



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

129721 - Woodbine and Boyer Valley TLC Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 09/29/2015 7:25 AM

Primary Contact

AnA User Id	BETSY.GALE@IOWAID		
First Name*	Betsy		Gale
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	bgale@woodbine.k12.ia.us		
Address:	54 3rd St.		
City*	Woodbine	Iowa	51579
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	712-592-3393		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Woodbine Community School District
Organization Type:	K-12 Education
DUNS:	10-002-5147
Organization Website:	www.woodbineschools.com

Address: 501 Weare Street
Woodbine Iowa 51579
City State/Province Postal Code/Zip

Phone: 712-647-2411
Ext.

Fax: 712-647-2526

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Betsy Gale
Title English Teacher
Organization Woodbine High School

If you are an individual, please provide your First and Last Name.

Address 501 Weare St.

City/State/Zip* Woodbine Iowa 51579
City State Zip

Telephone Number 712-647-2227

E-Mail bgale@woodbine.k12.ia.us

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Doug Gee
Title Superintendent
Organization Boyer Valley and Woodbine School District

Address

City/State/Zip Iowa
City State Zip

Telephone Number

E-Mail dgee@boyer-valley.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	Harrison County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

The goal of the grant is to improve instruction for all students and teachers within the district. No minority persons are uninvolved or included to impact the overall goals of this grant.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Betsy Gale**

Title of Person Submitting Certification **English Teacher**

Recipient Information

District	Woodbine Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	43-1917
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Doug Gee
Telephone Number	712-643-2258
E-mail Address	dgee@boyer-valley.k12.ia.us
Street Address	501 Weare St.
City	Woodbine
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51579

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Betsy Gale
Telephone Number	712-647-2227
E-mail Address	bgale@woodbine.k12.ia.us
Street Address	501 Weare St.
City	Woodbine
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51579

Demographic Profile

October 2014 Certified Enrollment	891
October 2014 Free/ Reduced Lunch %	38
AEA Number	
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

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

Woodbine and Boyer Valley are collaborating in applying for the TLC grant. As of the 2015-2016 year, Woodbine and Boyer Valley will be sharing the superintendent position. The plan will include sharing positions between the two districts.

Vision

The Boyer Valley and Woodbine Community School Districts will provide teacher leadership opportunities that will ensure collaborative and safe environments where teachers focus and strive to improve student achievement with data driven decision making and new opportunities for professional growth that utilizes and expands staff expertise.

Goals

The goals of implementation for the TLC grant are as follows:

- improve student achievement by strengthening instruction
- increase opportunities for collaboration between districts
- create positions within districts to fully utilize staff expertise
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

Roles

In this application we will describe how our vision and goals will be achieved through implementing the positions of Curriculum and Professional Development Director, Technology Integrationist, Instructional Interventionists, Mentor Teachers, Professional Learning Community (PLC) Lead Facilitators, and Student Teacher Assistance Team (STAT) Leaders.

Curriculum and Professional Development Director (1.0 FTE) will plan and implement professional development with staff, monitor Iowa Core implementation, analyze district data, work with the TLC leaders and administration, and set up a curriculum cycle.

Technology Integrationist (1.0 FTE) will help teachers integrate technology in the classroom and will provide opportunities for student leadership in technology, supporting teachers to ensure that technology use is current.

Instructional Interventionists (2.0 FTE shared between the districts) will work with teachers to identify and implement differentiated strategies to benefit all students. They will use the multi-tiered system of supports (MTSS) to help guide support for classroom teaching. They will support teachers in improving all aspects of practice in reading and math. Mentor Teachers will work with initial first year teachers by supporting and collaborating with them using a framework developed by the district.

Professional Learning Community (PLC) Lead Facilitators will lead professional learning communities and coordinate opportunities for professional collaboration within the group. This would include helping to plan and lead professional development meetings.

Student Teacher Assistance Team (STAT) Leaders will meet with teachers, administrators, and at times AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation.

How The Leadership Roles Will Help Achieve Our Vision

Currently, building leadership teams have been in charge of providing professional development that aligns with the Iowa Professional Development Model using multiple data points to drive instruction. Both districts also have implemented the Multi-Tiered System of Support universally. It is driven by our various data points and documentation from progress monitoring. Student & Teacher Assistance Teams also provide support for teachers in both districts. These groups spend time looking at various data points and documentation. The new TLC personnel will continue to implement this strong professional development model already in place. They will also use EdInsight to align curriculum.

