Application

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

93789 - Wapsie Valley Schools' TLC Application

Teacher Leadership and Compensation System

Status:	Under Review
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Organization Information

Organization Name:	Wapsie Valley Schools
Organization Type:	K-12 Education
Tax ID:	

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Recipient Information

District Wapsie Valley Community School District

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

County-District Number 09-6762

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.

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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)

Wapsie Valley Schools utilized our School Improvement Advisory Committee to develop our teacher leader framework. The SIAC committee consists of staff members, parents, students and administrators. This committee carefully considered existing work and priorities in our system along with the Department of Education's theory of action and initiative goals when describing the responsibilities of various levels of teacher leadership in our plan. Wapsie Valley Schools has four goals for the teacher leader proposal.

Goal 1: Build the professional capacity of teacher leaders to aid in the development, delivery, and evaluation of professional learning in the district.

Goal 2: Build system capacity to meet our mission: Guaranteed learning for every student. More effectively target the learning needs of each student. Base system, building and individual student decisions on evidence of learning.

Goal 3: Provide greater support for the system's collaborative culture.

Goal 4: Provide a supportive network for teachers new to our system and to the profession.

As we developed our plan, we utilized a worksheet to ensure that we connected our teacher leadership planning to district priorities and values. That worksheet asked members of the committee to connect learning or critical plan considerations to several foundational elements: the Iowa Core, Iowa Vision for TLC Plans, 2013-2014 SIAC recommendations, assessment and feedback, administrative team "tight" concepts (such as collaborative philosophy, PLC framework, and systems approach), the district's core instructional values, professional learning communities, and the district mission statement: Guaranteed learning for every student.

The teacher leadership layers represent support for the system through a building leadership team, for collaborative teams in our district through a collaborative coach, for individual teachers through the mentor and new professional plan, and to individual students through the intervention coach: system, team, teacher, and student focused support.

The district places high value on meeting our mission--Guaranteed learning for every student--and on core instructional values that we believe describe good teaching and learning no matter the building, classroom, content area, or grade level. Those core instructional values are:

Through a collaborative environment, we:

- Focus on learning.
- Communicate clear learning targets.
- Provide timely feedback based on evidence of learning.
- Ensure a responsive system based on results.

The collaborative coach will focus on developing skills required to continue to develop our professional learning communities. Using the *Critical Issues for Team Consideration* document (provided by Solution Tree), collaborative team coaches will help teams set goals to improve their capacity as a PLC, coach teams to improve in targeted areas, and develop support structures to facilitate more consistent and intentional collaborative time (i.e. virtual meetings, sharing and reviewing of data through technology, et cetera).

This intervention coach will work closely with the collaborative coach, BLT, and administrative team to provide support to district teachers in the area of development, implementation, and analysis of impact of learning intervention for teams of teachers and individual teachers. This teacher leader will work to improve district capacity to target intervention in learning to the district established "I Can" statements.

The building leadership team will provide leadership at the system level, based, in part, on feedback from our collaborative and intervention coach about the work of our teacher teams and the impact our instruction is having on student learning. The BLT will focus on evidence of system progress, and based on that evidence, evaluate professional learning experiences in the district, design professional learning experiences for our staff, and partner with district administrators to deliver that professional learning. Work that focuses on current district work in unit planning, proficiency scales, feedback and assessment, progress monitoring, and "I Can" statements will continue, with the BLT monitoring the impact the professional development is having on instruction and the impact instruction is having on learning.

Teachers new to the profession and to the district will need significant support entering the field, and building capacity to plan units, develop proficiency scales, target instruction to "I Cans," intervene in learning, and monitor progress in our system. With that need for support in mind, new professionals will be supported by a mentor. That partnership will be afforded additional contract days, in addition to 36 days throughout the year to work together, modeling, co-teaching, or observing one another. This additional support will better enable new professionals to feel supported in a new environment.

These teacher leadership roles will improve the district's ability to increase the professional capacity of our staff, and in doing

so, to meet our mission. The collaborative and intervention coaches perspective will connect to the building leadership team's interest in the success of the system, and the mentors will be critical in the induction of new teachers to the instructional expectations of our system. This teacher leader framework focuses support on our system, our teams, our individual teachers, and our students.
The Wapsie Valley School Board approved the plan on October 30, 2014.

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).

Wapsie Valley Community Schools utilized the stakeholders of the School Improvement Advisory Committee to consider, plan, and develop the application for the Teacher Leadership Grant Application. This team included 2 parents, 3 administrators, 3 students, 5 staff members, a board member, and a representative from the AEA. The team met on the following dates:

- November 14
- January 30
- February 27
- April 10
- August 14
- September 18
- October 2
- October 16

These meetings focused on developing a clearer understanding of the plan "must haves," as well as identifying critical elements of our district that we believe should be supported through expanding teacher leadership roles. Participants connected key ideas from readings and discussions that were a part of each planning meeting to potential foundational elements of the plan: Iowa's vision for TLC Plans, the Iowa Core, Assessment and Feedback, 2013-2014 SIAC Recommendations, Administrative Team "Tight" Concepts, the district's core instructional values, PLCs, and the district mission statement. Further, key ideas and concepts were connected to potential leadership roles such as instructional strategist, technology integrationist, collaborative facilitator, and program evaluation.

Resources included documents provided by the Teacher Leadership System Design Resources website. Legislative guidance was critical at initial meetings, along with articles including, but not limited to "Re-imagining School Leadership for the 21st Century, "Model Rubric for Teachers and Instructional Support Providers," and "Understanding the Teacher Advancement Program."

The planning team also reviewed exemplar plans from across the state.

