Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

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

95772 - Wapello Community School District Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-29 03:13:59
Signature:	Michael L. Peterson	Submitted By:	Mike Peterson

Applicant Information

Project Officer

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Program Area of Interest*	Teacher Leadership and Compensation System
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Agency	Administrative Services, Iowa Department of

Organization Information

Organization Name:*	Wapello CSD
Organization Type:*	K-12 Education
Tax ID:	
DUNS:	
Organization Website:	
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Benefactor	
Vendor Number	

Recipient Information

District*	Wapello Community School District Use the drop-down menu to select the district name.
County-District Number*	58-6759 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.
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Zip Code*	52653

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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Executive Summary

The Wapello Community School District's Teacher Leadership and Compensation plan plan is the result of collaborations between administrators, teachers, and parents. The planning committee consisted of the superintendent, the two building level administrators, six teachers, two association representatives, and a parent representative. This group analyzed student achievement data and needs assessment surveys in order to determine the most appropriate approach for our district. We also sought input from our teaching staff, the school board, and the School Improvement Advisory Committee. We determined that model 3 will allow Wapello to implement a plan that supports our current district initiatives. These initiatives include Daily5/CAFÉ Reading, Everyday Mathematics, Vocabulary Strategies, Positive Behavior Interventions and Supports, LETRS, and Safe and Supportive Schools.

Wapello's Teacher Leadership and Compensation plan calls for thirteen teacher leadership positions. These positions include an Instructional Coach, a Literacy Coach, seven Model Teachers, and four Mentor Teachers.

The Instructional Coach would be in charge of planning, preparing, and leading professional development activities throughout our district. This person would work closely with the Instructional Council, which serves as our district leadership team. The Instructional Coach would also collaborate with and support the work of the Literacy Coach, Model Teachers, and Mentor Teachers. The Instructional Coach would help teachers implement best practices in both instruction and assessment. The Instructional Coach would receive an $11,000 stipend and will have 15 additional days added to their contract.

The Literacy Coach would work with our teaching staff to help them implement research-based instructional strategies that will allow them to tailor instruction to meet student individual needs. This person will also assist teachers with developing and implementing effective literacy assessments. The Literacy Coach will collaborate with the Instructional Coach, Model Teachers, and Mentor Teachers in order to support our district literacy initiatives. The Literacy Coach will receive a $6000 stipend and will have 10 additional days added to their contract.

Our plan also calls for seven Model Teachers. This team of Model Teachers will be split between our two attendance centers and will serve as resident experts in the various initiatives listed above. All teachers would be provided release time during the day to observe Model Teachers and to meet with the Model Teacher to reflect on what was observed. Model Teachers will collaborate with the Literacy Coach and the Instructional Coach, as well as the Mentor Teachers wo support our various initiatives. Model Teachers will receive a $4000 stipend and will have an additional 7 days added to their contracts.

Finally, our plan calls for four Mentor Teachers. We will have two Mentor Teachers in each attendance center. New teachers will be assigned a primary mentor, but will also have the other three Mentor Teachers available as resources. Mentor Teachers and new teachers will be given release time to allow them to observe each other's teaching. They will also be given time to reflect collaboratively on the observations. Mentor Teachers will attend two days of in-service with their respective mentees before the beginning of each school year in order to help bring new teachers up to speed on district initiatives, practices, and expectations. In addition, Mentor Teachers and mentees will be expected to complete a required number of observations throughout the year. Mentor Teachers will collaborate with the Instructional Coach, the Literacy Coach, and the Model Teachers in order to support our various initiatives. Mentor Teachers will receive a $2500 stipend and will have 5 additional days added to their contracts.

Our Teacher Leadership and Compensation plan has been developed to be financially sustainable for at least ten years. In our planning, we have attempted to factor in our declining enrollment, average increases in what used to be called Allowable Growth, and average negotiated settlements. We have also worked to incorporate the feedback we received from various stakeholder groups during the development of this plan. 94% of our teaching staff indicated their support for Wapello's TLC plan. This high level of commitment will be vital toward the plan's success and sustainability.

Our Instructional Council will be charged with monitoring the effectiveness of our Teacher Leadership and Compensation system. This group already serves as our District Leadership Team. The Instructional Council will analyze standardized test data, classroom summative and formative data, and teacher survey data in order to monitor our TLC plan's effectiveness. The Instructional Council will determine any necessary modifications and will make those recommendations to the administrative team.

Wapello Community School District is confident that its proposed Teacher Leadership and Compensation plan will provide robust leadership opportunities for teachers, improved teaching on the part of our entire faculty, and increased learning opportunities for students. We believe our plan has the potential to have a positive impact on the education of our students and are excited about the possibility of joining the program.

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).

Part A:

Wapello Community School District included a variety of stakeholders to develop its TLC plan, including three administrators, seven teachers with one being the WEA president and another being the lead negotiator, and parents within our community. The process centered around developing a plan that would meet our current and future needs. After much deliberation, the committee decided to go with Model #3.

The committee devoted approximately forty hours to the TLC planning process. The bulk of the plan's work was completed during after school hours. The committee met on five separate occasions, in addition to three full days spent at the AEA. All members had opportunities to share their thoughts and comments digitally about our plan through Google Docs. This time was important to build consensus for what we needed as a district to make this plan successful for years to come. Teachers were compensated using the TLC Planning Grant for time spent working outside of contract hours.