In the past few years both districts have focused on the implementation of Iowa Core, differentiation strategies, technology training, LETRs training, the Rewards program, and Do the Math as a result of analyzing and evaluating the data. The Curriculum and Professional Development Director, the Technology Integrationist, Instructional Integrationists, and Professional Learning Community Leaders will be an integral part of PD planning, implementation, and analysis of its effectiveness. As smaller school districts, Boyer Valley and Woodbine provide varying programs and interventions to assist each student in reaching his/her full potential. Student Assistance Teams at the elementary

Level and D & F lists at the middle school and high school level are monitored to support struggling students. The addition of teacher leader roles, focused on the implementation of quality, research-based strategies, will provide the necessary support for all staff to improve their instructional effectiveness.

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

TLC Model Number

Narrative

Using Part 1 application narrative from previous application? **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).

Planning for the TLC Grant

February 2015 - The first step in planning for the TLC Grant was to meet with the core TLC group of 3 people from each district to decide what model to use. In this meeting, teachers were included on the decision of what model to go with. From this meeting, it was decided that the districts would combine to work on model 3. The next step was attending an all day AEA workshop with the core group for tips for writing the TLC grant. With the 1:1 initiative implemented in both districts, a common priority was the implementation of a technology integrationist, so the core TLC team felt that was a needed position. After that need was established, a survey was sent out to both staffs to get input on their feelings about different positions. From that survey, we found there were common needs between the two districts. Both districts felt a curriculum director was needed with 12 out of 15 respondents in Boyer Valley and 17 out of 20 respondents in Woodbine feeling the need for this position. Other positions high up on teachers' priority lists were reading/math interventionists and instructional coaches. In comments left on the survey, a common concern was how the grant would fit the unique needs of our small districts. Taking this into consideration, the core TLC group chose positions and accountability practices detailed in sections 5 and 6 to address the needs of the teachers.

April 2015 - The core TLC team brought these suggestions to a parent meeting that was held with the core TLC group and the teacher group. The parents invited to this meeting were a cross-section of parents representing all grade levels. These parents also represented a span of students at all levels of academic abilities. An overview of the TLC grant was given by the core TLC group and all stakeholders were allowed to share out suggestions and ask questions. These questions were answered by the core TLC group. Teachers and parents both had common ideas of what was needed to improve student achievement and enhance leadership opportunities in the two districts. Parents felt the need for more differentiated instruction for their children and thought TLC leadership roles would address this problem. However, they also had concerns about good teachers being taken out of the classroom to fill leadership positions. Taking this into consideration, the group worked together on a vision statement and also on goals for the TLC plan.

April-August 2015 - After this, the core TLC group met monthly to start writing the grant. The suggestions that were provided by the parents and core TLC group were integral to writing the grant. After all of the teacher and parent meetings these were the positive outcomes if a joint TLC grant were achieved by the Boyer Valley and Woodbine school districts:

- increase cohesiveness from all stakeholders
- increase student achievement
- provide collaborative opportunities for teachers especially in departments that currently only have one teacher
- better utilize time, money, and personnel
- help all students within the district
- be able to attract and retain all teachers

After writing the initial draft, the core group presented the initial draft to the group of teachers. After getting teacher input and suggestions, the draft was revised. The draft was then taken to the parent stakeholders for their input. The draft was again revised before the AEA workshop in August.

After the peer review, the core group made the necessary revisions based on feedback given during the process.

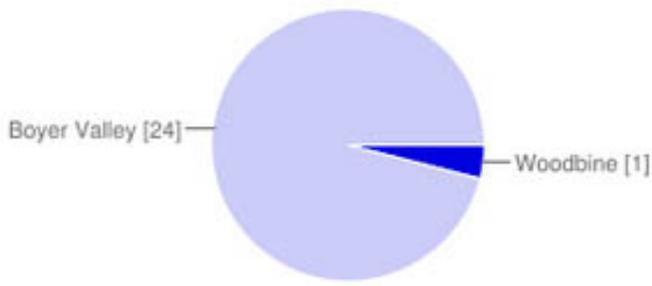
On September 16, 2015, the TLC group presented the final draft before submission to the Iowa Grants site. All stakeholders were present: parents, teachers, and administration. The presentation included an overview of the grant application and time for review and stakeholder input was given. The grant was unanimously approved by the all parties.