During the planning process, the district collected data from teachers. 75% of teachers responded to an initial 9 question survey that asked for input regarding greatest leverage points of teacher leadership. Questions asked staff to rate their level of agreement with the impact teacher leaders could have in areas like Iowa Core, assessment and feedback, meeting our system's core instructional values, and implementation of PLCs. Questions also asked teachers to list high impact areas when choosing from support in instructional practices, implementing technology, collaborative teams, and evaluation of programs. Teachers identified areas they believed they could be helped most, including observing and asking reflective questions, providing direct feedback, guiding PLCs, designing assessments, aligning curriculum to "I can" statements, and modeling effective use of technology. Teachers were asked if they were interested in participating in the plan as teacher leaders. 53% expressed interest in TL roles.

In a second short survey, teachers were asked if they believed peer coaching, modeling, or co-teaching was the most impactful practice for their own teaching. Co-teaching was the highest leverage support.

Parents were provided a description of the TL concept, and asked for feedback through a survey. 85 families responded. Questions included potential areas of focus such as reading and math, technology, behavior, and helping teachers work with other teachers. Questions also focused on beliefs about teachers impacting other teachers' work, qualities of leadership, and the importance of consistency of the presence classroom teacher for developing close relationships with students.

Through the course of planning, potential TL models were proposed and reviewed by the team. Several questions guided the discussion for each potential model:

Compare this plan to the "must haves" and vision for teacher leadership as identified by the State.

Compare this plan to critical considerations that we have identified as a district.

Consider areas that are potential pitfalls in the plan...

Consider areas that are potential strengths of the plan. What do you like about it?

I value _, and that's not apparent in this plan.

As a district/system, we value _, and that's not apparent in this plan.

I value _, and I can see how that is supported in this plan.

As a district/system, we value _, and I can see how that is supported in this plan.

If I showed this plan to a parent, the first thing they'd ask me is:

If I showed this plan to a colleague, the first thing they'd ask me is:

If I showed this plan to a student, the first thing they'd ask me is:
On September 18, a potential plan was presented to members of the team. Following discussion, members were asked this question:
Based on the STRUCTURE of this plan, I have __% confidence that it would significantly and positively impact our capacity to meet our mission statement, Guaranteed Learning for Every Student. (0% indicates NO confidence, 100% indicates complete confidence.)
A benchmark of 85% was established to indicate group support of the framework. Initially, a 76.25% confidence rating was generated. The following protocol guided our revision process:
Identify a value that we have as a system, or that you have as a member of this team that is not represented, and talk about how you might address that value within a TLC framework. This could require a major overhaul or minor revision to the plan before us tonight. Be prepared to share the value that is not addressed and a potential solution.
We'll share each of the values that we've listed that are not addressed in the plan. If three additional members of the team agree that the value(s) addressed above and corresponding solutions are necessary to the plan, we'll make a revision, deletion, or addition to the plan to better address that value. Once we've identified all potential values-based changes, we'll revise the plan and gauge our confidence in the revised plan's potential to positively impact our system's capacity to meet our mission.
After revision, we reached an 86.25% confidence rating.

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.

Our teacher leadership plan aligns closely with the work occurring in the district, and in doing so, provides for continued and considerable growth in areas of focus for our system's learning. Several current philosophies and practices that are in place will flourish and take root more deeply as a result of increased TL opportunities. Our vision for TL is to bolster the level of support we provide in order to build professional capacity to meet our mission and core instructional values. District goals and statewide goals for TL blend seamlessly in several areas.

Goal 1: Build the professional capacity of teacher leaders to aid in the development, delivery, and evaluation of professional learning in the district.

Goal 2: Build system capacity to meet our mission: Guaranteed learning for every student. More effectively target the learning needs of each student. Base system, building and individual student decisions on evidence of learning.

Goal 3: Provide greater support for the system's collaborative culture.

Goal 4: Provide a supportive network for teachers new to our system and to the profession.

On May 16, 2013, the Wapsie Valley SIAC proposed recommendations for the 2013-2014 school year.

1. Provide more opportunity for teachers/staff to be in leadership roles in the district.
2. Allow for professional decision making through the PLC process.
3. Assess our instructional practice to be sure that we are meeting the needs of individual students while focusing on a high standard for all students.

It is clear that, based on an examination of data and our own district context, members of the district SIAC identified greater leadership opportunities for teachers/staff as a recommendation to the Wapsie Valley School Board and administrative team, just as the state outlined in it's July 2013 guidance.

During the summer of 2013, district stakeholders, including community members, staff members, students, and administrators convened to draft a district mission statement and core instructional values for our system. The resulting work was a mission statement-Guaranteed Learning for Every Student-and core instructional values that we believe are critical to teaching and learning no matter the grade level, content area, classroom or building in our system. Those core instructional values are:

Through a collaborative environment we:

- Focus on Learning
- Communicate clear learning targets
- Provide timely feedback based on evidence of learning
- Ensure a responsive system based on results

Two goals established by the State are clearly connected to the district mission statement and core instructional values: a focus on learning and a commitment to collaboration.

As the State has identified in the TLC theory of action, one step toward preparing Iowa students for success is supporting teachers "as they collaborate to refine their practice." PLCs are a critical element of our district's work to build professional capacity, whether those teams are grade level specific, content area specific, or regional teams of content specific teachers.

The district also began to collect data on our parents' perception of teacher leadership through a survey that included questions regarding the most important qualities of a leader (45% cited an ability to motivate), how families viewed the impact one teacher can have on another teacher (68% agreed WV's best classroom teachers can help other WV teachers), and the impact their co-workers can have on them (91% believe they can learn a lot from people who do the same job). Survey items like these helped the District to "create the political will and understanding necessary to remake the status of the teaching profession."

Student achievement data in the district has plateaued. Recent implementation of an intervention block K-12, along with a focus on describing prerequisite skills for meeting an "I Can" through proficiency scales should foster an increase in student performance. Similarly, as we continue work to align assessments with learning targets, we expect increased student learning. 3rd graders proficient in reading on the Iowa Assessments has hovered between 71% and 78% in the past 5 years. 7th grade students have ranged from 60-79% proficient. Math scores have experienced a similar plateau. 75-82% of 5th graders were proficient over the course of the past 5 years. 67-81% of 8th graders were proficient over the same time period. We are seeking an additional layer of support to ensure that we are better equipped to more effectively reach our students: we have "guaranteed learning" to our stakeholders.