After analyzing student learning data and discussing the effectiveness of our current system, the team put together a plan that is sustainable financially over time, both in appropriately funding the leadership positions and in fiscally maintaining the plan as a district, while maintaining high quality instruction and leadership throughout the district. The planning time was spent looking closely at what it would look like to have a full time Instructional Coach and a Literacy Coach for the district, and the responsibilities that would be associated with each job as well as the appropriate funding of those positions. We decided on a Literacy Coach because our Iowa Assessment scores for reading are not where they need to be. As a group, we are also proposing seven Model Teachers and four Mentor Teachers in the district. Our goal is to have a minimum of 25% of our teachers in leadership positions. In surveying staff after round one of the application, survey data was collected and over 34% of staff indicated they planned to apply with another 17% that are considering applying with more information provided after our plan is accepted.

Part B:

Wapello's TLC committee decided on the state's Model #3. The plan was submitted in January 2014 and will be re-submitted for round 2 of applications. All groups of stakeholders had the opportunity to voice their opinions on which model we should go with, and why the model we chose best fit our needs. We still believe we have the best option for Wapello. We discussed current district needs and how to best utilize the funds from the grant. After much discussion, we decided that we needed Model and Mentor Teachers at both attendance centers, and a full time Instructional Coach and a Literacy Coach for the district. We currently have the superintendent fulfill the Instructional Coach responsibilities. We feel it is necessary to go to a full time Instructional Coach from the teaching staff, because this individual will play a crucial part in the educational process of our students. We feel a teacher leader in the Instructional Coach role will be more closely connected to teacher and student needs as we work to improve the education for students in Wapello's schools. During the planning process, the administrators voiced their opinions, but acted more like facilitators in the discussions teachers and parents had during the development of the plan. As referred to in part A, a survey was given to all certified staff where 94% of staff responded with data and comments. This information provided the group with direction, as well as confirmation that we have given enough information to gauge the interest in participating in the TLC roles outlined in the plan. 90% of survey participants responded favorably to the roles and responsibilities outlined.

Part C:

Each stakeholder in the planning committee is fully committed to supporting the plan. As a group, all planning members had input and gave direction to what the final plan will look like for Wapello Community School District. The administration team was able to listen to the concerns that the teachers and parents in the planning committee had. The committee also found consensus in planning as we moved forward through surveys and conversations. The same was true for the teacher representatives. They were willing to listen to concerns the administrative team had and work together to come to a resolution for the good of the group and the district.

The planning committee has worked closely in sharing ideas in a forum that was of mutual respect and understanding. The parent representation in the group gave a balance to the group as well.

All committee members on the team bring different perspectives and ideas to the table. We believe that being able to openly share and have a say in where the plan goes is important in the success of the plan. All committee members want this to be a success for the future of the education of the students of Wapello and for the leadership potential of the educators of Wapello Community School District.

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.

At Wapello, our mission is to prepare our students to become successful, productive citizens in an ever-changing world. Our teachers strive to prepare a rigorous curriculum in their content areas and are constantly trying to discover new and innovative teaching strategies. The district implemented the Leadership and Learning Center's Data Team model during the 2012 - 2013 school year in an effort to look at formative assessment and evaluate our current instructional strategies.

We believe our plan directly correlates with the state's vision concerning the Teacher Leadership and Compensation legislation. We have used our district's vision and the state's goals in conjunction with our district needs, to outline a plan for our district. After the 2012 - 2013 school year, Wapello was named a School in Need of Assistance, due to the low Iowa Assessment scores in both reading and math at the elementary, junior high, and high school levels. In addition to the Iowa Assessment results, reading scores taken on DIBELS, Jamestown Reading Comprehension Tests and the Stanford Diagnostic Test all indicate that students in grades K - 11 are reading below grade level.

The first area of focus that the Wapello TLC Committee identified was the need for a full time Instructional Coach. The Instructional Coach will work closely with the district administration, the superintendent's Instructional Council and staff members to identify professional development needs of the district. This person would be responsible for planning professional development and will facilitate training staff members in our current initiatives. Using the Iowa Professional Development Model, the Instructional Coach would assure that all professional development is focused on improving content, instruction and assessment practices.

Along these same lines, the Instructional Coach will work closely with staff members at all grade levels and subject areas to implement the Iowa Core Curriculum. He/she would also work with teaching staff to assure that the content is challenging and relevant and teachers routinely deliver instruction that is aligned with the Iowa Core Curriculum. The Instructional Coach will work closely with the administration to assure that the Characteristics of Effective Instruction outlined in the Iowa Core Curriculum are being implemented.

Finally, we discussed that the full time Instructional Coach would serve to bridge the gap between our two separate buildings. Currently we have two attendance centers, a PK - 6 building and a 7 - 12 building. There is an obvious disconnect between the two. This person will serve in a full time role that will bring continuity between the two staffs. In addition, this person will meet with subject area teams in order to not only build relationships between the staff members, but to begin to allow staff members to collaborate and plan together in their subject areas.

The TLC Committee determined that with curriculum being such an integral part of the education process, a full time Instructional Coach would benefit not only the teacher's instructional practices throughout the district, but ultimately student achievement in both buildings.

Secondly, the TLC Committee identified a need for a PK - 12 Literacy Coach. Currently, our district does not have instructional coaches in any curricular area. With the current Iowa Assessment scores in reading, we discussed the need for common instructional strategies at all grade levels in the area of literacy. A Literacy Coach would serve to develop commonalities of instructional strategies across grade spans, as well as work in the classroom with students and teachers to enhance literacy instruction. In addition, the Literacy Coach would work closely with the Instructional Coach to plan professional development in the area of reading, as well as ensure that the Characteristics of Effective Instruction outlined in the Iowa Core Curriculum are being implemented. He/she would also assist in conducting on-going assessments throughout the district. We envision this person working very closely with our district's established data teams, to assist the teachers in identifying areas of need in literacy and writing new literacy assessments and goals.

