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**Application**

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

91397 - United Teacher Leadership Compensation Grant  
 Teacher Leadership and Compensation System

Status: Under Review      Submitted Date: 2014-10-28 03:35:05  
 Signature: Sara Keehn      Submitted By: Sara S Keehn

**Applicant Information**

<b>Project Officer</b>			<b>Organization Information</b>		
AnA User Id	SARA.KEEHN@IOWAID		Organization Name:	United Community School	
First Name*	Sara	S Keehn	Organization Type:	K-12 Education	
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Phone:*	515-432-5319			Iowa	
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Program Area of Interest*	Teacher Leadership and Compensation System		Phone:	515-432-5319	
Fax:			Fax:		
Agency	Administrative Services, Iowa Department of		Benefactor Vendor Number		

**Recipient Information**

District\* United Community School District  
Use the drop-down menu to select the district name.

County-District Number\* 08-6561  
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 Mrs.

Name of Superintendent\* Sara Keehn

Telephone Number\* 515-432-5319

E-mail Address\* skeehn@united.k12.ia.us

Street Address\* 1284 U Ave.

City\* Boone

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

Zip Code\* 50036

**TLC Application Contact**

Honorific	Mrs.
Name of TLC Contact*	Sara Keehn
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State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50036

**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)**

United Community School District (UCSD) is a dynamic district consistently striving to serve our patrons through our diverse and unique programs. Our district is unique in the Iowa school system with our PK-6 students being served on campus and double one-way whole grade sharing agreements with Boone and Ames grades 7-12. Additionally, 46% of our PK-6 students are open-enrolled-in from eight different districts. UCSD provides quality education for students through strong instructional skills of the staff, innovative educational opportunities, and partnerships between parents and community. This grant is of the utmost importance to our district as for the first time ever our district has been placed on the AYP watch-list in math. This has added urgency to our district's need for improvement in our instruction and achievement scores on standardized assessments. Also, our high-quality experienced teaching staff is quickly approaching their retirement years and we need a system to support, retain, and recruit high-quality teachers while building their leadership capacity.

In planning for our grant, we committed our efforts to elicit input from all stakeholder groups, who provided great feedback including questions, support, and ideas. We took this feedback and combined it with research of successful teacher leadership programs to develop a unique program suited for the needs of our school district. Giving priority to the teachers' needs, the Teacher Leadership Compensation Grant-Writing Committee created some unique teacher roles to fulfill the needs of improving our high-quality teachers. From the teacher leadership survey we were able to determine the following goals in our Teacher Leadership Grant:

**Goals:**

1. Support, retain, and recruit high quality, effective teachers
2. Strengthen staff collaboration
3. Maximize professional development (PD)
4. Compensate teachers for increased leadership responsibilities
5. Increase student achievement by using student data to drive instruction
6. Promote lifelong learning for students and teachers

Our plan includes five teacher leadership roles with a total of 14 potential positions. The **Professional Development/Model Teacher Coordinator** will plan, provide and assess the PD for staff. They will also facilitate progress towards meeting the district's long-term and annual goals. **Data Committee Members** will be responsible for interpreting data and collaborating with staff to improve instruction. **Model Teachers**, focused in areas of literacy, math, and technology, will be responsible for providing examples of high-quality instruction including implementing district initiatives and inviting others to observe in their classroom. **Mentor Program Facilitator** will act as a liaison, responsible for supporting improved entry into the profession. Lastly, **PLC Leaders** will enhance professional growth through their guidance of Professional Learning Communities and provide a channel for ongoing communication between PLCs, the PD Coordinator, and administrators.

Our teacher leadership survey determined that the following initiatives were most important for our professional growth as a district: Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) and Iowa Core (with an emphasis on literacy, math, and technology). Teacher Leaders will be instrumental in accomplishing the key district initiatives and providing the PD necessary for success. The **Mentor Leader** will help improve entry into the profession as the district will have supplements to the mentoring and induction programs offered by AEA. The mentoring pairs will have additional support through structured meetings, modeling, and communication to promote longevity in teaching.

A committee consisting of administration, staff and AEA representation will be involved in the rigorous selection for the leadership positions. Candidates for leadership roles will submit letters of interest, be scored on leadership experience, participate in interviews, and share documentation of high-quality teaching and extended learning opportunities. Evaluating the effectiveness of the program will be essential in ensuring the continuation of the program.

Annually, the Lead Team and administration will revise job descriptions and responsibilities for teacher leader roles based on identified needs while evaluating effectiveness of the program. The goal is to maintain the stability of the staff while providing the opportunity for professional growth to promote student success. We believe continued sustainability of the TLC Plan will depend on the buy-in of all involved.

Our TLC grant budget is variable based on our partnering districts. We plan to use funds to raise base salaries, provide PD for teacher leaders, support teacher release time for collaboration, and supplement salaries for leadership roles. Upon receiving the grant, UCSD will become invested in building the leadership capacity of all individuals to increase our school's academic success and the power to be lifelong learners.

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).

#### Application Decision

In Fall 2013, United Community School District's (UCSD) Lead Team, which included six teachers and our administrator, researched and discussed the Teacher Leadership Grant. As a small staff, our time and energy was focused on MTSS/RtI and data analysis. As one teacher put it, "I like the concept. There just aren't enough hours in the day to write this now!" We came to consensus that it was not an opportune time for our district to apply. As the year progressed, we began to understand that the grant was made to address exactly what we were fighting: a lack of time and energy. We briefly discussed hiring a grant writer, but decided the writing process is part of the learning and discussion process. The team concluded that it was time to embrace the teacher leader concept and share in collective decision making. In Spring 2014, we reviewed our district student learning goals and felt that the TLC Grant would be beneficial to meeting these goals. We formed our TLC Team and began formulating our TLC Plan using the Comparable Model Plan #3.