Proposed coaches will focus on building our capacity to align assessment to clear learning targets and develop collaborative relationships among teachers that extend beyond planning, and move to analyzing data to shape instructional intervention. New professionals will find a closer connection to a mentor, and the collaborative practice of the PLC will be evident in our mentor/mentee relationship as well.

In the winter of 2013, the district hosted an instructional rounds visit, and collected data on our students' ability to answer four questions: What are you working on? Why is that important? How are you doing and how do you know? What are your next steps in your learning? These questions indicated that some progress was being made by staff to communicate clear learning targets and to provide assessment feedback that clearly directed students to the next steps in their learning. 37% of students in the sample could clearly identify a learning target, and 14% of students could identify their next level within the learning target. As we considered frameworks for TL, careful consideration was given to how our system could better support teachers in our unit planning process, including development of proficiency scales, assessments, student monitoring, intervention, and collaborative practice.

Using Part 3 application narrative from Year 1? No

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

Connecting the resources associated with the teacher-leadership grant to current district initiatives was critical from the outset of our planning process. A worksheet was developed that outlined critical components of current district foci, and through reading, discussion, and review of other resources, members of the planning team were connected key concepts in the district to what they were learning about TL opportunities. The planning sheet included:

- the Iowa Core
- Assessment and Feedback
- 2013-2014 SIAC Recommendations
- Provide more opportunity for teachers/staff to be in leadership roles in the district
- Allow for professional decision making through the PLC process
- Assess our instructional practice to be sure that we are meeting the needs of individual students while focusing on a high standard for all students
- Administrative Team "Tight" Concepts
- Collaborative philosophy in decision-making that involves varied perspectives
- PLC framework to facilitate personal, professional growth, and to guide instruction
- A systems approach...we are a PK-12 system
- District Core Instructional Values
- Through a collaborative environment, we
- Focus on learning
- Communicate clear learning targets
- Provide timely feedback based on evidence of learning
- Ensure a responsive system based on results

As the team considered various structures and reviewed resources, we utilized the planning sheet to connect our thinking to current district practices.

Roles and responsibilities defined by the TL plan support these priorities.

Mentor teachers will have 4 days per month in which they will model, co-teach, or observe and provide feedback to teachers new to the profession. The district mentoring and induction process focuses on inducting new staff members to our team, including a focus on district unit planning practice, assessment, collaboration, and implementing the Iowa Core through "I Can" statement-focused lessons. It is through the time spent together in a teaching/learning environment, that mentors will be able to impact mentees in our system. Additional contract days for mentors and mentees will be utilized to build collaborative relationships among team members.

Similarly, the building leadership team (BLT) role will focus on professional learning within the PK-12 system. A focus on evaluating the impact of professional learning on the learning of our students will be one charge of the BLT. Members of this team will determine measures to evaluate the effectiveness of professional learning opportunities through a collection of evidence, and based on this evidence, determine short term and long term strategies to enhance performance in district unit planning/proficiency scale/assessment/progress monitoring work. Additionally, the BLT will provide input into the district's master calendar and evaluate how the current allocation of professional development time-full days and early dismissals are being utilized, and aid in development of the following year's calendar. The BLT will also serve as leaders during professional development experiences. Currently, the district utilizes "break-out" style events that focus on current unit planning work to differentiate based on staff needs. Members of the BLT will provide support and leadership in the development and presentation of those sessions. In short, the BLT will help to plan the focus, define the days available, and deliver the content of professional development. That professional development will remain consistent with our core instructional values, the Iowa Core, and a focus on the district mission statement.

Two instructional coaches will focus attention on developing collaborative skills of teams in the system.

Collaborative team coach. Using the Critical Issues for Team Consideration document (provided by Solution Tree), a collaborative team coach will help teams set goals to improve their capacity as a PLC, coach teams to improve in targeted areas, and develop support structures to facilitate more consistent and intentional collaborative time (i.e. virtual meetings, sharing and reviewing of data through technology, et cetera). An area of expected growth for our system is our use of the PLC to more frequently create common formative assessments, return to the team with student data, and then to adjust instruction based on the resulting evidence. We currently utilize the PLC for planning lessons, and intend to grow in our utilization of the collaborative team as an evidence analysis team. The collaborative team coach will work with teams to further develop our

system’s capacity to generate professional capital through the PLC.
Intervention coach. The focus of this coach will be to further develop our system’s capacity to intervene in the learning of small groups of students or individual students by providing support, guidance, and consultation in the development and monitoring of interventions. The district has implemented an intervention block (Warrior Hour and GO Time), and students are assigned to intervention based on progress made toward “I Can” statements. Using assessment data, the intervention coach will work with individual teachers or teams of teachers to help to identify appropriate interventions for students in need of additional support or enrichment, and then to monitor that implementation and the growth of students in conjunction with the teacher or teacher team.
The collaborative and intervention coach will work interdependently.
The intervention coach will enhance our work in intervention and focus on individual students. Mentors will focus attention on individual teachers.The collaborative coach will focus on our teaming capacity. The BLT will serve to give direction to our system.

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)

Through teacher leadership support, entry into the profession and as a member of the WV team will be greatly improved. According to data collected in a survey of new professionals in the WV mentoring and induction program at the end of the 2013-14 school year, mentors and mentees indicated a need for more collaboration time. Further, mentors indicated a desire to engage with their partner in learning opportunities that, in the past, have been solely for the new professional. Based on this feedback, 5 additional contract days will be added to the new professional and mentor contracts. The current WV mentoring and induction plan calls for significantly less time for development of the mentoring partnership:

During the month of August, new teachers and mentors will receive at least eight hours of training, to take place in 1-1.5 days prior to the staff's contracted days beginning (current mentoring and induction plan).