The third piece of the Wapello TLC plan includes both Model and Mentor Teachers and is aligned with the district goal of developing an organization that recognizes and values leadership from all. The committee elected to have both Model and Mentor Teachers throughout the district. Model and Mentor Teachers will be selected through an application and interview process. They will demonstrate leadership and excellence in all areas of education. Model Teachers will open their classrooms for district teachers to observe their techniques. Model Teachers should have strong instructional strategies, solid classroom discipline, relationship building skills and a well rounded knowledge of current trends in education. Mentor Teachers will work closely with new teachers in the district to in-service them on current district policies, procedures, and initiatives. Mentor Teachers should be knowledgeable in these district policies, procedures, and initiatives and be able to communicate district and building expectations to new teachers.

By creating these positions within Wapello, the TLC Committee believes that the district's scores in reading comprehension, mathematics, and science will show growth across each grade level. Each position plays a specific role in helping to improve instruction throughout the district, which ultimately will improve student achievement. Improving teacher instruction and student achievement both directly tie to the district goal of "developing an organization that values the self-worth of each individual".

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)

Over the course of the last two years, the Wapello Community School District has started two in-depth professional development initiatives. We are currently working as a district to implement the Leadership and Learning Center's Data Teams model at every grade level and each content area. In addition, we have become a PBIS school, PK - 12. These two initiatives have been the main focus of our professional development, with additional work on MTSS, Iowa Core, STEM learning, Everyday Math, Daily 5, Vocabulary Strategies, LETRS, and Safe and Supportive Schools.

The superintendent's Instructional Council was trained in the data team process during the 2011 - 2012 school year. Together with the administration and AEA staff, the process was presented to the entire staff during the 2012 - 2013 school year. Staff members were trained and then began to implement the process with their pre-established grade level/content area teams. Although we are now in our third year of implementation, we continue to examine the process and evaluate how we can continue to improve our goal setting, common assessments and the instructional strategies we are using. Wapello's TLC plan, which is outlined in detail below, will play an integral role in the continuation of the data team process.

The first area of focus that Wapello'sTLC Committee identified was the need for a full time Instructional Coach. The Instructional Coach will work closely with the district administration, the superintendent's Instructional Council, and staff members to identify professional development needs of the district relating to our current initiatives. This person would be responsible for planning professional development as well as facilitating staff training. Using the Iowa Professional Development Model, the Instructional Coach would assure that all professional development is focused on improving content, instruction and assessment practices in relation to the district wide initiatives.

Along these same lines, the Instructional Coach will work closely with staff members at all grade levels and subject areas to implement the Iowa Core. An Instructional Coach would help to ease the implementation of the Iowa Core for teachers who harbor great apprehension currently. He/she would also work with teaching staff to assure that the content is challenging and relevant and that teachers routinely deliver instruction that is aligned with the Iowa Core. In addition, the Instructional Coach would work closely with the administration to assure that the Characteristics of Effective Instruction outlined in the Iowa Core are being implemented throughout the district.

The second area the committee identified was the need for a full time PK-12 Literacy Coach. The Literacy Coach would work closely with the Instructional Coach to plan professional development in the area of reading, as well as ensure that the Characteristics of Effective Instruction as outlined in the Iowa Core are being implemented. This person would also work closely with data teams, especially those focused around a literacy goal, helping to write goals, plan assessments, and monitor progress.

The third area of Wapello's TLC plan includes both Model and Mentor Teachers. Model Teachers will open their classrooms for district teachers to observe their techniques regarding our various initiatives. They will demonstrate leadership and excellence in all areas of education. Mentor Teachers will work closely with new teachers in the district to "in-service" them on current district policies, procedures, and initiatives. Mentor Teachers should be knowledgeable in these district policies, procedures, and initiatives and be able to communicate district and building expectations to new teachers.

By creating these positions within our district, Wapello's TLC committee believes that the district's key school improvement structures, processes and initiatives will be strengthened and supported. Each position plays a specific role in helping to improve instruction throughout the district, which ultimately will improve student achievement. Staff members, through their Individual Career Development Plans, are working on a variety of the previously mentioned professional development initiatives. Individuals that are hired to fill the TLC-created positions will work closely to assist in the implementation and monitoring of the Individual Career Development Plans. Improving teacher instruction and student achievement both directly tie to the district goals of "developing an organization that values the self-worth of each individual" and "developing an organization that focuses on continually improving student achievement".

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)

With current studies showing that up to half of all new teachers leave the profession within the first five years, it is vital that districts work to recruit and retain effective educators. This is especially vital for small, rural districts such as Wapello. Our proposed TLC plan will help us to do a better job of shepherding our beginning teachers through the first years of their new career.

Currently, our mentoring program uses the *Journey to Excellence* program offered through our AEA. We have used this program for the last seven years. Under this traditional program, a mentor is assigned to a beginning teacher by the building administrator. Mentor assignments are aligned to grade level or subject area, whenever possible. The mentor/mentee team meets for two years and covers the *Journey to Excellence* materials in addition to the eight Iowa teaching standards.

The first time the team members formally meet each other is during the first day of in-service at the beginning of the school year. Wapello does not any time set aside for only the mentors and new teachers to work before the entire teaching staff starts back.

Also, it has been difficult for mentors and beginning teachers to observe each other as often as they would like because of scheduling and lack of substitute coverage. Our mentors and beginning teachers currently attend quarterly meetings with the Superintendent/Curriculum Director in order to discuss various topics and to make sure timelines are being met. Mentors are also currently required to log their meeting times with their beginning teachers, in order to ensure that mentoring conversations are taking place regularly.

