation of the Core and AIW. The selection of the mentor teacher will also be revised. Upon hiring a teacher in his/her first or second year in the profession, the building principal will utilize their knowledge of the veteran teacher's ability to meet Union's TLC Program criteria when selecting a mentor teacher to work with each new teacher. Principals will also consider factors such as the veteran teacher's current and past teaching roles, grade level or content area experience, departmental assignment, and building assignment as part of the mentor selection process. The principal may ask candidates for these mentor teacher assignments to submit any or all of the above items (cover letter, resume, video of teaching, video of work with a colleague, and/or interview) to assist with the selection process.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

The following teacher leadership positions (25% of teaching staff) will provide the support necessary for UCSD to meet district and state TLC goals and district goals: Improve student achievement by strengthening curriculum and instruction and Increase technology integration.

Teacher Leadership Roles	Number of District Positions	Percentage of Time Engaged in student instruction	Percentage of Time Engaged in Teacher Leadership Duties	Additional Contract Days and/or additional time devoted to teacher leadership roles
Instructional Strategist	2	0%	100%	15 days
Technology Integrationist	1	0%	100%	15 days
Instructional Coaches	6	95%	5%	6 days
Special Programs	10	95%	5%	6 days
Mentors	5	95%	5%	6 days

K-5 Instructional Strategist (1)

--Oversee K-5 and district initiatives
 --Observe, model, and coach teachers
 --Collaborate and coordinate with K-5 Instructional Coaches, K-5 Math Coordinator, K-5 Literacy Coordinator, K-5 Professional Learning Community Coordinator, K-8 mentors, K-5 Iowa Assessment/MAP Coordinator, K-12 Technology Strategist and administration to:

- Provide tools necessary for teachers to carry out district initiatives
- Facilitate differentiated learning
- Ensure Core implementation
- Coordinate data collection and data analysis to make instructional decisions
- Plan, facilitate and monitor professional development

6-12 Instructional Strategist (1)

--Oversee 6-12 and district initiatives
 --Observe, model, and coach teachers
 --Collaborate and coordinate with PBIS Coordinator, Middle School and High School Authentic Intellectual Work Coordinators, High School Standards Based Grading Coordinator, Union High School Technology Coordinator, 6-12 Iowa Assessment/MAP Coordinator, 6-12 mentors, K-12 Technology Strategist and administration to:

- Provide tools necessary for teachers to carry out district initiatives
- Facilitate differentiated learning
- Ensure Core implementation
- Coordinate data collection and data analysis to make instructional decisions
- Plan, facilitate and monitor professional development

K-12 Technology Integrationist(1)

--Assess the instructional needs of teachers to determine how to best integrate technology
 --Conduct surveys such as the Clarity Survey to determine needs and progress of technology integration
 --Assist in gathering data on student achievement and Core/Standards implementation
 --Model teaching using technology with teachers and students
 --Create and maintain professional connections with other technology strategists by attending technology integration workshops/conferences
 --Incorporate use of technology with building and district initiatives (IPI, AIW, PLCs, etc.)
 --Collaborate with K-5 and 6-12 Instructional Strategists, mentors, the other Special Program Leaders, and administration
 --Search and apply for grants and funding opportunities
 --Collaborate with District Technology provider
 --Provide technology training to the district/buildings as needed and by developing and providing summer and school-year tech training opportunities for staff (whole building, small group, individual)
 --Develop on-line resources for students, community members, and staff

- Chair the UCSD Technology Committee
- Maintain current research and make recommendations on device selection

K-5 Instructional Coaches (6)

(K-1st LPC, 2nd-3rd LPC, 4th-5th LPC, K-2nd DG, 3rd-5th DG, Non-Core Elementary)

- Coordinate with K-5 Instructional Strategist on implementing district initiatives
- Collaborate with mentors to determine coaching focus
- Participate in PLCs and coordinate follow-up planning meetings to facilitate data analysis, intervention group planning, implementation of the Core, and reflection
- Be current on research-supported best practices
- Assist teachers by observing, demonstrating, co--planning, co-teaching using best practice instructional strategies, and providing feedback

Special Program Teacher Leaders (10)

K-5 Math Coordinator-work with the Instructional Strategist, K-5 Math Team and administration to guide district work in supporting the implementation of the Core, monitor the usage of curriculum materials and the implementation of the Iowa Math Core. They will provide support through demonstrations, observations, co--planning, and co-teaching and will provide leadership in the collection and analysis of data and help facilitate math professional development.