These 5 days will provide opportunity to develop the partnership between new professional and mentor and facilitate learning that is imperative to inducting new members to the WV system. Learning that is critical to our induction process will occur during these five days:

Instructional Focus: Unit Planning, "I Can" statements and standards (learning targets), Iowa teaching standards and criteria, formative assessment, collaborative team expectations, core instructional values, peer coaching protocol, and use of technology in classroom.

Management Focus: classroom management and routines, Infinite Campus Student Information System, and standard district paperwork. Texts such a The First Days of School (Wong) and Why Didn't I Learn This in College (Rutherford) are used to ensure new professionals have a common experience from which to generate discussion.

These 5 days will allow mentors and mentees to learn together, free from distraction, but also allow for more collaborative time after school during the course of the school year.

In an effort to allow mentors and mentees to learn together in a real-time teaching and learning environment, 4 days per month will be allocated for new professionals and mentors to work together. The current WV mentoring and induction plan describes the following allowance for collaboration time, modeling, observation, and feedback:

The district facilitator will work with individual principals to try to schedule time whenever possible for the beginning teacher and the mentor to meet during the school day without requiring a substitute. Planning time may also be accomplished on district early dismissal professional development days with the agreement of the district facilitator, building principal, mentor and new professional.

Peer observations, feedback, and coaching will be an integral part of the program. It will provide the beginning teacher and mentor an opportunity to discuss the observation and provide coaching and feedback related to the teaching skill that was observed. Beginning teachers are also encouraged to observe their mentor and other classroom teachers during classroom instruction in order to gain insight on a variety of teaching practices and classroom procedures.

The content for interactions is based on the needs of beginning teachers as identified in research as well as district pre/post program needs assessment (minimum of eighteen hours per year).

A commitment of 4 days per month is a potentially much more impactful allocation than past practice in the system, and moves the system beyond the practice of "encouraging" classroom observations to expecting them. During this time, new professionals and mentors will be able to co-teach, model for, or observe one another. Often times, currently, our mentorship partners talk about what has happened; with this allocation of resource to the team, mentor and mentee will spend 36 days together throughout the year working and learning together. Mentors and new professionals may also observe another teacher's lesson, and then process that observation together as well. This resource will significantly impact the professional relationship between the mentor and mentee, and give them an opportunity to experience the same teaching-learning experience, and then to process that experience immediately after.

Monthly meetings with all new professionals will continue, as will quarterly meetings with mentors.

Currently, mentor teachers are asked by building principals to support a new professional based on factors that include (but are not limited to) length of service to the district, grade level or content area, trustworthiness, and accessibility. While these elements are important considerations (and will be continued), the TL selection process will provide structure to the selection of teacher mentors. Areas of focus in the selection process will include "effective dialogue with colleagues," "implementation of research and best practice in content, instruction, and assessment," and "facilitation of data analysis;" in the past, we've focused less on a potential mentor's ability to lead the growth of a colleague, and more on their ability to lead the growth of students. Both are important to identifying an effective mentor, but the TL selection process will allow us to formalize critical concepts in partnering that have not, to this point, been a priority.

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 Wapsie Valley Teacher Leadership Plan has four distinct layers of leadership and support. Layers of leadership include a system focus through the Building Leadership Team, a collaborative team focus through the Collaborative Team Coach, an individual teacher focus through our mentoring and induction plan, and a student growth focus through the Intervention Coach: system, team, teacher, and student focus. Hargreaves and Fullan describe professional capital as a combination of human capital (talent), social capital (professional connections among teams of teachers), and decisional capital (making decisions in complex situations). The teacher leader framework proposed will build the professional capital of all teachers and impact the learning of all students.

Initial Teacher and Mentor Teacher (individual teacher focus): Teachers in their 1st and 2nd year in the profession will be provided a mentor. Five additional days prior to the school start date will be provided for new professionals to meet with professional learning community partners, their mentor, and the district mentoring coordinator. In addition to five additional contract days to be scheduled prior to the start of the school year, each new professional will be provided four days each month to co-teach, model, or observe and provide feedback with their mentor. Initial teachers will serve as full time classroom teachers.

Mentors will serve as teacher-leaders through their work with new professionals and the district mentoring coordinator to orient new staff to the district and profession. In addition to five additional contract days to be scheduled prior to the start of the school year, each mentor/mentee will be provided four days each month to co-teach, model, or observe and provide feedback with their mentee. Mentors will continue with regular meetings with mentees that are already a part of the mentoring and induction process. Mentors will remain full time teachers.

Building Leadership Team Members (System Focus): Building leadership team members will serve to assist the administrative team in decision making regarding system-wide and secondary/elementary level professional learning. This team will be charged with evaluating the impact of professional learning plans and experiences in the district through a collection of evidence, and based on that evidence, developing a professional development focus for the coming year. Mid-year team meetings will occur to consider development of the master calendar, and monitor professional learning experiences across the system, and end of year team meetings will occur to evaluate professional learning experiences from the past year and establish areas of focus for the coming year. Members of the BLT will also be responsible for support in delivery of the professional learning experiences. Half day meetings with the BLT will continue during the course of the school year as well.

Instructional coaches will be teachers who leave their classroom for a term of one year and could re-apply annually for continuation in that role. Instructional coaches will have one focus area. The purpose of the instructional coach will be to work directly with teachers as a model, co-teacher, and/or consultant. Instructional coaches will serve in the coaching capacity 100% of their day.