Obviously, Wapello's current program has areas that need improvement. Specifically, our current program does not allow mentors and beginning teachers adequate time to observe each other's teaching and reflect on their observations. Having no time before school devoted to mentor/mentee activities makes it more difficult for new teachers to confidently begin their teaching career. Under our TLC plan, each building will have two Mentor Teachers available. Since we have two attendance centers, we will have four Mentor Teachers in the district. The partnerships will be structured so that beginning teachers would have a primary Mentor Teacher to collaborate with and meet the program requirements. However, beginning teachers will also have the other Mentor Teachers available to provide additional support. Our plan will provide frequent opportunities for the Mentor Teachers and beginning teachers to observe each other's teaching and observe other teachers within the district. Reflective conversations between the Mentor Teachers and beginning teachers will occur after the lesson observations. These conversations could happen both during and outside of contract time. When common planning time is not available, funds will be allocated for substitute coverage.

Wapello recognizes there is a need for Mentor Teachers and beginning teachers to have time to address current district initiatives and provide initial training on these initiatives. To address this need, back-to-school inservice days for Mentor Teachers and beginning teachers would include professional development by the Instructional Coach and Literacy Coach to ensure the new teachers have an understanding of the district expectations. Beginning teachers also need to know such basics as how to organize a classroom and where supplies are located. Wapello's TLC plan will provide Mentor Teachers and beginning teachers with two professional development days before the school year begins. This time will allow beginning teachers a chance to get a jumpstart on their learning, so that they are better prepared when the entire teaching staff comes back.

Our plan also includes an opportunity for Mentor Teachers and beginning teachers to travel outside of our district for other professional development opportunities as they would arise. This includes visiting other districts to observe initiatives our district is implementing and to attend workshops, conferences, or classes to improve teaching practices.

All of the above are improvements to our current mentoring program. Our Teacher Leadership and Compensation plan will allow the Wapello Community School District to fund Mentor Teachers in each building, as well as cover the costs incurred with the extra inservice days. The plan will also allow for substitute coverage for observations and opportunities to visit other classrooms outside the district and to attend workshops. Through these improvements, Mentor Teachers will have more opportunities to share their expertise with beginning teachers. Beginning teachers will be updated and trained in strategies and be more prepared to teach our future citizens. Both Mentor Teachers and beginning teachers will have numerous opportunities to grow in the teaching field. Our goal for our TLC plan is to help beginning teachers have a positive and exciting beginning to a long career in education.

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 Teacher Leadership and Compensation plan for Wapello Community School District will be based on four categories of teacher leadership roles.

Model Teachers: Our plan calls for seven Model Teachers to serve the staff of our district. Model Teachers will be expected to open their classrooms for any and all staff members to come and observe. Our Model Teachers will be selected according to their demonstrated abilities in areas deemed important by the district. These areas will include Daily 5/CAFE Reading, Everyday Mathematics, Vocabulary Strategies, Positive Behavior Interventions and Supports, LETRS, and Safe and Supportive Schools. Model Teachers will be expected to actively seek out colleagues to come and observe their professional practice and to meet with observers after the observation in order to reflect on what took place. The Model Teacher and the observing teacher will also discuss ways the observing teacher can incorporate what he or she has observed into his or her own classroom. The district expectation will be that all teaching staff will observe Model Teachers at two different times during the school year. Model Teachers will have seven additional days added to their contracts. This will accommodate any summer trainings that become necessary. This will also accommodate the before and after school time that will be required in order to meet with people to discuss observations. Model

Teachers will be required to attend any workshops and AEA trainings that are deemed necessary. They will also be required to attend one day of orientation held for new teachers at the beginning of each school year.

Mentor Teachers: Our plan calls for four Mentor Teachers to work with teachers in their first two years of teaching. Our plan calls for the four Mentor Teachers to work together as a mentoring team so that new teachers have several people they can go to for assistance. Each building in our district will have two Mentor Teachers. Each new teacher will be assigned a primary Mentor Teacher who will be their primary contact. However, all four Mentor Teachers will make themselves available to assist any and all new teachers. The primary Mentor Teacher will be required to conduct monthly observations of classes taught by their mentees(s). They will also be expected to have their mentees conduct monthly observations of their teaching. Mentor Teachers will have five additional days added to their contracts. This will accommodate the collaboration that will take place between Mentor Teacher and mentee throughout the school year. Mentor Teachers will be required to attend any workshops and AEA trainings that are deemed necessary. For example, our district currently uses *Journeys to Excellence*, but we are currently exploring the New Teacher Center's Mentoring and Induction program. Mentor Teachers will also be required to attend two days of orientation for new teachers at the beginning of each school year. These days will provide our Mentor Teachers time to help our new hires learn about our district initiatives so that they can begin the school year with some knowledge of district expectations.

Literacy Coach: Our plan calls for one Literacy Coach. This will be a full time position that will be split between our two buildings. The amount of time spent in each building will be flexible throughout the year, based on a building's needs at a particular time. The Literacy Coach will be required to work with individual teachers in order to help them implement research-based literacy instructional strategies with fidelity. The Literacy Coach will be expected to model research-based strategies in a teacher's classroom and then observe and provide feedback as teachers implement the strategy themselves. At the elementary level, the Literacy Coach will work with teachers as they implement Daily Five and CAFE reading strategies, as well as other strategies for small group and individualized literacy instruction. At the secondary level, the Literacy Coach will work with teachers to integrate more literacy instruction into the various content areas. Specifically, the Literacy Coach will help the elementary staff develop effective interventions for students who demonstrate literacy deficiencies. At the secondary level, the Literacy Coach will help the staff incorporate effective strategies for teaching vocabulary. The Literacy Coach will be expected to work with all teachers at least once each month. The Literacy Coach will have no classroom teaching responsibilities. All of this person's time will be spent working with other teachers on the quality implementation of research-based literacy instructional strategies. In addition, this person would work closely with the already established building data teams. The Literacy Coach will have 10 additional days added to his or her contract. This will accommodate any trainings that take place during the summer, as well as time before and after school to plan and reflect. The Literacy Coach will be required to attend any workshops and AEA trainings that are deemed necessary. The Literacy Coach will also be required to attend one day of orientation for new teachers before the start of each school year. The Literacy Coach will be required to visit at least one other school district to observe literacy initiatives. Finally, the Literacy Coach will meet monthly with the administrative team and the Instructional Council to discuss the status of literacy integration and plan appropriate professional development for staff in the area of literacy. The Literacy Coach will not be an administrative position and this person will not conduct teacher evaluations.