K-5 Literacy Coordinator-work with the Instructional Strategist, K-5 Literacy Team and administration to guide the district work in supporting implementation of the Iowa Literacy Core, and monitor usage of curriculum materials. They will provide support through demonstrations, observations, co--planning, and co-teaching. They will provide leadership in the collection and analysis of data and will help facilitate literacy professional development.

K-5 Professional Learning Community Coordinator- work with the K-5 Instructional Strategist and elementary principals to enhance professional growth in the district through their guidance of Professional Learning Communities. The PLC Coordinator will ensure the work of PLCs on teaching and learning, student engagement, technology, and assessment. They will participate in PLC meetings, support PLC teams, and provide feedback on each PLC's work.

6-8 Positive Behavior and Intervention Supports Coordinators-work with the 6-12 Instructional Strategist, the MS principal, the PBIS team, heads of the Tier 1 and Tier 2 MS committees, 6-8 PAL coordinators, and the AEA PBIS Consultant. The PBIS Coordinator will attend AEA coaches meetings and fall/spring state conferences. The Coordinator will complete and submit state required paperwork, work with the team to provide professional development to the staff and work with the staff on reflecting of SWISS data.

6-8 and 9-12 Authentic Intellectual Work (AIW) Coordinators (2)- work with the Instructional Strategist, professional development team, and administration to assist in planning continued training and implementation of the AIW philosophy and serve as the lead teacher for training opportunities outside the district.

9-12 Standards Based Grading Coordinator- work with the Instructional Strategist, professional development team, and administration to assist in planning training and implementation of standards based grading and serve as the lead teacher for training opportunities outside of the district.

9-12 Technology Coordinator- work with the Technology Integrationist, Instructional Strategist, and professional development planning teams on secondary level technology integration and serve as the secondary contact of the 1:1 computer initiative.

K-8 and 6-12 Iowa Assessments/Measures of Academic Progress (MAP) Data Coordinators- work with the Instructional Strategist, professional development team, and administration on planning of MAP assessment, goal setting, data analysis with cross references to CORE curriculum, and develop follow up learning opportunities with appropriate staff. These teacher leaders will serve as the representatives for the district at MISIC and MAP training opportunities.

Mentor Teachers (Estimating 5 positions)

- Collaborate with administrators, instructional coaches, technology integrationist, instructional strategists and special program teacher leaders to mentor first and second year teachers
- Meet weekly with mentees and record discussions in a Google Doc which the two instructional strategists also have access
- Assist mentees with implementation of the Core by helping to create lesson plans and assessments, observe classroom instruction and facilitate reflective thinking and provide constructive feedback

Existing committees (too numerous to mention) will collaborate with the administration, instructional strategists, technology integrationist, K-5 instructional coaches, special programs teacher leaders and mentors to provide a systematic approach to school improvement.

The new teacher leadership roles in the Union TLC Grant were developed as part of a systematic needs assessment, based on student assessment data, teacher input and survey responses, action plans from building SINA plans, and a discussion of long range professional development needs and planning.

The 6-12 instructional strategists will fill an identified systematic void by having teacher leaders oversee district initiatives, assist in development and implementation of PD and assist classroom teachers to identify and implement new teaching strategies into their daily lessons. The implementation of instructional strategists will increase the school district's depth of systematic, long term planning for professional development and assist building administration and building professional development teams through observing implementation of professional development work.

Union High School has moved to a 1:1 computing environment during the 2014-2015 school year, as part of this grant application we are seeking to add a technology integrationist to aid not only high school teachers, but all teachers in the district, in expanding their use and student use of technology in their learning. This teacher leadership role is not intended to be a repair person, but a specialist in technology integration. The addition of a technology integrationist also fits in the district's goals of increasing the use of technology in classrooms.

The 6-8 PBIS coordinator, 6-8 and 9-12 AIW coordinators, 9-12 Standards-Based Grading coordinator positions have been served by volunteer teacher leaders working with an ad hoc plan and for the most part independent of other groups. The implementation of these positions will increase the school district's depth of systematic, long term planning for professional development and will assist administration, professional development teams, and individual program teams in planning for implementation, modeling, and coaching teachers in the respective initiative.