#### Vision

As the team discussed a vision for the TLC plan, the Lead Team first focused on what we did not want the program to include. We thought of how the plan might affect the school culture, our students, and our teachers. Parent feedback was adamant that we NOT pull our best teachers out of the classrooms as instructional coaches. Listening, we focused on our district's strengths and based the vision on the enhancement of those components.

#### Plan Creation and Grant Writing

Using our school's mission, TLC goals, and student long-range district goals, we began to formulate our plan. The TLC Team attended TLC Grant trainings in June, July, and August of 2014. We read exemplary grants, brainstormed district needs, surveyed staff, gathered feedback from our SIAC and school boards, and discussed budget. Our goal is to bolster our leadership base as we have only one administrator who serves as superintendent, principal, and curriculum coordinator. Plan #3 works best for our district as we are unique in Iowa with PK-6 students being served on campus and double one-way whole grade sharing agreements for 7-12. Additionally, 46% our PK-6 students are open-enrolled in from eight surrounding districts. We began writing the grant in Aug. following Model #3, which allowed us to create positions to fit our needs. The first draft was completed in October and reviewed by parents, teachers, and board members. We used their insight and vision to revise the grant into a more cohesive plan. We continued to refine our plan with support from our AEA team.

#### Staff Buy-In

During initial conversations, the TLC Team observed some staff misconceptions about the plan. One teacher stated, "Oh, I have an advanced degree, I'll take some more money." The team gave an overview of both the process and the plan to dispel the myths. The TLC Team utilized a Survey Monkey to create an online survey addressing the district's needs and teachers' knowledge about the Teacher Leadership Program. Data from the survey determined four priorities: Iowa Core, MTSS/RtI, math, and technology. From the survey, we learned that 100% of staff and administration supported the TLC program. We also learned that staff would accept proposed Teacher Leaders and over 50% of staff expressed interest in applying for a leadership position.

#### Education of and Feedback from Stakeholder Groups

In September, the TLC Team educated the PTO, SIAC and the School Board about the basics of the proposed TLC plan. It included the process for applying, the potential roles and the plan's goals. Of the 32 parents (two of whom are UCSD staff members) who heard the proposal, the majority were supportive and enthusiastic. However, several voiced a concern about the potential for teachers leaving the classroom. The School Board was also supportive but asked about funding sustainability. The SIAC was encouraged by the creative ideas for leadership roles. The TLC Team solicited feedback and asked for grant reader volunteers from all groups. Feedback from meetings and grant readers was used in future planning sessions.

#### Grant Writing

**Grant Planning Funds: \$6,213.54**

TLC Team Meetings:

The Team chose to hold their work sessions after school hours spending over 250 hours writing, editing, and revising this TLC Grant. Substitutes were used only 1.5 days for grant writing purposes, because we felt the teachers' time in their classrooms was more beneficial to the students.

Teacher substitute release time: \$530.00  
 TLC team writing: \$5,000  
 Funds remaining: \$683.54 (to be applied toward implementation)

**Description of Support and Commitment**

Stakeholder Groups (Teachers, Administrators, and Parents)

Six teachers (25%), including the education association president, committed to and wrote the plan with the help of the principal/superintendent. Other teachers gave suggestions as the plan was presented and discussed at weekly staff meetings. Over 50% of all teachers showed interest in applying for one or more roles. Members of UCSD's Lead Team presented TLC information to PTO. Parents of that group were inquisitive and supportive of the TLC initiative. In addition, an article in the district quarterly newsletter educated our patrons. UCSD's TLC Team then held meetings with our SIAC and school board members who generated questions, comments, and ideas that were recorded and used at future planning meetings.

**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.

In our district, data trends indicate that the district is in need of an increased focus on effective teaching strategies, support for quality instruction, and application of Iowa Core. Currently, our Lead Team, representing a variety of teaching positions in the building, and the SIAC analyze the data and annually recommend areas of focus for PD. These additional TL roles would allow for greater reflection of instruction, enhanced collaboration, and a cohesive direction on school-wide initiatives based on higher quality data evaluation.

Iowa Assessments: Grades 3-6

	2013-2014 Participation Display		2013-2014 Assessment Display	
Subject	Number Tested / Enrolled = % Tested	Participation Status	#Prof + Additional Meeting Growth / FAY = %Prof + Growth	Assessment Status
Reading	86 / 86 = 100.00	Met AYP Goal	(69+0) / 74 = 93.24	Met AYP - Safe Harbor
Math	86/86= 100.00	Met AYP Goal	(63+0)/74= 85.14	Missed AYP

The majority of our staff are veteran teachers with greater than 15 years of teaching experience. These same veteran teachers also hold the highest degrees for our district. We would like to optimize the use of their knowledge and experience before they leave the workforce. In looking to the future, we must build our leadership capacity. With the TL compensation our goal is to retain talented young teachers for longevity.