Instructional Coach: Our plan calls for one Instructional Coach. This will be a full time position that is shared between the two buildings in our district. The Instructional Coach will be required to oversee the district's professional development activities and implementation of current and future district initiatives. The Instructional Coach will be required to meet with individual teachers and teacher teams to review implementation of district initiatives, including implementation of Iowa Core and data teams. The Instructional Coach will be expected to conduct classroom observations in order to assist teachers with curriculum implementation and assessments. The Instructional Coach will oversee our materials adoption cycle and will make recommendations to the administrative team regarding curriculum adoption and professional development needs. In addition, the Instructional Coach will meet with the administrative team twice a month and will meet with the Instructional Council monthly to discuss the status of district initiatives and recommend and plan appropriate professional development activities. Finally, the Instructional Coach will be expected to oversee the Teacher Leadership and Compensation system, help evaluate its effectiveness, and recommend any adjustments deemed necessary. The Instructional Coach will have no classroom teaching duties and will spend all of his or her time working on his or her Instructional Coach duties. The Instructional Coach will have 15 additional days added to his or her contract. This will accommodate any trainings that take place during the summer, as well as time prior to the start of the school year and after the school year to plan and reflect. The Instructional Coach will be required to visit other districts in order to observe various initiatives. The Instructional Coach will not be an administrative position and this person will not conduct teacher evaluations.

Our Teacher Leadership and Compensation system is one in which all four components will work in tandem. The Instructional Coach will monitor implementation of the Iowa Core and will work with staff to develop research-based instructional strategies, formative assessments, and summative assessments. The Instructional Coach will work with the Literacy Coach in order to effectively implement instructional strategies and appropriate assessments that relate to literacy. Both the Instructional Coach and the Literacy Coach will work with Model Teachers to determine appropriate instructional strategies and will assist Model Teachers as they create model classrooms. The Mentor Teachers will work with the Instructional Coach, Literacy Coach, and Model Teachers as they help our new teachers become familiar with district initiatives. Several times throughout the year, the administrative team will meet with all teacher leaders in order to review the current plan and consider necessary adjustments.

Our TLC plan will provide our district with a cohesive structure through which teachers will be able to collaborate with other teachers for the betterment of themselves and their students. Model Teachers will serve as role models. Mentor Teachers will serve as guides into the profession. Our Literacy Coach will facilitate the work we are doing with Early Literacy Intervention, Daily 5/CAFE, and vocabulary instruction. Our Instructional Coach will facilitate the training and implementation of our current and future initiatives. The system will provide Wapello with a seamless structure that will foster leadership in our current teachers, recruit and retain effective beginning teachers, and increase learning opportunity for our students.

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.

Under Wapello's TLC plan, teacher leaders will be selected based on a detailed application that will consist of questions determining the qualifications and interests of the teacher applying. Teachers will be able to apply for any teacher leadership position by filling out one application. Teachers interested in leadership positions will show the administrator their desired interest by letter or email before being given an application. Applicants are not required to have advanced degrees. However, a minimum of one year of district service and three years of teaching experience are required to apply. In order to keep a stable educational environment, teachers will have a timeline established by the committee to regain their previous position.

Selection Committee: Will consist of a K-6 teacher, 7-12 teacher, PK-6 principal, and 7-12 principal. This committee shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent.

The TLC committee has determined the following criteria, professional growth, and evaluation guidelines based on the needs of the district.

Model Teachers
Roles and Responsibilities: Model Teachers will open their classrooms to all district staff to come and observe their professional practice. After observations, the Model Teacher and the observing teacher will meet to reflect on what happened in class.

Criteria:
Ability to:
- Demonstrate ability to achieve student growth in all student populations (i.e. Iowa Assessments & Data Teams)
- Demonstrate implementation of quality instruction
- Connect instruction to Iowa Core requirements
- Integrate technology to improve instruction and student achievement
- Implement current district initiatives with fidelity
- Make instructional relevant to students' lives
- Make data driven decisions regarding instruction
- Differentiate instruction to meet student needs
- Incorporate Higher Order Thinking skills (inquiry based learning)
- Demonstrate effective classroom management
- Demonstrate flexibility with scheduling to meet the needs of inquiring staff members

Professional Growth: Model Teachers will have an additional seven contract days. Model Teachers will be required to attend the necessary workshops, AEA training, and one day of orientation for new teachers at the beginning of each school year.

Evaluations: Model Teachers will be evaluated twice per school year by building administrators using a district-developed evaluation tool, self-evaluation, student surveys, and a peer review.

Mentor Teacher
Roles and Responsibilities: Assists new teachers as they enter the profession.

Criteria:
Ability to:
- Demonstrate dedication to profession
- Show evidence of being a lifelong learner
- Demonstrate ability to be self-reflective
- Demonstrate skills in reflective questioning
- Model implementation of current and future district initiatives

Professional Growth: Mentor Teachers will have an additional five days added to their contracts. Mentor Teachers will be required to attend the necessary workshops, AEA training, and two days of orientation for new teachers at the beginning of the school year.

Evaluations: Mentor Teachers will be evaluated twice per school year, by building administrators using a district-developed evaluation tool, a self-evaluation, and feedback from beginning teachers with whom they are currently working.