Time taken out of contract to write the grant was taken out of the TLC planning grant money. This was paid per diem to all teachers involved.

Stakeholder Commitment

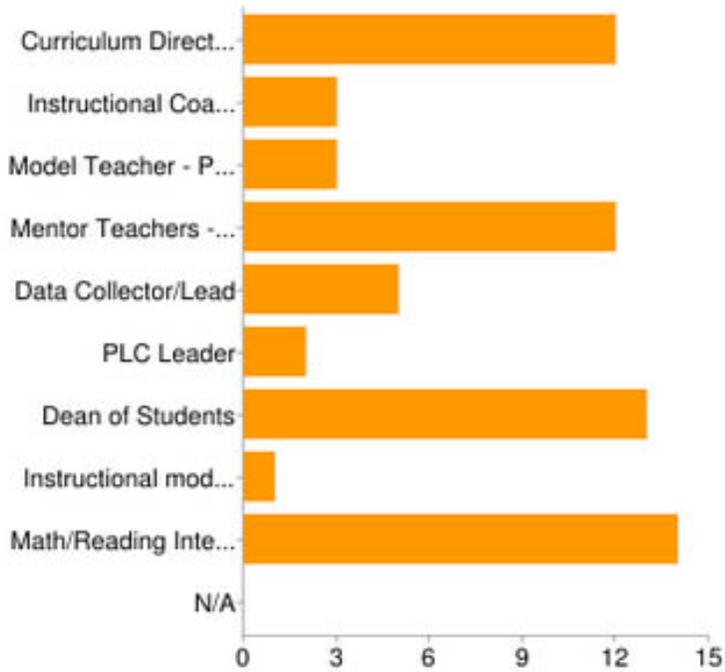
Boyer Valley TLC Staff Survey

What district holds your contract?



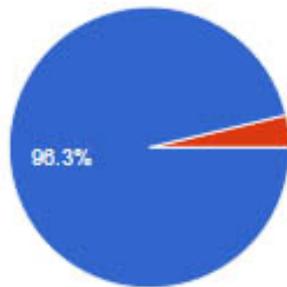
Woodbine	1	4%
Boyer Valley	24	96%

What types of teacher leadership positions do you feel our districts could benefit from? Some ex



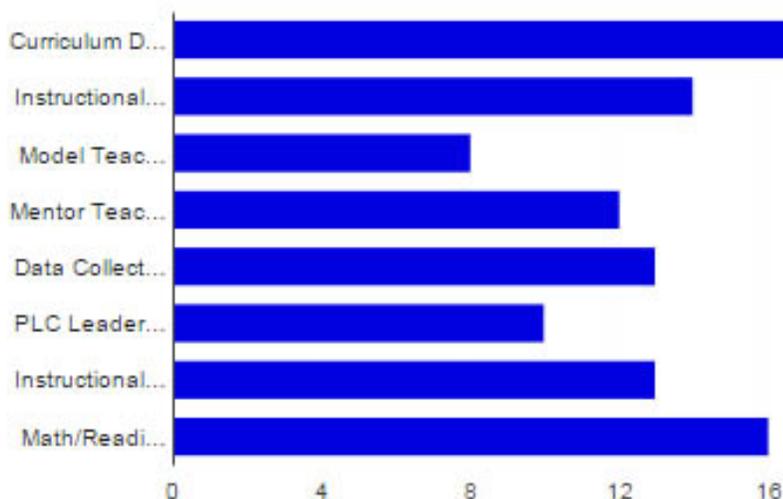
Woodbine TLC Staff Survey

What district holds your contract?



Woodbine	26	96.3%
Boyer Valley	1	3.7%

What types of teacher leadership positions do you feel our districts could benefit from? Some e



Teachers indicated that implementing the TLC plan is an opportunity for all teachers to grow in their profession and reward those master teachers who seek leadership responsibilities while maintaining a close connection with the classroom. Many of our teachers already serve in leadership roles. Results of the teacher survey indicated that there was strong teacher interest in creating the roles the committee has selected.