State Theory of Action	United Community TLC Plan
"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	In the United Community School District, the TLC plan is the way to compensate teacher leaders beyond the master contract. As veteran staff retire, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.
create the political will and understanding necessary to remake the status of the teaching profession	Our TLC plan provides a detailed process that provides the opportunity for teachers to take on leadership roles in the district.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Teachers will have purposeful and continuous opportunities to collaborate with others in our district, AEA personnel, and contacts outside the district.

and develop a clear system with quality implementation,	Criteria and responsibilities of all positions will be clearly described and articulated through the job description chart and sustained through the post-evaluation/observation process.
then, student learning will increase,	District-wide assessment results will be examined by the staff. The data is shared with parents/students. It is the district goal for each student to show 1+ year growth in reading and math. Students are made aware of scores and set individual growth goals for improvement.
student outcomes will improve, and	Using Bloom's Taxonomy as a guide, rigor will increase, resulting in higher levels of creativity and problem solving
students will be prepared to succeed in a globally competitive environment."	STEM skills will be integrated into classroom lessons in order to prepare students for real world experiences. United monitors student achievement as they progress to grades 7-12 with shared districts. We monitor academic and extra-curricular achievement.

The district's mission is "...to ensure that each student will achieve the skills necessary to succeed in life. This will be accomplished by providing a student-centered educational community."

**The vision of UCSD's TLC plan is to increase student achievement through improved teacher collaboration, target Professional Development and improved teacher support systems.**

We know that the TLC Grant will be a catalyst for system-wide change. The additional leadership opportunities for teachers in our district will have a positive effect on student achievement and meeting our goals. The vision will be achieved by accomplishing the following TLC goals:

- support, retain, and recruit high quality, effective teachers
- strengthen staff collaboration
- provide goal-aligned PD
- compensate teachers for increased leadership responsibilities
- increase student achievement by using student data to drive instruction
- promote lifelong learning for students and teachers

**Part 2 – Connecting State and Local Vision and Goals**

**District Long Range Goals**

1. All K-6 students will achieve proficient levels in reading comprehension.
2. All K-6 students will achieve proficient levels in math.
3. All K-6 students will achieve proficient levels in science.
4. All K-6 students will apply information processing skills and technology to solve problems for informed decisions in reading, math, and science.
5. All K-6 students will feel safe and connected to school.
6. All secondary students will be offered access to quality programming whether on campus or off.

**Student Learning Goals**

1. Acquire core knowledge in all curricular areas
2. Demonstrate effective communication skills
3. Apply information processing skills and technology to solve problems for informed decisions
4. Apply positive character traits to work collaboratively in a diverse society
5. Acquire knowledge and habits necessary to lead healthy lives

These goals are based on a number of data sources:

- Iowa Assessment (2-6)
- DIBELS/IGDI's/FAST (PK-6)
- NWEA MAP (2-6)
- STAR Math (1-6)
- STAR Reading (1-6)
- Early STAR Reading (K)
- CBM Math (1-6)
- CBM Writing (1-6)
- PBIS/HEART Data (PK-6)
- Secondary Student data is compiled by attending districts (Ames/Boone)

Using Part 3 application narrative from Year 1? 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 TLC plan will support and strengthen our district's key school improvement initiatives while building our leadership capacity. Our fall teacher leadership survey determined that the following four initiatives were most important for our professional growth as a district: Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) and Iowa Core (with an emphasis on literacy, math, and technology). In addition, we know that our Mentoring program is an integral structure within the school improvement formula.

MTSS/RtI	Our <b>Professional Development/Model Teacher Coordinator</b> will assist in implementing strategies to improve the effectiveness of MTSS/RtI time. <b>Model Teachers</b> will also be available to demonstrate the best use of MTSS/RtI time as well as best-practice strategies to use to support students in MTSS/RtI groups.
Iowa Core (with an emphasis on literacy, math, and technology)	Our <b>Professional Development/Model Teacher Coordinator</b> will help align all district leadership positions and instructional practices with the Iowa Core (with an emphasis on literacy, math, and technology). Our <b>Data Committee Members</b> will work with teachers to analyze student data to make academic decisions. Our <b>PLC Leaders</b> will structure PLC meetings to study research-based strategies, highlight best educational practices, and help meet Iowa Core requirements.
Mentoring	Our <b>Mentor Program Facilitator</b> will work with mentors and mentees to ensure new teachers develop confidence in the classroom and comfort within our new district, early in their teaching career. Our <b>PLC Leaders</b> will coordinate PLC meetings that are aligned with Iowa Core Standards and support new learning.

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)**

**Past Requirements for Mentoring**

We established a mentoring and induction plan in the early 2000s but have not updated it since that time. The district has been fortunate to utilize highly effective people in our classroom, but needs a more valid and reliable system for tracking and reporting mentor success. It has been difficult to keep initiatives as a part of our common practices due to teacher turnover. The TL system will provide a coordinator that will help mentors and mentees by structuring the transition to the teaching profession.

Our "mentoring and induction program" has not been emphasized for a number of years. Our teacher leadership survey shows that only 1/3 of staff considered it a key initiative. A SIAC member described the need for additional modeling of best classroom practices for new mentees. Through discussion with our past mentors two additional needs were mentioned: 1) a purposeful pairing of the mentors and mentees and 2) pairings need to begin earlier. Due to this feedback, our TL Program will provide more support in this area. Our teacher leadership program will provide a **Mentor Program Facilitator** who will assist in closing these gaps while enhancing the program strengths.

**Philosophy**

The purposes of our current mentoring and induction program is to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers and promote the personal and professional well-being of teachers. A formal induction and mentoring program improves the practices of novice teachers and the practices of the mentors. Both mentor and mentee benefit from reflection on their own classroom practices to make necessary changes and enhancements.