Literacy Coach:
Roles and Responsibilities: Full time position shared within the district, responsible for modeling and implementing research-based literacy instructional strategies.

Criteria:
Ability to:

- plan units
- access current research
- model instructional practices based on current literacy initiatives
- demonstrate importance of literacy instruction in all content areas
- analyze data

Professional Growth: The Literacy Coach will have 10 additional contract days which will include the necessary trainings, and one day of orientation for new teachers. The Literacy Coach will be required to visit one other school district to see the literacy initiatives in place.

Evaluation: The Literacy Coach will be evaluated annually, based on the increase or decrease in district reading scores as measured by standardized tests and district selected assessments, an evaluation from each building principal using a district-developed evaluation tool, an evaluation from the superintendent using a district-developed observation tool, and teacher surveys.

Instructional Coach
Roles and Responsibilities: Full time position shared within the district, responsible for planning professional development activities, monitoring implementation of Iowa Core, overseeing the implementation of district professional development initiatives, and monitoring the TLC system

Criteria:
Ability to:

- Facilitate implementation of Iowa Core
- Facilitate training opportunites that support district initatives
- Monitor implementation of district initiatives
- Work collaboratively with district administrative team
- Plan, deliver, and support professional development opportunities for teaching staff, both in small groups and large groups
- Support the use of Data Teams to analyze student achievement

Professional Growth: The Instructional Coach will have fifteen additional days added to his or her contract. The Instructional Coach will be required to attend the necessary workshops, AEA training, and one day of orientation for new teachers at the beginning of school year. The Instructional Coach will be required to visit one other school district to see how they tailor their curriculum to the Iowa Core (minimum of one day and maximum of two days).

Evaluation: The Instructional Coach will be evaluated annually by each building principal using a district-developed evaluation tool, the superintendent using a district-developed observation tool, and teacher surveys.

Narrative

Using Part 7 application narrative from Year 1?* Yes

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

a) Mentor Teachers' roles in professional development will be to ensure that new teachers to the district are informed, educated, and trained on the current initiatives that the district has implemented and is using. The Instructional Coach as well as the Literacy Coach will also be readily available to ensure that the training that is needed is available for our new certified staff. This means that the resources, observation of initiatives, the Iowa Teaching Standards being used in the classroom, and professional development will be offered to new teachers to assist their practice as professionals. This process will take place throughout the school year so that the new teachers have a good grasp of what is expected of them and how they can improve.

Model Teachers' roles in professional development will be to have knowledge of district initiatives and also be supportive of those initiatives and implement them in their own classrooms for fellow teachers to observe in action. Model Teachers will also be available to mentees for observations and reflection of what they observed in the classroom.

The Literacy Coach's role in professional development will be to have familiarity with current research, ability to model teaching strategies and practices, and the ability to demonstrate the importance of literacy instruction in all content areas. The Literacy Coach will provide opportunities

such as relevant workshops, classes and in-service training for the staff to support current initiatives that have been or will be implemented. They will work with teachers in the development and implementation of his/her Individualized Career Development Plan and aligning those with Building and District goals. The Literacy Coach will become a member of our school's Instructional Council to help plan and evaluate professional development.

The Instructional Coach's role in professional development will be to continuously develop the research knowledge base instructional strategies, remain knowledgeable regarding district initiatives that will help focus the professional development activities for the staff, and oversee the curriculum cycle and the train that will take place to implement the curriculum. The Instructional Coach will co-facilitate and plan training for staff members by organizing, developing, communicating, updating, and conducting professional development in conjunction with administrators. The Instructional Coach will also be responsible for training monitoring and supporting administrators, the Literacy Coach, Model Teachers, and Mentor Teachers in instructional practices so they can in turn facilitate these practices with the other staff. The Instructional Coach will assist in long-range planning for curriculum, staff development and will coordinate the professional development procedures. This person will support staff and professional development through researching and modeling appropriate instructional strategies, best practices, data team procedures and coaching practices during staff development. The Instructional Coach will attend, observe, and provide feedback to the Instructional Council regarding Professional Development procedures, coaching skills, and best instructional practices so they are an informed group when helping plan and evaluate professional development trainings. This person will work with teachers in the development and implementation of his/her Individualized Career Development Plan and aligning those with Building and District goals.

b) The Iowa Professional Development Model has operating principles that are followed throughout the cycle of professional development. With regards to a focus on curriculum, instruction, and assessment, our teachers participate in data teams that help drive their instruction. Teachers decide what curriculum is being used, what assessment will be given to help evaluate and monitor students' progress, and whether to move on to the next goal or continue with the current one according to students' achievement. Each teacher completes his/her own Individual Career Development Plan to direct his/her instruction for the current school year. This plan has to be approved by administration before it can be implemented.

Our Instructional Council is made up of three administrators, two high school teachers, one junior high teacher, and three elementary teachers who help make decisions about professional development and evaluating its effectiveness with staff. The Literacy Coach and Instructional Coach will become a part of this group to help give insight into what professional development the staff may need in order to advance student achievement. Currently we have focused our professional development on Data Teams and PBIS. We also have included A.L.I.C.E safety training in our district this year and will continue to train periodically on this. Prior initiatives are revisited and supplemented as needed.

The Iowa Professional Development Model has a cycle of professional development imbedded in it that our school district incorporates in our professional development planning and delivery. We use our data teams to collect and analyze student data. Part of our professional development time each month is used to work in our data teams analyzing the data collected and deciding whether to continue with the same SMART goal or change instruction to a new proficiency focus. Teachers will be given time to collaborate with their peers to develop lessons, assessments, and review successful strategies throughout the school year to help them meet the Iowa Teaching Standards.

To judge the effectiveness of our professional development we look at student data, subject area assessments, district-wide assessments, report cards, and behavior management data. Data is reported to the administration in regards to student achievement. The Instructional Council evaluates how effective the in-service was and if there are any adjustments that need to be made for future success.