The K-5 instructional strategist will fulfill a role of having a teacher leader oversee district initiatives, assist in development and implementation of professional development, and assist classroom teachers to identify and implement new teaching strategies into their daily lessons at the elementary level. The instructional strategist will increase the school district's depth of systematic, long term planning for professional development and assist building administration and building professional development teams through observing implementation of professional development work.

The K-5 Math Coordinator, K-5 Literacy Coordinator, and K-5 Professional Learning Community Coordinator along with the instructional strategist, will communicate collaboratively in coordinating district professional development in the areas of the Iowa Core, TIER, and PLC processes with our staff. They will provide support through demonstrations, observations, co-planning, co-teaching, and lead professional development in-services to strengthen instruction, improve students learning and student achievement throughout the elementary buildings.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The TLC Committee understands the importance of selecting teacher leaders who show evidence of being an effective teacher and leader on a regular basis. Without this continual presence/leading by example, the impact of the teacher leadership position will be diminished. It is imperative the selection process is comprehensive. The TLC Committee understands teachers who have been focused on their classroom may not presently possess the necessary leadership skills. The Selection Committee will be seeking those teachers who build relationships and have shown evidence they are willing to learn how to coach and work with adults.

Measures of effectiveness.

- Possess three/more years of exemplary teaching experience-1 year in district
- Demonstrates
 - excellent facilitation/communication/collaboration skills
 - ability to modify/enhance curriculum to meet diverse needs of all students
 - skills in implementation of classroom planning/instruction/ assessment
 - interpersonal/problem solving/organizational skills required to effectively facilitate coaching/ PD initiatives
 - use student work and performance data to make informed instructional decisions
 - active leadership participation in the district
 - evidence of content knowledge/project specific knowledge
 - use and/or knowledge of effective instructional strategies

Professional growth.

- Demonstrate
 - commitment to ongoing professional growth
 - ability to reflect on own practice
 - receptiveness to learning/implementing new ideas/strategies
 - implementation of district/building initiatives and school improvement efforts

All positions will be posted listing minimum requirements, duties/responsibilities, extra hours, and salary supplements. A request for membership on the Selection Committee will be publicized. The Selection Committee will include an equal number of administrators and teachers: director of instructional services, 4 principals and 5 teachers: 1 LPC teacher, 1 DG teacher, 1 MS teacher, 1 HS teacher, and 1 at large from the MS or HS. Members on the TLC Committee interested in applying for any positions will excuse themselves from the TLC Committee during the creation of the rubrics/generation of the interview questions. The Selection Committee will make recommendations to the superintendent. The Selection Committee will conduct the process in phases. First, the three full-time positions will be chosen. Then Selection Committee will accept applications for the other positions. The selection process includes:

Letter of Interest-All Applicants

- Evidence of passion for teaching, commitment to being a teacher leader
- A rubric will be used to evaluate cover letter for evidence of effectiveness as previously listed.

Resume-All Applicants

- Evidence of continued growth as a professional and active participation in leadership.
- A rubric will be used to evaluate resume for evidence of effectiveness as previously listed.

Classroom Video-Instructional Strategists/Technology Integrationist

- Written reflection: written essay explaining the planning of the entire lesson, how they effectively engaged all students, how they differentiated instruction, how they chose the teaching strategies and activities, how they provided relevant feedback, how they monitored and assessed student learning and reflection on what went well and what they learned to better teach to individuals or the group.
- Video: 20 minutes of instruction from the lesson described in the written reflection showing the best evidence of being an effective teacher.
- Use rubric to evaluate written reflection and video for evidence of effectiveness as previously listed. The rubric will include demonstration of evidence of implementation of building/district initiatives such as IPI, AIW, reading or math Core implementation, MTSS, technology.

Video working with a colleague-Instructional Strategists/Technology Integrationist

Objective being the professional growth of the teacher/s

- Written reflection: written essay explaining planning of collaboration, relationship established, quality of questioning, how they

probed for information and reflection on what went well and what they learned they might do differently.

--Video: 20 minutes of working with a colleague/s demonstrating evidence of effectiveness as a leader as previously listed.

- Use rubric to evaluate written reflection and video for evidence of effectiveness as previously listed. The rubric will include criteria for coaching/collaboration, body language, active listening skills, focused conversation, and evidence of pedagogy strategies.