**Improved requirements**

The **Mentor Program Facilitator** will use a deliberate approach to pairing mentees and mentors. Some of the **Mentor Program Facilitator's** extended days will be used to recruit mentors and thoughtfully pair them with new teachers. The **Mentor Program Facilitator** will assist mentees in securing opportunities to observe exceptional instructional practices.

The mentors will exhibit the following qualities:

- A minimum of four years of exemplary classroom teaching
- Strong interpersonal and communication skills
- Effective coaching skills and scheduling flexibility
- Ability to work with adults effectively
- Positive role model
- Practices the Iowa Teaching Standards
- Have completed, or are currently enrolled in mentor training

New Mentoring Timeline - Year 1	Mentor/Mentee Roles	Program Facilitator Role
Summer/Teacher In-Service Requirements	*Mentor makes initial contact with mentee *Mentor is available to answer mentee questions	*Communicates with administration about new teachers hired *Gives mentees the beginning teacher needs survey *Deliberately pairs mentees/mentors *Assists in enrolling mentees/mentors in AEA mentoring classes as needed

		*Plans and attends "New Teacher Workshop" day
<b>Semester 1</b>	*Mentor guides mentee in creating professional goal *Mentor follows-up after staff meetings *Mentor helps mentee prepare for open house, conferences *Mentor helps mentee with data collection and analysis *Mentor explains grading program and report card processes *They meet at least weekly *Both maintain logs of meeting hours *Mentor guides mentee in document collection for professional teaching portfolio *Mentor guides mentee in preparation for student assessments *Mentor helps prepare for conferences/IEP meetings	*Plans a meeting for veteran teachers who are new to the district *Plans a formal meeting for mentees separate from mentors *Plans a formal meeting for mentors separate from mentees *Introduces mentees/mentors to the school board *Collects mentee/mentor meeting logs *Compiles <b>Mentor Program Facilitator</b> Portfolio data
<b>Semester 2</b>	*Mentor checks-in on mentee's professional goal progress *Mentor follows-up with mentee after staff meetings *Mentor helps mentee prepare for conferences/IEP meetings *Mentor helps with data collection and analysis *They meet at least weekly *Both maintain log of meeting hours *Mentor guides mentee in document collection for professional teaching portfolio *Mentor assists mentee in finalizing professional goal and requirements for mentee class *Mentor guides mentee in preparation for student assessments *Mentor guides mentee in preparation for end of year assessments and documentation for cumulative folders *Mentor assists mentee in collection of classroom inventory, ordering of instructional materials, and completing end of year checkout *Both complete survey for mentee/mentor program success with mentor coordinator and building principal	*Plans a meeting for veteran teachers who are new to the district *Plans a formal meeting for mentees separate from mentors *Plans a formal meeting for mentors separate from mentees *Collects mentee/mentor meeting logs *Compiles <b>Mentor Program Facilitator</b> Portfolio data *Conducts survey with mentees/mentors pertaining to program effectiveness *Meets with administration to discuss recommendations for program changes *Compiles <b>Mentor Program Facilitator</b> Portfolio and shares with administrator

Year 2: Repeat requirements from year 1 as applicable. Additional requirements for the mentee include the completion of the professional teaching portfolio by March. The **Mentor Program Facilitator** will also meet with mentee/mentor pairs upon completion of the program to discuss future changes and needs. If an additional year of mentoring is required, the district will extend the mentoring requirements to Year 3.

**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.

Or district will develop several new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include **Professional Development/Model Teacher Coordinator, 3 Data Committee members, 3 Model Teachers (Math, Literacy, Technology), Mentor Program Facilitator, and 6 PLC leaders**. These teacher leadership roles will improve the quality and responsiveness of professional learning opportunities for staff and develop a coherent instructional strategy for supporting district initiatives.

The following chart explains the responsibilities/roles for each new position. It also distinguishes how they will collaborate with each other to enhance student achievement and professional growth for staff.

<b>Professional Development/Model Teacher Coordinator (1 position)</b>
Engages 100% in student instruction <ul style="list-style-type: none"> <li>• 10 additional days</li> <li>• \$10,000 stipend</li> </ul>
<b>Role Summary for Professional Development Coordinator</b>
Plan, provide and assess the professional development for staff. Facilitate progress towards meeting the district's long-term and annual goals.
<b>Duties/Responsibilities</b>
<ul style="list-style-type: none"> <li>• Develop and administer a professional development needs assessment</li> <li>• Coordinate with administration and lead team on the professional development schedule</li> <li>• Communicate professional development opportunities to staff</li> <li>• Be current on research-supported best practices</li> <li>• Assist the Teacher Leadership team and Data Committee members in developing meaningful goals in professional development</li> </ul>
<b>Role Summary for Model Teacher Coordinator</b>
Oversee implementation of the teacher leadership system and serve as a liaison between model teachers and administration.
<b>Duties/Responsibilities</b>

- Coordinate the work of model teachers
- Assist teacher leaders in self-assessing effectiveness and professional growth
- Monitor by semesters the effectiveness of the Model Teachers
- Lead regularly scheduled model teacher meetings to solicit feedback and enhance team communication
- Be current on research-supported best practices
- Observe Model Teachers and provide feedback for professional growth
- Assign Mentor Teachers to Mentees based on qualifications and applications

#### Data Committee Member (3 positions)

Engages 100% in student instruction

- 5 additional days
- \$5,000 stipend

#### Role Summary

Will be responsible for interpreting data and collaborating with staff to improve instruction