Using Part 8 application narrative from Year 1?* Yes

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

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

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

The goal of the Wapello Community School District Teacher Leadership and Compensation plan is to increase student achievement. This will be done by increasing resources by creating the positions of Instructional Coach, Instructional Coach, Model Teachers, and Mentor Teachers.

In order to achieve this goal, our plan will need to be monitored for both short-term and long-term goal progress. In the short-term, our plan needs to be evaluated in terms of teacher participation. Quite simply, if teachers are not applying for the leadership positions, then adjustments need to be made. These adjustments could include working to increase teacher enthusiasm for the program and/or adjusting the roles and responsibilities of the different leadership positions. If we find ourselves with a lack of applicants, we will survey the teaching staff to determine the obstacles to participation.

Secondly, we will monitor the implementation of our Teacher Leadership and Compensation plan through the use of administrator observations, implementation logs, teacher leaders reflections, and staff surveys. In order to determine the plan's effectiveness, we need to ensure that our plan is being implemented with fidelity. Administrators will ensure that teachers have the opportunities to meet with teacher leaders and will be able to observe the implementation of research-based instructional practices, based on the work occurring between teacher leaders and the teaching staff. Implementation logs will provide a layer of accountability for teacher leaders and the teaching staff. Teacher leader reflections will provide qualitative data that can be used to gauge program acceptance. Finally, anonymous staff surveys will allow the teaching staff the opportunity to express their feelings on the strengths and weaknesses of the plan.

Finally, our long-term goal for our plan is to increase student achievement. Ultimately, student achievement will be monitored through Iowa Assessments. However, we will also make use of our current Data Teams system to monitor student achievement throughout the year. Student achievement on formative assessments will be analyzed through our Data Teams and should indicate a marked increase in student performance. If an increase in student achievement is not indicated, then the Instructional Council will determine what adjustments must be made to ensure that the goal of increased student achievement is reached.

The Instructional Coach will oversee the implementation of our Teacher Leadership and Compensation system and will collaborate with the Instructional Council (district leadership team) to recommend adjustments to our system based on the Teacher Leadership and Compensation evaluation measures explained earlier.

The Instructional Council will also collaborate with other districts who are participating in the Teacher Leadership and Compensation program so that everyone can learn from the successes and setbacks of others. This collaboration will take place through the process of peer review and district visits to observe their Teacher Leadership and Compensation plan in action.

Monitoring and Adjustment

Based on the collaborations between the Instructional Coach and the Instructional Council, the district will determine what adjustments must be made to our plan.

If there is a need for additional or refocused professional development for teacher leaders or staff in general, we will work to meet those needs. Our goal is to be able to provide the differentiated professional development that will be required for this plan to work effectively.

If we have a lack of applicants for our leadership positions, we will need to determine what must be done to make participation more appealing. We will use staff surveys in order to determine what changes must be made.

If we find through our Data Team process that student achievement is improving in some areas but not others, we will shift our focus to those areas needing greater attention. We will also analyze classroom data and other standardized measures, such as Iowa Assessments and F.A.S.T., to guide us in the implementation of our plan.

Annually, we will survey the staff and use their feedback to make any necessary adjustments. We will specifically ask staff to reflect on how they benefitted from our TLC-created positions. Also, we will ask staff for suggestions on additional assistance and resources they need from these teacher leaders. Additionally, we will survey our teacher leaders in order to learn what additional resources and supports they require to be successful.

From a financial standpoint, we will also monitor the cost of our plan to make sure that we maintain a sustainable program that does not wither away after a couple years because of financial mismanagement. Our goal is to have a program that withstands the pressures of declining enrollment and competition for scarce financial resources.

As we evaluate our TLC plan, we will use the information as we develop our SINA plans and our Comprehensive School Improvement Plan.

Our plan is designed to retain members of our teaching staff who may want to assume leadership roles, but have no desire to become school administrators. Our plan will also increase opportunities for teacher collaboration. In the end, it comes down to improving student achievement. If student achievement is not positively impacted, then our Teacher Leadership and Compensation plan will need to be adjusted accordingly, based on the evaluation measures indicated earlier.

Using Part 9 application narrative from Year 1?* Yes

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

Capacity

Wapello Community School District (WCSD) is well-positioned to support our Teacher Leadership and Compensation (TLC) plan.

WCSD has a relatively young staff. The average age of our faculty is 40.2 years. Our hope is that teachers will assume leadership positions, find success in these positions, and make the long-term commitment to spend several years in a particular position. We believe that longevity in a leadership position will promote stability for the program.

Our plan calls for four Mentor Teachers, two in each attendance center. We currently have almost a dozen faculty members who have been trained as mentors. Our plan calls for Model Teachers in both buildings. We have many faculty members in both buildings who have received intense professional development training in Daily Five Reading, technology integration, Iowa Core, classroom management, formative assessment, and data analysis. Our plan calls for a Literacy Coach. We currently have 19% of our faculty who have their reading endorsement. Finally, our plan calls for a Instructional Coach. We have a handful of staff members who have experience in curriculum work. Admittedly, this is not an area of strength for Wapello Community School District currently. However, our TLC plan will provide us with an opportunity to strengthen this much needed area. We believe that our proposed plan will allow people to make use of the strengths they currently possess. We hope this will increase our pool of applicants for the various positions and also encourage people to remain leadership positions for as long as they are successful.