Interview (All Applicants except Mentors)

--60 minute interview

- Will use rubric to evaluate evidence of candidate's teaching practices, how they have continued to learn/grow as a teacher, how they have been a teacher leader, why they are interested in a leadership role, how they envision themselves as a leader and how they can work with other leaders to improve student achievement. Rubric will include an evaluation of how they provide evidence of being reflective.

The Mentor selection process will use the same criteria as all other leadership positions. Upon hiring a beginning teacher, the building principal will use their knowledge of the veteran teacher's ability to meet Union's TLC Program criteria when selecting a mentor teacher to work with each new teacher. Principals will also consider factors such as the veteran teacher's current and past teaching roles, grade level or content area experience, departmental assignment, and building assignment as part of the mentor selection process. The principal may ask candidates for mentor teacher assignments to submit any or all of the above items (cover letter, resume, video of teaching, video of work with a colleague, and/or interview) to assist with the selection process.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Building and District Professional Development Teams have been involved in providing input and planning PD for the last 18 years. The delivery of the PD has evolved over the past decade from only an AEA delivery model, to an administrative directed model, to our current process that is much more team and teacher focused model. While our current process still maintains an administrative and AEA support, the development and delivery of PD has shifted to a more “team” delivery model. The Teacher Leadership and Compensation (TLC) Plan will leverage teacher leaders within our district and allow them to take on more focused roles within the PD planning and delivery. While the K-5 and 6-12 Instructional Strategists and the Technology Integrationist will be members of the planning team/s, they may or not be part of the actual delivery of the PD Plan. Full-time TLC positions will offer our school system an opportunity to bring a much more focused, data-driven approach to PD planning and will provide the opportunity for instructional coaches readily available for support, implementation available to all teachers. Our current PD Teams have focused more on short range goals and have not been afforded the time necessary to look at and develop long range goals and multiple year planning diagrams. The true strength of PD lies in the effective implementation of initiatives with fidelity with the underlying goal of improved student learning. Currently, the implementation and evaluation of effectiveness lies with the building level administration.

The TLC Plan will allow the Instructional Strategists and Technology Integrationist to collaborate with the other teacher leaders and administration to identify, analyze, and disseminate multiple pieces of data, standardized testing data, Measures of Academic Progress (MAP) data, Instructional Practices Inventory (IPI), Formative Assessment System for Teacher (FAST) data, and other locally developed formative assessment data and make it more useful for our classroom teachers. The above listed positions will also assist PD Teams in the development of short and long term SMART goals as they relate to the PD Plan to improve student learning. The PD Team will maintain a “Team” approach similar to its current configuration, but with a laser like focus on student achievement. The supporting Instructional Coaches and Special Program Teacher Leaders will work collaboratively with the PD Team and serve as a bridge into the classrooms. The K-5 Instructional Coaches will participate in the PLCs and will assess the integrity of true PLC implementation. Instructional Strategists and the Technology Integrationist will also be working directly with the classroom teachers to guide implementation and serve as support for classroom teachers.

Special Program Teacher Leaders will work with Instructional Strategists and the PD Teams to plan for PD pertinent to their program. That PD may be done within large groups or working with small groups and/or individuals. K-8 and 6-12 Iowa Assessments/Measures of Academic Progress Data Coordinators will assist teachers with the assessments, analysis and interpretation of assessment results. Instructional Strategists, administration and other appropriate teacher leaders will collaborate with these assessment leaders to address gaps in instruction. All teacher leaders will work with Mentors to design timely PD supporting beginning teachers. While we have laid out a general plan of what needs to be included in developing the PD Plan, teacher leaders and administration will meet to define specifically what each will do to avoid any unnecessary overlap in their duties related to the Iowa Professional Development Model and to make sure everything is in place.

All of the major elements within the Iowa Professional Development Model (IPDM) are addressed throughout the UCSD TLC Plan. The collection/analysis of student data, the setting of measurable student learning goals, selection of content and providers (generally AEA or MISIC), design of professional development, training/learning opportunities, collaboration/implementation, ongoing data collection, program evaluation have been the process currently used. Some components are stronger than others as has been evidenced by the district/building profile which the District PD Team periodically completes. The addition of Instructional Strategists, Technology Integrationist, Instructional Coaches, Special Program Teacher Leaders, and Mentors will be instrumental in the selection of content and serve in the designing and delivery of professional development. The TLC Grant will allow the UCSD the opportunity to not only establish SMART goals, but follow through on implementation of professional development and manage transition of initiatives. A shortcoming of our current professional development is the sustainability and managing the transitioning of initiatives. The TLC plan allows for teacher leadership positions to truly push forward in learning and not focus solely on sustainment, but develop new innovative approaches to move our school system forward.