Collaborative Coach (Team Focus): Using the Critical Issues for Team Consideration document (provided by Solution Tree), collaborative team coaches will help teams set goals to improve their capacity as a PLC, coach teams to improve in targeted areas, and develop support structures to facilitate more consistent and intentional collaborative time (i.e. virtual meetings, sharing and reviewing of data through technology, et cetera). This coach may assume classroom responsibilities for one team member to allow a co-teaching or modeling experience for members of a collaborative team, and then facilitate processing of the experience as well.

Intervention Coach (Student Growth Focus): The focus of this instructional coach will be providing support, guidance, and consultation in the development and monitoring of interventions for individual or small groups of students. Using assessment data, the intervention coach will work with individual teachers or teams of teachers to help to identify appropriate interventions for students in need of additional support or enrichment, and then to monitor that implementation and the growth of students in conjunction with the teacher or teacher team.

Focus areas of these instructional areas overlap. In addition to working with teachers, this team will need to meet regularly to identify where resources are concentrated.

These teacher roles directly support the district's core instructional values. Those core instructional values follow.

Through a collaborative environment, we:

1. Focus on learning.
2. Communicate clear learning targets.
3. Provide timely feedback based on evidence of learning.
4. Ensure a responsive system based on results.

Through a collaborative environment…The collaborative team coach will work to develop even stronger, more cohesive

teams that focus on the impact that their instruction has had on our students, and then adjust instruction and choose best practice for leading the learning of all students whose teachers are a part of the team. The PLC is a critical element of our professional learning, of the culture of the district, and most importantly, of the learning that impacts our students. We have invested resources--time, money, and energy--into the PLC philosophy through attendance at institutes, adjusting daily schedules, and addressing the power of collaboration through professional learning. As an administrative team, we've identified a collaborative philosophy in decision-making and the PLC framework to facilitate personal, professional growth, and to guide instruction. The collaborative coach will serve to strengthen that work throughout our system.

...we focus on learning. The district has implemented an intervention block, K-12, and the intervention coach will bolster district efforts to use that time more effectively by developing systematic data collection and review processes (as part of the PLC process), and then facilitating that process with teachers and teams of teachers. Intervening in the learning of students does not happen during intervention block alone; rather, a belief in our system's efficacy to impact the learning of our students through intervention is a daily practice, not confined to a period of the day labeled as intervention block. The intervention coach will be charged with leading a laser-focus on the learning of individual students and small groups of students all day, every day.

...we communicate clear learning targets. Recent work to develop units based on our "I Can" statements, the Core, and national standards has been critical. Teachers new to our system will have less experience with our "I Can" statements, as well as the unit planning process we have in place: proficiency scales, "I Can" statements/learning targets, assessments tied to the standard, and student monitoring tools. The mentor will be a significant support in leading a new professional to the unit planning expectation that we have for all teachers.

...provide timely feedback based on evidence of learning. Again, the collaborative coach and intervention coach will serve as leaders of evidence review. Evidence of learning--more than data--will shape how we respond to student needs on a daily basis. We have identified assessment and feedback as critical to professional learning in our system, and the Building Leadership Team, in cooperation with the administrative team, will be critical in leading the continued professional development in the area of assessment and feedback.

...ensure a responsive system based on results. Again, our collaborative and intervention coach will be critical in moving our teams and individual teachers toward a more robust, systematic practice of intervening in the learning of our students. It will be this response that helps to ensure we are meeting our district mission, "Guaranteed learning for every student." The district's intervention block, one element of our Multi-tiered system of supports in our system, will be a more impactful tool with the targeted support of collaborative team and intervention coaches.

The TL roles described above allow the system to add layers of support to individual teachers (mentors), to our our collaborative teams (collaborative coach), to our system (BLT), and most importantly, to our students (intervention coach).

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.

Wapsie Valley Community Schools will implement a decision analysis framework as a key component in selection of teacher leaders in our system. All teacher leader applicants will engage in a three part selection process:

- a one page vitae describing the candidate's education and training related to the education field, work-related experience in the field, and documentation of the teacher leadership position of interest to the candidate. Work with current foundational district initiatives should be described as part of this document (i.e. PLCs, intervention, unit planning, mentoring and induction, feedback and assessment, proficiency scales, and "I Can" statements).
- a two page narrative response to four questions:
- Describe how your work in (insert teacher-leadership) will impact our district's work to meet our mission.
- Describe how you intend to leverage your work as teacher-leader to further Wapsie Valley's core instructional values.
- Describe the greatest challenge you will face in your work as a teacher-leader and how you plan to meet that challenge.
- Describe why you believe a position as a teacher-leader in our district suits your strengths, your professional goals, and the district's needs.
- A personal interview with the selection team

The superintendent will establish questions for the interview process, and seek input from the selection committee prior to their implementation. The questions will focus on seven leadership competencies (see below).

Candidate's will be reviewed through the decision analysis (DA) framework. Core competencies by which each candidate will be measured are as follows:

- An ability to design and deliver professional learning
- Successful experience with the district's unit planning process, including development of proficiency scales, development of assessments tied to standards, student monitoring tools, and development of "I Can" statements or learning targets will be highly valuable to the candidate.
- An ability to facilitate group processes and develop necessary structures for professional learning environments
- Successful professional learning community experience will be highly valuable, as will past experience leading professional learning break-out sessions.
- Proven skills associated with effective dialogue with colleagues
- An ability to implement research and best practice in content (Iowa Core), instruction, and assessment
- Documentation of recent learning related to pedagogy, the Core, reflective practice, and assessment and feedback will be highly valuable.
- Proven experience in integrating and aligning district and statewide educational improvement efforts
- Leadership in unit planning process, effective and impactful interventions, and assessment and feedback.
- An ability to facilitate data analysis and data informed decision making
- An ability to facilitate and enact a vision for school improvement with teacher leadership as a point of leverage
- A focus on district core instructional values and the mission statement will be highly valuable characteristics as we evaluate candidates' skill in this competency.

These core competencies will describe the measures of effectiveness and professional growth exhibited by each candidate.