Our plan also allows for our teacher leaders to return to the classroom full time, should they decide to do so. If the decision to return to the classroom is made within two years, the teacher will be able to return to the same teaching assignment they previously held, contingent upon the terms of the Master Agreement. If the decision to return to the classroom is made after two years, the teacher will be able to resume a full time teaching position, contingent upon the terms of the Master Agreement, but is not guaranteed the same teaching assignment they previously held. Our intention is to provide people with the motivation to take a chance and try something new. If teachers know they have the opportunity to return to the classroom with no financial penalty, we hope that more and more people will be willing to consider applying for leadership positions.

Sustainability

WCSD's TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

School Board: Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to maintain this support by making TLC a regular portion of each board meeting. Board members will be able to see the benefits to our students that are a direct result of this program.

Superintendent: The superintendent is completely committed to the proposed TLC program. He has been a part of all of the planning meetings and has taken an active role in the writing of our plan. The superintendent will ensure that appropriate professional development is made available, including role-specific training for each of our teacher leaders and also whole staff trainings. The superintendent will be a member of the Instructional Council, the group charged with oversight of the TLC plan. The superintendent will also work with the Wapello Education Association to address any contractual issues that may arise as a result of this program. Most importantly, the superintendent will actively support the day to day efforts of the teacher leaders by meeting regularly with the Instructional Coach, Instructional Coach, Model Teachers, and Mentor Teachers.

Building Principals: Building principals are excited about the TLC plan and the possibilities it opens for real long term teacher improvement. Each has expressed their deep commitment to carrying out their roles. Building principals will foster a climate of support for our teacher leaders. In addition, they will develop a schedule that allows faculty to take advantage of the new resources that will come with our teacher leaders. For example, faculty will need to be released from teaching duties in order to visit Model Teacher classrooms. Mentor and beginning teachers will need to be released from teaching duties in order to observe each other. Faculty will need to be given time to meet with our Literacy Coach and our Instructional Coach. The building principal will monitor and ensure that the literacy strategies are being implemented with fidelity and that all of the information from the teacher leaders in their building is being used properly by all faculty members. Building principals will be members of the Instructional Council, the group charged with oversight of the Teacher Leadership and Compensation system.

Wapello Education Association: The Wapello Education Association has been a partner in this process since the very beginning. They will monitor the terms of the master agreement and ensuring that our TLC plan adheres to the agreed upon master agreement language. The Wapello Education Association president and chief negotiator are members of the planning committee.

Instructional Council: The Instructional Council, which serves as our district leadership team, will monitor the operations of the TLC plan. This group will work collaboratively to address issues that may arise and to determine appropriate professional development that will support the TLC plan.

Teacher Leaders: These people have the most important responsibility in terms of sustainability. They will work with the administration to ensure that the program is operating smoothly. They will make the level of commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.

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*	687.0

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

District Enrollment-Based Allocation	$212,159.34
Total Allocation	$212,159.34

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.	$55,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	$6,000.00
Amount used to provide professional development related to the leadership pathways.	$15,000.00
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.*	$107,984.00
Totals	**$183,984.00**

Other Budgeted Uses - Description

Item description	Amount budgeted
Literacy Coach Salary	$53,992.00
Instructional Coach Salary	$53,992.00
	$107,984.00

Total Allocation Budgeted

Total Projected Amount to be Expended $183,984.00

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 $28,175.34

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)

Wapello Community School District has prepared the following explanation of our Teacher Leadership and Compensation Plan budget:

4 Mentor Teachers

- $2500 Individual Stipend
- Total Stipend = $10,000
- Mentor Teachers will remain in the classroom full time. Each Mentor Teacher will have five additional contract days. These additional days will allow for beginning of the year in-service meetings between Mentor Teachers and beginning teachers. The stipends will also accommodate the before school and after school meetings that will take place between Mentor Teachers and beginning teachers. Beginning teachers will be assigned one primary mentor, but will also work with the entire mentor team. In years where we do not have any beginning teachers, the Mentor Teachers will work with teachers who have spent the least amount of time working for our district.

7 Model Teachers

- $4000 Individual Stipend
- $28,000 Total Stipend
- Model Teachers will remain in the classroom full time. Each Model Teacher will have seven additional contract days. These days will allow for summer trainings that will be available for schools accepted into the Teacher Leadership and Compensation program. The stipends will also accommodate the before school and after school meetings that will take place between Model Teachers and the rest of the teaching staff.

1 Literacy Coach

- $6000 Stipend
- $53,992 Salary
- The Literacy Coach will have no classroom responsibilities. Rather, this person will be a full time coach. The Literacy Coach will have ten additional contract days. These days will allow for summer trainings that will be available for schools accepted into the Teacher Leadership and Compensation program. The stipend will also accommodate the before school and after school meetings that will take place between the Literacy Coach the the teaching staff. The base salary for this position is also included in this budget. The amount budgeted reflects the average salary of a teacher in our district. Since this position will be filled with a current staff member, we felt it appropriate to include the Literacy Coach's salary in our budget. We did not feel it appropriate to include the cost of any replacement teachers hired to take over the Literacy Coach's classroom.

1 Instructional Coach

- $11,000 Stipend
- $53,992 Salary
- The Instructional Coach will have no classroom responsibilities. Rather, this person will be a full time coach. The Instructional Coach will have fifteen additional contract days. These days will allow for summer trainings that will be available for schools accepted into the Teacher Leadership and Compensation program. The stipend will also accommodate the before school and after school meetings that will take place between the Instructional Coach and the teaching staff, both individually and in small groups. The base salary for this position is also included in this budget. The amount budgeted reflects the average salary of a teacher in our district. Since this position will be filled with a current staff member, we felt it appropriate to include the Instructional Coach's salary in our budget. We did not feel it appropriate to include the cost of any replacement teachers hired to take over the Instructional Coach's classroom.

Based on our proposed budget, we believe we have developed a plan that is sustainable for the next ten years. We have taken into account declining enrollment, minimal increases in Supplemental State Aid, and our average salary settlements.

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

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