#### Duties/Responsibilities

- Compile data from a variety of assessments for various audiences (staff, parents, school board, etc.)
- Collaborate with data committee members and share responsibilities of disseminating data to staff
- Determine the assessment schedule and create and update an assessment binder for each classroom teacher
- Aid teachers in the administration of district wide assessments
- Work in partnership with Lead Team to develop student improvement goals based on data
- Develop trend line data and communicate with stakeholder groups
- Guide teachers in collection and analysis of data to direct instruction
- Provide support and follow through on RTI/MTSS
- Routinely attend data meetings with AEA team and teaching staff

#### Model Teachers (Math, Literacy, and Technology) - 3 positions

Engages 100% in student instruction

- 5 additional days
- \$4,000 stipend

#### Role Summary

Model Teachers are responsible for providing examples of high quality instruction and inviting others to observe.

#### Duties/Responsibilities

- Maintain exemplary levels of teaching practice
- Model research-based practices
- Meet with teachers for reflection time
- Provide opportunities for initial and career teachers to observe quality classroom instruction
- Document all classroom observations and peer sessions
- Collaborate with school leadership team and administration to address instructional concerns
- Assist colleagues in advancing their instructional skills by providing resources and feedback

#### Mentor Program Facilitator (1 positions)

Engages 100% in student instruction

- 2 additional days
- \$1,000 stipend

#### Role Summary

Mentor Program Facilitator is responsible for supporting improved entry into the profession. He/She will act as a liaison between new teachers, their mentors, the teacher leadership team, and administration.

#### Duties/Responsibilities

- Pair mentors and mentees
- Provide constructive feedback to mentors and mentees
- Assist the mentor and mentee in the collection of the artifacts towards proficiency of the Iowa Teaching Standards
- Facilitate the implementation of Iowa Core
- Foster relationships between mentors and mentees
- Coordinate with Iowa State University for clinical experiences within the UCSD classrooms

#### Professional Learning Community (PLC) Leader (6 positions)

Engages 100% in student instruction

- 1 additional day
- \$1,000 stipend

#### Role Summary

PLC Leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide an ongoing communication channel between PLCs, the PD coordinator, and administrators.

PLC Leaders will facilitate the PLC Communities and focus on the four key questions:

1. What do we expect students to learn?
2. How will we know when they are learning?
3. How will we respond when they are not learning?
4. How will we support the students that already have mastered the skills?

#### Duties/Responsibilities

- Lead a grade level, subject area, or intervention team
- Guide collaboration of team members
- Lead discussions of strengths and weaknesses of student performances

- Support team in identifying student learning needs
- Support group collection and analysis of data
- Facilitate discussion about improving instructional practices
- Stay current on research-supported best practices
- Collaborate with school leaders and colleagues to address instructional issues
- Share and disseminate information with staff

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.

UCSD's individual teacher development plan is intended to support the professional growth of individual teachers as part of the district's focus on increasing achievement for all students. The process includes the creation of an annual individual professional growth plan by each teacher. Each plan has a measurable goal to show growth as well as evidence of:

- alignment with the Iowa Teaching Standards
- alignment with district professional development goals
- alignment with district annual goals
- improvement of student achievement

UCSD's current teacher evaluation process includes formal evaluation, professional growth goal, teacher collaboration, and peer review.

With this TLC Grant, UCSD plans to have a selection committee composed of a combination of the following: principal, board member, AEA representative(s), and teacher(s). The district-developed rubric will be used to promote objectivity. Using the rubric, the selection committee will interview all applicants. Then they will make recommendations to the superintendent of the school district for all roles.

Before the process begins, all teachers will be given the leadership roles and responsibilities and the selection rubric. This will allow them to gather the necessary documentation for the interview to show evidence of their leadership skills.

**United Community School District Leadership Role Selection Rubric**

**Basic Criteria for all roles: holds a valid Iowa teaching license, has a minimum of three years teaching experience, and has a minimum of one year in the district.**

	Professional Effectiveness	Advanced Degrees/Endorsements	Leadership Roles Outside of Contract	School Committee Involvement	Professional Development Participation/Implementation	Interpersonal Skills
Distinguished	-Implements Iowa Core with rigor and relevance -Exhibits superior mastery of Iowa Teaching Standards -Differentiates instruction for all students -Exhibits exemplary professionalism	-Holds MA/MS or higher degree -Holds endorsement(s) applicable to the position	-Holds leadership position in an organization	-Chairs school committee(s) -Has participated in committee(s) for four or more consecutive years -Has coordinated special committee project(s)	-Has led professional development -Shows evidence of consistent classroom implementation	-Communicates effectively with all stakeholders -Exudes a consistent positive outlook -Possesses strong organizational skills -Displays traits of being tactful, trustworthy, and discreet in all situations -Demonstrates exemplary collaboration skills
Proficient	-Implements Iowa Core -Demonstrates mastery of Iowa Teaching Standards -Differentiates instruction for most students -Exhibits consistent professionalism	-Holds BA/BS plus graduate credits -Holds endorsements	-Actively participates in an organization	-Participates in more than one school committee -Has participated in committee(s) for two-to-three consecutive years -Has participated in a special committee project(s)	-Participates regularly in professional development -Shows evidence of classroom implementation	-Communicates effectively at times -Exudes a positive outlook -Possesses organizational skills -Displays traits of being tactful, trustworthy, and discreet in some situations -Demonstrates collaboration skills