The selection committee will consist of four Decision Analysis rating members (two teachers selected by local association and two building principals) and two non-DA rating members (one additional teacher selected by the local association and the superintendent). This committee will determine value-weights for each of the core competencies, 1 (not important to the position) to 10 (very important to the position). Core competency values will vary depending on the TL role: mentor teacher, building leadership team, or instructional coach. For example, the committee may determine that for a mentor teacher, the competency regarding design and delivery of professional development is less important (a value of 2), while for the BLT member, it is very important (a value of 10).

Each candidate will be rated by four members of the committee on each of the seven competencies, and the rating will be multiplied by the value-weight determined by the committee. The rating of the candidate's skill in each competency will be based on the complete three-part application process: vitae, narrative responses, and interview.

Based on the sum of the scores of the four ranking members of the committee, the superintendent will recommend teacher leaders to the Board of Education as mentors, building leadership team members, and instructional coaches. Teacher leader applicants may apply for more than one TL position, but will be considered as part of separate pools of candidates. In other words, a candidate may apply to be a mentor or a BLT member. However, their application will be considered against all mentor candidates, and then, against all BLT candidates. Teacher leaders may only hold one TL position in a given year.

All teacher leader candidates must meet minimum requirements, including three years of successful teaching experience, and at least one year of service to the district. Positions will be for one year terms, and will be open to all eligible applicants each year.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The district proposes layers of leadership that includes mentor teachers, building leadership team members (BLT), and instructional coaches. Of these layers of leadership, the BLT and instructional coaches will be the most closely connected to development, delivery, and evaluation of professional development in our system.

The IPDM and WV Board Policy 408.1, describe essential components for professional development.

As professional development opportunities are designed by district administrators and leadership teams, components of the IPDM should be considered: collecting student data, goal-setting, selecting appropriate content, careful design of the professional development program, collaboration, and program evaluation (Board Policy 408.1).

The BLT has been charged with the following responsibilities:

BLT members will serve with the administrative team in decision making regarding system-wide professional learning. This team will evaluate the impact of professional learning experiences in the district through a collection of evidence, and based on that evidence, develop a professional development focus for the coming year. Mid-year team meetings will occur to consider development of the master calendar, and monitor professional learning experiences across the system, and end of year team meetings will occur to evaluate professional learning experience from the past year and establish areas of focus for the coming year. Members of the BLT will also be responsible for support in delivery of professional learning experiences.

Currently, the BLT serves as a conduit between staff members and the administrative team; however, responsibilities that are more closely connected to delivery of the professional learning experience will be assumed by the BLT. The BLT will begin with an evaluation of the past year's professional learning program through a review of evidence ranging from student performance scores (summative and formative), teacher and administrator feedback, and implementation data. Based on this evidence, the BLT, in conjunction with the administrative team, will begin to outline areas of focus for the coming year. Additional contract days prior to and following a school year will be utilized for this work. Members of the BLT will be possess expertise in areas of district professional learning, including unit planning, assessment and feedback, and development of proficiency scales. In the past, district administrators have lead full-staff and break-out session style professional development. BLT members, after determining areas of needed focus for the coming year, will begin to develop and then to deliver the professional learning in conjunction with the administrative team. Currently, the district meets with the BLTs during half day sessions over the course of the school year. 10 additional contract days will supplement these existing work sessions.

Currently, the district releases students early on 18 days over the course of the school calendar, in addition to 5 full day professional development days. The BLT, with a sound understanding of the professional development needs of the system, will also assume shared responsibility for building the district calendar and the subsequent professional development days. While the Board will continue to approve the district calendar, the team with the closest connection to professional learning in the district will have significant input into the calendar's development. Making a recommendation regarding the allocation of the resource of time for professional development will become a responsibility of the BLT.

The district planning team carefully devised the focus of instructional coaches. Implementation of professional learning is largely supported through PLC teams across the district. The collaborative team coach will be responsible for supporting district and regional teams as they implement interventions, measure the impact of instructional strategies with highest effect sizes, and determine which practices-both whole class and intervention-are increasing student learning. The collaborative coach will also be available to "cover" the classes of teacher team members to allow for modeling, co-teaching, or observation of team members' instructional practices. With this support, PLC team members will be better suited to support one another in the implementation of practices associated with unit planning, proficiency scales, "I Can" statements, and assessment and feedback. The collaborative coach's responsibilities will fit seamlessly with the responsibilities of the intervention coach.

The intervention coach will target attention to the impact on learning that instruction is having on individual/small groups of students. This coach will describe the impact teaching is having on learners, and provide critical evidence to the BLT and administrative team on areas of needed support. The intervention coach and collaborative coach provide "in time" feedback to the BLT and administrative team on the practices, interventions, and strategies that are most impactful, most in need of support, or most embedded in the day to day practice of the staff. With an expertise in tailoring assessment to learning target, this coach will facilitate the development of interventions, and support the teacher's or team's practice of monitoring the impact of that intervention.

While the BLT will focus on development and disbursement of resources like energy and time to the professional learning of our staff, the instructional coaches will be system-attuned resources for that team.

In combination, the BLT, coaches, and administrative team will be able to determine the needs of the students, devise a plan to address those needs, deliver the content, and then measure the impact of the professional learning experience.

Using Part 8 application narrative from Year 1? No

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

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

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

The district has established four goals for the teacher leadership plan that closely align with current work to build professional capacity in our own system, as well as with the State's theory of action and goals and the Iowa Teaching Standards. Those goals are:

Goal 1: Build the professional capacity of teacher leaders to aid in the development, delivery, and evaluation of professional learning in the district.

Goal 2: Build system capacity to meet our mission: Guaranteed learning for every student. More effectively target the learning needs of each student. Base system, building and individual student decisions on evidence of learning.

Goal 3: Provide greater support for the system's collaborative culture.