Using Part 8 application narrative from Year 1?

No

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

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

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

UCSD's TLC's Vision is, "To develop a systemic support and collaborative professional learning environment for our teachers to further develop their teaching and leadership skills and abilities, realize and be rewarded for their leadership and to improve student achievement." USCD will utilize short and long term goals to assist in guiding the development of the plan and utilize multiple measures to determine the effect size of the program. Student testing data, Iowa Assessment and MAP will serve as the foundational scores with supporting data from other assessments such, ACT, COMPASS, and FAST. This data collection will also include other formative assessments that will be developed and implemented locally. UCSD will also use Instructional Practices Inventory data to provide snapshot data on student and teacher engagement.

Goals	Short Term Measures of Impact/effectiveness	Long Term Measure
Improve Student Achievement by strengthening curriculum and instruction	Iowa Assessment Growth Data Iowa Assessment Data-% of students whose needs are met by the Iowa Core MAP Spring to Spring Growth Data (grade-level and individual teacher) F.A.S.T. Data Other district formative & summative assessments Instructional Practices Inventory data from fall-winter-spring indicating more student and teacher engagement in Core/standards focused instruction Principal walk-throughs and observations indicating Core/Standards posted, improved instructional strategies. Observation of 6-12 unit plans designed with focus on Core and AIW criteria. K-5 Instructional Coaches reflections on PLC conversations/data K-5 Instructional Strategist's reflection on implementation data	Iowa Assessment comparison for the last 4 yrs. Individual Student Achievement trends-Iowa Assessments MAP growth data comparison for last 4 years. Individual Student Achievement trends-MAP Annual Yearly Progress data/SINA status Instructional Practices Inventory data from fall 2013 to fall 2016 ACT scores from 2014 to 2017
Technology Integration	Clarity Survey (students, teachers, parents) results from fall to spring Technology Integrationist's records of working with teachers 6 th -12 th Unit Plans	Clarity Survey (students, teachers, parents) results fall 2014-fall 2016
Promote collaboration among teachers	Teacher Surveys Teacher Leaders' observations and records	Teacher Surveys trends
Reward professional growth and effective teaching	Evaluation process Teacher Leaders' Reflections Number of teachers applying for the position Number of teachers volunteering to serve on committees	Number of teacher leaders who choose to remain teacher leaders Exit Interviews

Attract able/promising new teachers and Retain effective teachers	Gather data of applicants for teaching positions	Retention Rates Exit interviews with teachers leaving Union Turnover rates
--	---	---

Regular and on-going monitoring and adjusting the TLC Plan will be crucial to the plan's success. Instructional Strategists will meet monthly with other teacher leaders to discuss data/information listed above and to bring any additional data or concerns to the monthly meetings with Technology Integrationist and administration so immediate improvements can be made in the TLC Plan. K-5 PLCs and MS/HS subject area AIW groups will provide feedback on professional development, assistance needed or any feedback that would help move individuals or groups forward. The TLC Committee will monitor implementation with surveys and will meet at least twice a year to make adjustments to the plan. It will be imperative they gather implementation data prior to any turnover in teacher leadership for the next year. The TLC Committee believes continued efforts to remain transparent with School Board, DLT and teachers will be a priority. Therefore, agendas and minutes will continue to be shared and input will be solicited.

Using Part 9 application narrative from Year 1?

No

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

Because UCSD has had a long-time commitment to involving teachers in the leadership of the district and teachers have been involved in leadership roles on numerous committees, UCSD is in a great position to implement and sustain our TLC Plan.

Also, throughout this whole process, we have made sure our TLC Committee conversations were shared with all of the stakeholders of the district.

The school board is fully supportive of the TLC Plan and has discussed how UCSD can sustain the plan over time. The school board has building level presentations as part of their monthly agendas to stay current on what is happening to improve learning and teaching.

The groundwork for a successful implementation and sustainment of the TLC Plan are in place in the UCSD. Both elementary buildings work collaboratively together and have attended PLC training with Solution Tree and our plan is to send additional teachers this next summer. Administrators are supporting the process and teacher leaders are helping guide the process. The MS and HS teaching staffs are working collaboratively planning and implementing professional development, utilizing teacher leaders throughout the process. Overall the culture and climate of the teaching staff and administration is in a position to successfully implement the TLC Plan. The TLC Committee has taken the time to gather data and research what additional positions will have the greatest impact on student learning.