Community members and parents on the planning committee were supportive in their hope that the plan will utilize the strengths of individual teachers to support others. Parents said they really wanted all students to increase achievement and could see this as an opportunity for teachers to learn research-based strategies to integrate technology effectively in the classroom and help parents help their students at home. Feedback about the TLC plan was positive with many members excited to share the intended goals, roles, and intended outcomes of the grant with the general public.

Administrators and board members felt by combining the two districts in this grant, each district could provide the necessary positions to improve student achievement and create quality professional development to enhance delivery of instruction to all students. Administrators are already looking into sharing some teacher roles and know the TLC grant will help aid in this collaborative process.

Throughout the process, all stakeholders have been kept informed through board meetings, information on school websites, and stakeholder meetings. Updates were given to all stakeholders throughout the entire process.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

These data sources are used to set district and building goals:

- Iowa Assessment: Woodbine(3-11) - Boyer Valley (2-11)
- FAST: Woodbine (K-2) Boyer Valley(K-5)
- DIBELS Next: Woodbine(3-6)
- GOLD Assessments Woodbine & Boyer Valley (preschool)
- NWEA: Woodbine (K-12) - Boyer Valley (2-11)
- DIBELS Math: Woodbine (3-6)
- Boulder Valley Math Screener: Woodbine & Boyer Valley (3-6)
- Clarity Technology Survey: Woodbine & Boyer Valley (3-12 students, district staff, parents)
- CoGAT Assessment for TAG: Boyer Valley (3)
- AIMsWeb: Woodbine & Boyer Valley (K-8)

Our overall school improvement goal is for students to continually show increased improvement in Reading, Math, and Science. Our district data from the assessments listed above indicates that growth in student achievement is still needed.

Boyer Valley and Woodbine have both been designated as SINA schools in the areas of Math or Reading. During the 2014-2015 school year, the Woodbine Community School District was notified that the elementary was designated as a School In Need of Assistance (SINA) due to the achievement levels of grades 3rd-6th in the area of math. The achievement gap is greatest between special needs students with IEPs and non-special needs students without IEPs.

During the 2014-2015 school year, the Boyer Valley Community School District was notified that the elementary was designated as a School In Need of Assistance (SINA) due to the achievement levels of grades 3rd-6th in the area of reading. The achievement gap is greatest between special needs students with IEPs and non-special needs students without IEPs. In addition, the Iowa Department of Education in December of 2013 developed Early Literacy Guidance to aid Iowa's public school districts in interpreting and implementing recently enacted Iowa Code 279.68 regarding early literacy progression. One of the requirements of the law is that beginning in May of 2017, districts must offer and provide an intensive summer reading program for any student who exhibits a substantial deficiency in reading.

Also, beginning in May of 2017, any 3rd grade student who is not proficient in reading by the end of 3rd grade on the universal screening assessment will be retained unless the student meets any of the following criteria:

1. the student completed the intensive summer reading program
2. the student is a Limited English proficient student with less than two years of instruction in an ESL program
3. the student has an IEP and the student's IEP indicates that participation in the assessments required by 279.68 is not appropriate
4. the student has demonstrated an acceptable level of performance on an alternative assessment based on scientifically-based research
5. the student has demonstrated mastery through a portfolio review that meets Department required criteria
6. the student was previously retained and has received intensive remediation in reading for at least two years.

Vision

The vision of the Woodbine and Boyer Valley districts for the TLC grant is to "provide teacher leadership opportunities that will ensure collaborative and safe environments where teachers focus and strive to improve student achievement with data driven decision making and new opportunities for professional growth that utilizes and expands staff expertise."

Goals

The goals of implementation for the TLC grant are as follows:

- improve student achievement by strengthening instruction
- increase opportunities for collaboration between districts
- create positions within districts to fully utilize staff expertise
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

The districts recognize that for student achievement to improve, professional development and teacher collaboration need to improve. More professional development opportunities are needed in the areas of reading and math. The

curriculum and professional development director, the technology integrationist, instructional interventionists, and the PLC leaders will work to provide quality professional development and make collaboration time more meaningful and useful in the two districts. This will in turn make teaching more effective and more teachers will be attracted to the two districts because these supports will be in place. These TLC supports will cater to the TLC goals of attracting new teachers, retaining effective ones, promoting collaboration, rewarding professional growth, and improving student achievement through improving instruction.