Goal 4: Provide a supportive network for teachers new to our system and to the profession.

The district will use several indicators to determine the impact/effectiveness of the TL plan. Currently, the district utilizes surveys to measure teacher progress on unit planning work, level of professional comfort with unit planning and formative assessment, and implementation of progress monitoring. Using current responses as baseline data, the impact of teacher leadership support will be measured against continued survey evidence from teachers during principal and teacher/team conferences regarding progress on that work in our system. The building leadership team will be instrumental in monitoring the progress of our system growth through this data collection, and with that, the impact that teacher leader support has had on our work. While teacher leadership will not be the only variable impacting system performance, it will be a significant one.

Significant emphasis in our teacher leadership plan has been placed on improving the effectiveness and validity of our formative assessments. Currently, formative assessment performance is not always aligned with summative, standardized assessment performance. Analysis of the alignment between teacher- and team-developed formative assessment--both learning target focus and student performance--will be another indicator of the growth of our system capacity, in part, through teacher leadership support. Again, the BLT will have the responsibility to measure impact of professional learning, and impact of teacher leadership support will be analyzed through the same analysis of evidence.

Tracking student progress on Iowa Core-aligned "I Can" statements will also be a critical element when monitoring the impact of teacher leadership support. While summative assessments are an important tool to monitor system progress, our teacher leadership goals--focusing on student learning--will be better measured by student progress toward "I Can" statements. This progress will also be an important consideration in our measurement of the effectiveness of our implementation.

Turnover of staff will be an important consideration in monitoring effectiveness of the teacher leader framework as well. The district will continue follow-up surveys with 1st and 2nd year professionals, which will be reviewed by the district mentoring coordinator and administrative team, to determine the level of effectiveness of support provided to new professionals.

As a long-term measure of effectiveness, we expect to see a positive change in ratings applied by the selection committee to future teacher leader candidate application materials. Our system will use a decision analysis model to evaluate potential candidates, and we believe that the added support for teachers, along with increased opportunities to lead, will result in teacher leader applicants who score higher on the 7 competencies the district has identified for teacher leaders at the time of application. Tracking of this measure over time will be a long range measure of the effectiveness/impact of our plan.

John Hattie provides a survey to measure several mindframes that systems who experience significant growth in their impact on student learning should possess. Our current BLT engaged in this survey earlier this fall, and that data can be used to continually monitor changes in our system. Hattie's focus is on beliefs teachers have about the level of impact their instruction has on student learning, a focus on learning over teaching, the value of assessment and feedback, dialogue v. monologue, and the "language of learning." We believe Hattie's mindframes are effective measures of the philosophical shift that can take place in our system in part due to the support of teacher leaders. Our BLT took this survey earlier this fall, and as we review that data, it will serve as baseline evidence to determine if we are experiencing shifts in our thinking about teaching and learning. These shifts align with district goals, core values, and the State's objectives for teacher leadership.

The district has designated each teacher leader role with a very specific focus and purpose. Rather than simply assigning coaches to general observations, we've identified specific areas within our system--collaboration and and intervention, for example--that we believe will be high leverage support for our students and staff. Because we've targeted teacher leaders to specific areas, we'll be able to adjust our plan focus from year to year based on student and system need. We believe in the power of specialist support, and from year to year, the administrative team and BLT will be able to, based on evidence, re-focus or continue focus on the area that is most impactful and important to our system. Just as we believe in targeted support for students, we believe the same regarding support to our teachers. Modification of the plan will occur as the evidence indicates, and the specificity with which we've defined our roles will allow us to do that.

Using Part 9 application narrative from Year 1? No

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

In an address to staff members at a celebration in June 2014, district leaders shared the following guidance:

As you think about the school year we're just now finishing, and reflect on the work you've done, I'd ask that your attention turn to the year that is about to begin, and I'd like you to begin planning for the next error you're going to make in our system. Think about it. Plan for it. Expect it to happen.

Now you might ask "Why would we plan for making an error? That sounds ludicrous." But I'd tell you that if we expect greatness from our system, then we need to expect to make some errors along the way. You might have a routine in your classroom or a protocol within your team, or a way to prepare a meal, or a bus route, or a cleaning practice, or a way to organize your work space or plan for registration...that you believe is perfect. It is well-practiced, tried by time and experience, and functioning as you'd expect it. But I'd ask that, as you prepare for next year, that you put all of our work on the table, be willing to think about a better way, and be willing to try something because you believe it could help us to more effectively and efficiently meet our mission. And expect that you might experience error. Error isn't failure. Error doesn't have to be permanent. Error just needs to lead to a better way. Go forward, planning for the coming year, and expect to make an error. And in our system, we'll honor that error if the following two conditions exist:

- *Your intentions are student-focused.*
- *You have a willingness to reflect on what occurred, and consider how you can use the error to improve the learning experience or environment for our kids.*

If those conditions exist, and an error occurs, we'll reach greatness as a system long before we will if we remain tied to traditions, habits, and rituals that no longer support the mission of today. Are some of those traditions and rituals important? Yes, they are. As long as they are still integral in helping us to meet our mission. Do I believe that everyone in here expects greatness from our system? No. I know that, at times, we have members of our team that expect failure...and that's different than error. But the longer I'm here, the more I believe in the power of the system to live the mission, and for that reason, I want you all to be open to error in the name of system-wide progress.

Your homework assignment for the summer? Plan for an error that may occur, set aside our reliance on perfection, and set your sights on system greatness...

To be sure, sustainability is a two-part process. Tangible resources like funding, time, and intellectual capital will be critical to our system's successful implementation of the teacher leadership plan, and our Board's approval of the plan on October 30, 2014 demonstrates that commitment. However, equally important to the ability to sustain the work will be an environment that is focused on learning, willing to see our system supported in a way that is different than it has been supported in the past, and is able risk the chance that we may not be the same system we were 10, 5, or even 1 year ago. We are clear about our mission-Guaranteed learning for every student-and the groundwork has been laid in the recent past to support the undoubted philosophical change that will occur with messages like the one you read above, and consistent reassurance to staff that student-centered motivation and reflective practice--two goals of the State's TLC initiative--will be honored in our system.