Basic	-Demonstrates some use of Iowa Core -Meets all Iowa Teaching Standards -Differentiates instruction for some students -Exhibits basic professionalism	-Holds valid Iowa Teaching license	-Functions as a member in an organization	-Serves on a school committee -Has participated in a committee for one year -Participates minimally in special committee project(s)	-Participates inconsistently in professional development -Shows minimal evidence of classroom implementation	-Communicates sporadically -Exudes an inconsistent positive outlook -Possesses few organizational skills -Displays traits of being tactful, trustworthy, and discreet infrequently -Demonstrates minimal collaboration skills
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United Community School District's Steps to Selection and Hiring of Teacher Leadership Roles:

1. Form an interview/selection committee.
2. Develop interview questions based on the Leadership Role Selection Rubric.
3. Establish an interview schedule.
4. Conduct interviews in late spring to ensure candidates have an opportunity to participate in summer trainings.
5. Identify and select candidates.
6. Make candidate recommendations to the superintendent.
7. Notify candidates and announce selections.

Annual Review of Assignment Process

All teacher leaders will be evaluated on an annual basis. These leaders will compile a portfolio with evidence/artifacts pertaining to each of the following:

1. Effectiveness
  - a. Peer Survey
  - b. Performance Evaluation with Principal
  - c. Student Performance Data
2. Professional Growth
  - a. Annual Individual TLC Professional Growth Plan
  - b. Personal education opportunities related to the teacher leader role
  - c. Trainings conducted by the teacher leader

**Narrative**

Using Part 7 application narrative from Year 1?  No

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

**Please include the following information in your narrative:**

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

**7a) Role of teacher leaders in the creation and delivery of professional development**

The United Community School TLC Plan is tightly entwined with our professional development plan. As an identified area in need of improvement, professional development is emphasized. All teacher leaders will have integral roles in professional development success. The TLC Program goals are:

1. Support, retain, and recruit high quality, effective teachers
2. Strengthen staff collaboration
3. Maximize professional development
4. Compensate teachers for increased leadership responsibilities
5. Increase student achievement using student data to drive instruction
6. Promote lifelong learning for students and teachers

UCSD's plan creates a **Professional Development Coordinator/Model Teacher Coordinator**. The intent of this position is to oversee the improvement of instructional practices through effective staff development and adult learning. The coordinator will work with the District Leadership Team to plan professional development aligned to district learning goals. They will monitor delivery and implementation of the professional development. This position will also coordinate and collaborate with model teachers in the areas of reading, math, and technology integration. The **Professional Development Coordinator** is vital to the effectiveness of the program and is compensated accordingly. (Goals 2, 3, 4, 5, 6)

With data as our decision-making guide, the plan establishes three data coaches to ensure all district employees use valid and reliable data. **Data Coaches** will identify statistics to determine the direction of instructional improvement. The **Data Coaches** would work with the **Professional Development Coordinator**, Leadership Team, RtI team, and teacher teams. Collection and analysis of data has always been a struggle for United Community School District. Having people trained in this area would alleviate the stress and fragmentation of our data and information systems. (Goals 2, 3, 4, 5)

**Model Teachers** in three curricular areas have been identified by the staff as important to student and teacher success. A teacher survey indicated the staff would like access to model teachers in the areas of reading, math and technology integration. **Model Teachers** would have release time to help teachers attain their own professional goals and model professional development instructional strategies. (Goals 1, 2, 3, 4, 6)

Also established are six **PLC Leaders**. United would like to differentiate their professional learning communities. In addition to District aligned professional development, teachers are required to develop an individual professional development plan that aligns with district annual goals. PLC's would group teachers according to learning area. Six **PLC Leaders** would allow a great deal of flexibility in organizing effective PLC teams. (Goals 1, 2, 3, 5, 6)

A final role identified by United is a **Mentor Program Facilitator**. While evaluating United's mentor program, the team felt a heavy reliance on the AEA and need for additional follow up within the district. A mentor coordinator would allow for additional accountability. The coordinator will help in establishing positive mentor/mentee relationships, encourage improved communication, and monitor commitment to the plan. (Goals 1, 2, 4, 6)

#### 7b) Alignment of TLC plan and key elements of the Iowa Professional Development Model (IPDM).

The Iowa Professional Development Model contains six key components. United's alignment to this process is as follows.

Collecting and Analyzing Data- The **Data Coaches** are responsible for preparing district data. Analysis of this data can occur at the classroom, grade, or district level. All roles are responsible for data collection and analysis.

Goal Setting- Annual goals are determined jointly between the Leadership Team, the **Professional Development Coordinator**, **Data Coaches**, and the School Improvement Advisory Committee.

Selecting Content- **Data Coaches** and the **Professional Development Coordinator** will be responsible for selecting appropriate PD content.

Designing Process for PD- The **Professional Development Coordinator** and appropriate outside resources (e.g. AEA), along with Administration will design the process for PD.

Components for Ongoing Cycle- The **Model Teachers** will provide learning opportunities for instructional practices aligned with PD. They will also guide teachers in classroom implementation. **PLC Leaders** will ensure adult learning is aligned to goals. The **Mentor Program Facilitator** will monitor proper guidance and implementation of learned content.

Program Evaluation- **Data Coaches** and **Professional Development Coordinator** will monitor teacher effectiveness and implementation of the PD learning as documented by increased student achievement. The Leadership Team will examine data for continuous cycle.