Below are only three examples of the successful implementation of past UCSD initiatives involving teacher leaders.

One example is the HS implementing a successful student support system designed/managed by teacher leaders. Union High School was chosen to participate in the Department of Education's Iowa High School Project and then chosen to be one of Iowa's Rapidly Improving Schools (IRIS) initiative (2009). A team of teachers developed a cohesive system to address the needs of our struggling students, has been called upon to talk to other districts, and has presented at a national conference.

Examples of success include a 50% reduction in the number of students with D's and F's, strengthened relationships between students and teachers, and an improvement in overall school culture in climate.

A MS example is the implementation of Positive Behavior Interventions Support. MS teachers gathered data and identified a need. PBIS teacher leaders received extensive training from AEA 267. The PBIS Team Leader has been responsible for training new staff members/committee members on FBA instruction and the UMS Knights' Code of student expectations (Respect, Responsibility, Self-Discipline, and Pride.) The PBIS Team developed the Major/Minor Behavior Matrix, the Discipline Flow Chart, the Behavior Office Referral Form, the Safe Seat/Student Reflection system, and the Office Student Reflection Sheet. Staff is aware of the individual needs of students who are unsuccessful and determines the need for CICO (Check In, Check Out), Why Try, or behavior trackers. The PBIS Team organized the Got-U reward program to recognize positive student behavior and two members were trained in Bullying Response Investigation.

A K-5 example is our K-5 SINA Team who implemented PLCs. All teachers were invited to attend Solution Tree's PLC Conference in Minneapolis in June. The district used SINA/DINA money and additional professional development money to fund the training. Some teachers asked for a book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by Richard and Rebecca DuFour. A teacher volunteered to work with AEA 267 to develop a book study proposal and twenty-five teachers and one principal participated. All teachers were able to begin their PLC work groups with a working knowledge of the process in order to implement PLCs as a key component of our professional development and assessments.

While many teachers volunteer and assist with our school improvement efforts, the TLC Grant will provide additional leadership positions to support and coach teachers. We have been identified as a DINA with one elementary building a SINA. Our professional development and building SINA teams have determined the best way to address this is to focus on CORE instruction and expanding our pedagogical approach.

Our TLC leadership positions will strengthen Union's school improvement efforts that have been our focus for the last few years. These efforts align with our TLC Goals: Improve student achievement by strengthening curriculum and instruction and Increase technology integration

The following staff will be responsible for ensuring the TLC program's successful implementation and sustainability over time:

- TLC Committee will include 8 teachers and the administrative team. They will meet two times a year to monitor and evaluate the district's TLC plan and make adjustments accordingly. The Leadership Council will consist of the K-5 Instructional Strategist, the 6-12 Instructional Strategist, the Technology Integrationist and the administrative team. This council will meet monthly to review the Professional Development Plan and implementation of the school improvement initiatives
- The K-5 and 6-12 Instructional Strategists & K-12 Technology Integrationist—To provide a systematic plan, the Instructional Strategists, the K-12 Integrationist and the building principals will meet monthly with other appropriate level teacher leaders to

monitor the implementation of the Core, the PLC's, mentoring and technology integration opportunities. They will coordinate, design, and evaluate the professional development efforts. The collaboration of the administration, teacher leaders, other teachers involved in committees, AEA and MISIC will definitely provide for a successful implementation of our TLC Plan.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

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

Certified Enrollment Number	1214.4
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$375,031.01
Total Allocation	\$375,031.01

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.	\$348,700.00
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).	\$10,993.00
Amount used to provide professional development related to the leadership pathways.	\$15,338.01
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	\$375,031.01

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$375,031.01

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

BUDGET NARRATIVE

The Union Community School district has a strong tradition of fostering teacher leadership. Unfortunately, these opportunities have been unpaid in the past. The TLC budget allows us to move from a loosely linked program to a TLC program that trains, supports, and compensates teacher leaders. The Union Community School TLC budget is aligned to our district vision, "Education to Meet Tomorrow's Challenges and our TLC Vision, "To develop a systemic support and collaborative professional learning environment for our teachers to further develop their teaching and leadership skills and abilities, realize and be rewarded for their leadership and to improve student achievement." It will have maximum impact on the district's school improvement goals, the goals of our TLC plan, and the specific school improvement initiatives that are being implemented in our district. This TLC budget will provide the resources to ultimately accelerate growth in student achievement for all of our students

Minimum Salary Requirement [Budget \$0]

The Union Community School District will not need to use TLC funds to support the minimum salary requirement. The UCSD base teacher salary is \$33,367 for the 2014-2015 school year. All parties agree that during the approaching bargaining the base salary will be increased to no less than the \$33,500 level for the 2015-2016 school year.