With that said, the district has demonstrated a commitment to instructional leadership in recent years that will prove to be a foundation for increased teacher-leadership opportunities. The district committed to the SAM project in its elementary schools as a means of increasing the instructional leadership capacity/opportunity of the elementary principal. The district leadership team presented a "promising practice" at SAI in the fall of 2014 on the district's work with proficiency scales. K-6 and 7-12 building leadership teams have begun to meet jointly as a means of developing a systems-thinking approach to student learning. Multiple stakeholders from across the district worked collaboratively to develop our district mission statement and core instructional values. In short, if the end result of the State's plan is to impact student achievement, and to do so collaboratively and reflectively, the district's actions in the recent past have provided a fertile bed in which teacher leadership can flourish.

Fullan and DuFour (2013) describe sustainability in the following way: When an organization has created widespread ownership of the change process and developed the leadership potential of its members, people throughout the organization take collective responsibility for preserving its culture. The plan described shares leadership and builds capacity across our system at multiple levels. Rather than a "top-heavy" structure that relies on a one or two leaders to infuse the collaborative practices, philosophies of intervention, and core instructional values of our system, our plan builds a wide-reaching foundation that lends itself to sustained progress over time.

Through yearly evaluation of the positions, and equally important analysis of the foci of the plan, the district will support the plan. As our planning team established the descriptions of the varying roles for each layer of support, careful thought was given to the responsibilities. Rather than more general responsibilities, we devised roles that were specific to our current needs, with the understanding that the layers of the support may be more timeless, but the focus of those layers may and probably will

change over time.

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	717.37

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

District Enrollment-Based Allocation	$221,538.20
Total Allocation	$221,538.20

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.	$39,925.00
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).	$146,280.00
Amount used to provide professional development related to the leadership pathways.	$5,000.00
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.*	$0.00
Totals	**$191,205.00**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended $191,205.00

*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 $30,333.20

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The district has established four goals for the teacher leadership framework, and the allocation of funds for layers of support in our district support those goals. While individual roles will be central to each goal, the interdependence of the roles will ultimately lead to successful implementation.

Goal 1: Build the professional capacity of teacher leaders to aid in the development, delivery, and evaluation of professional learning in the district.

The district intends to utilize building leadership team members, along with instructional coaches, to develop, deliver, and evaluate professional learning in the district. To that end, the district proposes a building leadership team of 8 members, representative of each elementary school, our rural schools, and the jr./sr. high school. These 8 teacher leaders would be allocated 10 additional contract days and receive a stipend of $2,500. The total cost of the stipend, including FICA and IPERS will be approximately $23,316. In addition, 5 half day meetings with the BLT would occur as well throughout the school year, and the cost for substitutes for those meetings would total $2,331. The total allocation required to support the BLT in our plan is $25,647.

Goal 2: Build system capacity to meet our mission: Guaranteed learning for every student. More effectively target the learning needs of each student. Base system, building and individual student decisions on evidence of learning.

The district intends to utilize the intervention coach as the central vehicle to meet this goal. This intervention coach will work closely with the collaborative coach, BLT, and administrative team to provide support to district teachers in the area of development, implementation, and analysis of impact of learning intervention for teams of teachers and individual teachers. One candidate will be selected each year for this position. Teachers will be paid their associated teaching salary, in addition to a stipend of $6,000 for compensation for 15 additional contract days. The cost of this position may vary, depending upon experience of the teacher leader and position on the district salary schedule. For budgeting purposes, the district has used an average teacher salary of $48,855. Including the cost of benefits, the total cost of this position is estimated to be $75,560.

Goal 3: Provide greater support for the system's collaborative culture.

The position that will most closely impact this goal will be the collaborative team coach. Using the Critical Issues for Team Consideration document (provided by Solution Tree), collaborative team coaches will help teams set goals to improve their capacity as a PLC, coach teams to improve in targeted areas, and develop support structures to facilitate more consistent and intentional collaborative time (i.e. virtual meetings, sharing and reviewing of data through technology, et cetera). This coach will work closely with the intervention coach, BLT, and administrative team to provide support to collaborative teams in our system. One candidate will be selected each year for this position. Teachers will be paid their associated teaching salary, in addition to a stipend of $6,000 for compensation for 15 additional contract days. The cost of this position may vary, depending upon experience of the teacher leader and position on the district salary schedule. For budgeting purposes, the district has used an average teacher salary of $48,855. Including the cost of benefits, the total cost of this position is estimated to be $75,560.

Goal 4: Provide a supportive network for teachers new to our system and to the profession.

The positions that will most closely impact this goal will be the mentor teacher and associated new professionals. Initial teachers will be allocated 5 additional contract days and earn a stipend of $1,000. Mentor teachers will also receive 5 additional contract days and earn a stipend of $1,250. In order to support the new professional and mentor teacher working together, 4 days per month will be set aside to allow these partners to co-teach, observe, or model instructional practices. Substitute teachers will be needed for each of these days. The cost of the stipends for mentor and new professional, along with the cost of a substitute teacher for 36 days over the course of the year will be approximately $6,819 per new professional. The district's starting salary is $35,531. No teacher leadership dollars are needed to raise the minimum salary.

Training for teacher leaders will be lead primarily by current district employees. PLC institutes and AEA teacher leadership training offerings will be a resource for the system as well, with $5,000 allocated toward training and resources.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of $33,500 for all full-time teachers.	Yes

Selection Committee **The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.**	Yes
Teacher Leader Percentage **The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.**	Yes
Teacher Compensation **A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan.**	Yes
Applicability **the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.**	Yes