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 description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The following measures will be used to monitor impact/effectiveness of District Teacher Leadership Roles:

TLC Program Goals	Short Term Measures of Impact/ Effectiveness	Long Term Measures of Impact/ Effectiveness
Goal 1: Support, retain, and recruit high quality, effective teachers	New teachers will participate in mentor/mentee program	Exit interviews for any teacher leaving the district Turnover data compared: pre- and post-plan Evaluation of Teacher Portfolios
Goal 2: Strengthen staff collaboration	Increase in collaboration hours in Teacher Collaboration Logs	TLC Effectiveness Teacher survey
Goal 3: Maximize professional development	Separate Professional Development duties from administrative duties	Increased teacher effectiveness as measured by implementation data
Goal 4: Compensate teachers for increased leadership responsibilities	Fill all roles established by the TLC grant	Annual evaluation of teacher leaders
Goal 5: Increase student achievement by using student data to drive instruction	District Annual Goals met formative assessment scores	AYP status and trend line data from student assessments FAST, NWEA/MAP, Iowa Assessments
Goal 6: Promote lifelong learning for students and teachers	Annual Teacher Reflection of Learning Students set short term learning goals	Percentage of teachers participating in additional learning opportunities Graduating Senior Exit Survey

Action Plan	Short Term Measures of Impact/ Effectiveness	Long Term Measures of Impact/ Effectiveness
Goal 1: By May, UCSD will offer leadership positions to all eligible teachers. Over 50% of staff could potentially hold leadership roles (14 jobs).	Job descriptions compiled  Selection criteria established  Application process in place  Leader positions posted  Interviews scheduled  Teacher leaders hired	Number of teacher leaders serving each year  Job description and selection criteria based on feedback  Modifications to leadership roles according to district needs  Stipends paid at intended levels
Goal 2: During 2014-2015 the district will have 14 roles in place, trained in responsibilities, and supporting teachers' professional growth.  1 -Professional Development/Model Teacher Coordinator  3 -Data Committee Members  3 -Model Teachers  1 -Mentor Program Facilitator  6 -PLC Leaders	Teacher leader trainings completed  PD designed to meet learning needs based on data  Frequency and type of collaboration documentation process  Self-evaluation of teacher leaders	Each teacher leader's effectiveness evaluated by evaluation team annually  Exit interview with each leadership position

UCSD's Lead Team will monitor and adjust the TLC plan based on the results of the above mentioned indicators. The goals will be adjusted based on student achievement data. Annually, the Lead Team and administration will revise job descriptions and responsibilities for teacher leader roles based on identified needs.

Using Part 9 application narrative from Year 1? No

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

**Capacity**

The majority of UCSD staff are veteran teachers with more than 15 years of teaching experience. We plan to optimize their knowledge and experience by building our leadership capacity now. With the TLC Plan, our goal is to retain talented young teachers. These positions will open leadership pathways for the young staff members and thus promote the cohesion for the program.

Our district plan will have 14 leadership positions that will create leadership roles for over 50% of our teaching staff. The **Professional Development/Model Teacher Coordinator** will plan, provide and assess the professional development for staff while facilitating progress towards meeting the district's long-term and annual goals. Filling this role by our veteran staff can be done due to their vast PD in PBIS, MTSS/RtI, district wide assessments, peer reviews and standard based report cards. **Data Committee Members** along with AEA support staff will be responsible for interpreting data and collaborating with staff to improve instruction weekly. **Model Teachers** are responsible for providing examples of high quality instruction and inviting others to observe in their classroom. As our staff consists of a majority of veteran teachers, we have many distinguished teachers with specializations in various areas who could use those strengths in this role. **Mentor Program Facilitator** is responsible for supporting improved entry into the profession acting as a liaison between all parties. We currently have 25% of our staff with experience as mentors who would make excellent program facilitators. Lastly, **PLC Leaders** will enhance professional growth in the district through their guidance of PLC's. Our teachers whom would fit these roles steadily challenge each other to improve student success by attending PD opportunities to close achievement gaps. We hope that the large percentage of leadership positions will increase the leadership capacity of our staff and promote retaining the position for long-term success.

While planning for the grant, many stakeholders were concerned with the removal of high-quality teachers from the classroom. As a TLC Grant Writing team, we took this seriously and decided no roles would require the removal of teachers from their teaching assignments. We created the roles to be paid for through stipends, as supplements to current teacher contracts. This maintains the stability of the staff while providing the opportunity for professional growth.

**Sustainability**

Our attentive construction of the plan in combination with UCSD initiatives and needs will allow the TLC plan to be sustainable, as it has the support of all stakeholder groups. Upon hearing about the TLC grant, a board member made the following comment: "I like the way you have set it up. Even if the money goes, you have spent the money the best way to benefit the school."-LL Once the infrastructure is in place through the funding from this grant, a sustainability model will be easier to follow as the outcome measurements will reflect the growth in student learning and staff development. Because of the sharing of knowledge, all staff should feel more comfortable assisting each other professionally.

We currently have many components in place to support the TLC grant and will continue in the future to develop more strategies to support the advancement of the program. The TLC funding would help make our collaborative efforts more efficient with teacher leaders available to meet with staff on a daily basis. This would be reflected in improved student achievement. A certain sense of urgency has permeated our teacher environment, as we have been put on the AYP-Watchlist for math. With the additional collaboration from the TL plan, UCSD teachers would be more accountable for student success as we continue to implement the Iowa Core. District Teacher Leaders and administration will need to analyze, maintain, and promote the focus of the teacher leadership positions. The committee recognizes the importance of being cautious in order to maintain the integrity of the positions and prevent the addition of "other duties as assigned". The district leaders will also aid in analyzing the Teacher Leaders' professional portfolios and the required collaboration log as proof of the effectiveness of the Teacher Leadership roles.