Instructional Strategist/Technology Integrationist [Budget \$255,435]

These 3 teacher leaders will provide modeling and feedback to teachers and will be a resource on the use of data to differentiate and guide instruction. Observation, coaching, and co-teaching will be done by the teacher leaders assigned to these positions. These teacher leaders will have a fifteen day extended contract and will be paid \$10,000 for extra days and responsibilities. The following positions will be funded:

- K-5 Instructional Strategist (1)
- 6-12 Instructional Strategist (1)
- K-12 Technology Integrationist (1)

K-5 Instructional Coaches [Budget \$34,974]

Our plan includes salaries for 6 instructional coaches. These teacher leaders will be full-time teachers who will receive an additional \$5,000 in compensation for 6 additional days on their contract and for additional responsibilities.

- K-1 La Porte City Elementary (1)
- 2-3 La Porte City Elementary (1)
- 4-5 La Porte City Elementary (1)
- K-2 Dysart-Geneseo Elementary (1)
- 3-5 Dysart-Geneseo Elementary (1)
- Non-Core Elementary (1)

Special Program Teacher Leaders [Budget \$40,803]

These teacher leaders will facilitate the implementation of specific programs. These initiatives directly support the learning goals of the district. These teacher leaders will be full-time teachers who will receive an additional \$3,500 in compensation for 6 additional days on their contract and for additional responsibilities.

- K-5 Math Coordinator (1)
- K-5 Literacy Coordinator (1)
- K-5 Professional Learning Community Coordinator (1)
- Positive Behavior Intervention Coordinator (1)
- Union Middle School and Union High School Authentic Intellectual Work Coordinators (2)
- Union High School Standards Based Grading Coordinator (1)
- Union High School Technology Coordinator (1)
- Iowa Tests/Measures of Academic Progress Data Coordinators K-8 & 6-12 (2)

Mentor Teachers [Budget \$17,488]

Mentor teacher leaders will assist first and second year teachers to improve their skills and to help retain these teachers in the profession. These teacher leaders will be full-time teachers who will receive an additional \$3,000 in compensation for 6 additional days on their contract and for additional responsibilities. Additional responsibilities will include weekly planning sessions with mentees.

Substitute Teachers [Budget \$10,993]

Substitute teachers will be required to fill-in for Instructional Coaches, Special Program Coordinators, and Mentors when their

roles require them to be out of the classroom

Professional Development for Leadership Pathways [Budget \$15,338.01]

The TLC plan for Union CSD utilizes the Iowa Professional Development Model and in addition will provide specific training for teacher leaders to support their new roles and help them develop expertise. Expenses for AEA 267 and Mid-Iowa School Improvement Consortium trainings as well as conference and workshop expenses will be covered.

Detailed Budget

Teacher Leadership and Compensation Budget Detail

Role	# Of Staff	Contract	Stipend	Salary	IPERS	FICA	Insurance	Total Sal. & Ben.
Instructional Strategist	2	Full Time + 15 Days	\$10,000	\$120,000	\$10,716	\$9,180	\$30,394	\$170,290
Technology Integrationist	1	Full Time + 15 Days	\$10,000	\$ 60,000	\$5,358	\$4,590	\$15,197	\$85,145
Instructional Coaches	6	6 Days	\$5,000	\$ 30,000	\$2,679	\$2,295	\$0	\$34,974
Special Programs	10	6 Days	\$3,500	\$ 35,000	\$3,126	\$2,677	\$0	\$40,803
Mentors	5	6 Days	\$3,000	\$ 15,000	\$1,340	\$1,148	\$0	\$17,488
Substitutes		100 Days	\$94 per day	\$ 9,400	\$874	\$719	\$0	\$10,993
Total	24			\$255,400	\$22,842	\$19,539	\$45,591	\$343,372
Professional Development								\$15,338.01
Total TLC Expenditures								\$375,031

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