We believe the success of the plan depends on the buy-in of all staff and their willingness to utilize the teacher leaders for continued student achievement. The expertise and interpersonal skills of the selected teacher leaders are essential to the quality of learning. The selection process will ensure that the best candidates are selected, rigorously evaluated, and compensated accordingly. The administrator will encourage full utilization of the roles and support the teacher leaders in their responsibilities. Training and support for the teacher leaders will be provided by the DE and AEA and is supported by the budget. All are responsible for the success of this 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\* 339.6

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

District Enrollment-Based Allocation \$104,875.27

Total Allocation \$104,875.27

**Part 10 - Budget Items**

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$7,341.28
Amount designated to fund the salary supplements for teachers in leadership roles.	\$70,266.43
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).	\$13,633.78
Amount used to provide professional development related to the leadership pathways.	\$13,633.78
	\$0.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

Totals \$104,875.27

### Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

### Total Allocation Budgeted

Total Projected Amount to be Expended \$104,875.27

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

Remaining Allocation to be Budgeted \$0.00

### Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The Teacher Leadership Compensation Grant program gives United Community School the ability to align many different initiatives and roles. With increasing student achievement at the core of all decision-making, UCSD has concentrated its efforts on the critical initiatives of: 1) Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI), 2) Iowa Core (with an emphasis on literacy, math, and technology) and 3) mentoring and induction program. Care was taken while developing the plan to ensure UCSD's budget reflects an emphasis on creating leadership capacity, aligning initiatives, and improving teaching and learning. A total of 14 leadership roles were established.

The largest percentage of budget expenditures (67%) is allocated to teacher stipends. UCSD's plan creates a **Professional Development Coordinator/Model Teacher Coordinator**. The intent of this position is to oversee the improvement of instructional practices through effective staff development and adult learning. The position will also coordinate and collaborate with model teachers in the areas of reading, math, and technology integration. The **Professional Development Coordinator/Model Teacher Coordinator** is vital to the effectiveness of the program and is compensated accordingly.

With data as our decision-making guide, the plan establishes three data coaches to ensure all district employees use valid and reliable data. The **Data Coaches** would work with the leadership team, RtI team, and teacher teams. Collection and analysis of data has always been a struggle for UCSD. Having people trained in this area would alleviate the stress and fragmentation of our data and information systems. **Data Coaches** account for 34% of the allotted stipends.

**Model Teachers** in 3 curricular areas have been identified by the staff as important to student and teacher success. A teacher survey indicated the staff would like access to model teachers in the areas of reading, math and technology integration. **Model Teachers** would have release time to help all teachers attain their professional goals. Release time is funded through the Teacher Release/Teacher Emeritus portion of the budget. **Model Teachers** account for 27% of the allotted stipends.

The remaining stipends are allocated to six **PLC Leaders** and one **Mentor Program Facilitator**. UCSD would like to differentiate for our professional learning communities. Six **PLC Leaders** would allow for a greater amount of flexibility in organizing effective PLC teams. While evaluating UCSD's mentor program, the team felt a heavy reliance on the AEA and the need for additional follow up. A **Mentor Program Facilitator** would allow for additional accountability.

Teacher stipends compose the majority of the aligned budget with remaining monies for other essential components of the Teacher Leadership Compensation Program. There is a reserve of \$5,000 to bring all teachers above the \$33,500 minimum salary. As a rural district, teacher turnover can be quite frequent and this amount would supplement beginning teachers. Establishing new leadership roles will require UCSD to train educators for these roles. \$8,000 has been reserved for training and materials to help ensure success in these roles. Teacher release time and Teacher Emeritus expenditures are \$8,624. **Model Teachers** would be released from their classrooms to help others, attend trainings, and/or collaborate with peers.

United Community School District has a unique situation when budgeting for the Teacher Leadership Program. UCSD has a double one-way whole-grade share with Boone and Ames for students in grades 7-12. Additionally, 46% of the students served by UCSD are open-enrolled-in. Open enrollments involve eight different districts. Because TLC funding follows these students, but only to schools who are also funded, our proposed budget has been based on students we serve. We then converted that number to a percentage that will be applicable regardless of the final budget amount.

2012-13 Certified Enrollment: 339.6

Budget amount estimated by the DE: \$104,875.27

Students served at UCSD: 212.5

Budget amount estimated by the UCSD: \$65,624

**Expenditures: Teacher Leadership Stipends**

Leadership Role	Number of Roles	Amount per Role	Total	Percent of Stipend Budget
Professional Development/Program Facilitator	1	\$10,000	\$10,000	23%
Data Coach	3	\$5,000	\$15,000	34%
Model Teacher	3	\$4,000	\$12,000	27%
PLC Leaders	6	\$1,000	\$6,000	14%
Mentor Program Facilitator	1	\$1,000	\$1,000	02%
<b>Total</b>			<b>\$44,000</b>	<b>100%</b>

**Budget Expenditure Estimates:**

Category	Amount	Percentage of Budget
Raise salaries to \$33,500	\$5,000	7%
Teacher Training and Materials	\$9,000	13%
Teacher Release Time/ Teacher Emeritus	\$8,624	13%
Teacher Stipends	\$44,000	67%
<b>Totals</b>	<b>\$65,624</b>	<b>100%</b>

**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