Using Part 3 application narrative from previous submission? **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)

Iowa Core Implementation - While all teachers and administrators in both districts are aware of the Iowa Core, the Curriculum and Professional Development Director along with the Instructional Interventionists and the Technology Integrationist will make sure all teachers are effectively implementing the Iowa Core innovatively using the Characteristics of Effective Instruction. These leadership roles will be responsible for assuring the Iowa Core is being met, providing supports to teachers for implementing the Iowa Core, and leading professional development catered to growth in the specific areas of the Iowa Core Curriculum.

Structured Collaboration Time - Currently both districts have collaboration time, but there is little accountability or assurance of follow-through for these times. When the TLC grant is implemented, Professional Learning Community leaders will structure and plan this time to be more purposeful and meaningful. Research-based articles will be read and discussed, observations will be shared via videos, and ways to improve instruction within the classroom will be discussed using the Characteristics of Effective Instruction lesson logs.

Multi-Tiered System of Supports - Currently, AEA personnel and individual teachers look at students in need of support and create small group and individualized instruction. Instructional interventionists as well as STAT team leaders, put in place with the TLC grant, would assist the teachers in providing more focused interventions for those students. These leaders would also follow-up on the success of the interventions used, making sure progress monitoring and proper data collection are being completed. The STAT team leaders will provide more organized scheduled meetings and record keeping because of the paid positions.

Elementary Literacy - Boyer Valley and Woodbine schools have long been committed to improving literacy in the elementary grades. New research-based programs have been purchased to help meet the needs of individual students including West Virginia Phonics, Rewards, FAST, AIMSweb, DIBELS Next, Blast, and LETRS. Currently in Woodbine, the AEA Reading Consultant works with the Title I teacher to support the needs of students that are not proficient in reading. Boyer Valley currently utilizes a Reading Recovery teacher with first grade students. The Reading Instructional Interventionist position put in place through the TLC grant will help to continue to provide, develop, and enhance quality instruction in early literacy. This position would be responsible for scheduled weekly meetings with grade level teams reviewing the plans developed after assessing the current needs of students based on the progress monitoring done.

Math - Boyer Valley has implemented Do the Math in grades K-5 for all students and 6-8 for special education students. Woodbine has implemented Do the Math in grades 2-9 for students who are not at proficiency on the Boulder Valley Screener and the DIBELS Next math assessment. Currently, classroom teachers assess and monitor programs including Adapted Mind Math and SUMdog to develop math skills. In addition, the AEA Math Consultant works with all Woodbine math teachers supporting instructional techniques to support the needs of students. Over the previous 3 years, the AEA Math Consultant has also worked with the Boyer Valley elementary staff in implementing Cognitively Guided Instruction (CGI). With TLC leadership roles, the Math Instructional Interventionist would support teachers in implementing these programs. This position would be responsible for scheduled weekly meetings with grade level teams reviewing the plans developed after assessing the current needs of students based on the progress monitoring done.

Technology Integration - Boyer Valley and Woodbine have implemented a one-to-one Chromebook initiative in their districts. Currently, Woodbine has a 1:1 Chromebook Initiative in grades 5-12. Chromebooks are available in the classrooms for grades K-4 with cart systems. A technology teacher provides technology classes in grades 2-6 and Financial Literacy in Middle School. Boyer Valley will be totally 1:1, K-12 starting with the 2015-16 school year. They provide technology classes K-5 and Financial Literacy at the high school. The Technology Integrationist would introduce ways teachers can enhance all curriculum with technology programs that support the Iowa Core.

Professional Learning Community Activities - All TLC positions along with volunteers and student leaders would assist with organized events for the school community up to three times throughout the school year. These activities would center around reading, math, and STEM. This will help school leaders and staff effectively work with parents as a collaborative team in the educational lives of the students.

Using Part 4 application narrative from previous submission? No

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

The TLC plan will allow Woodbine and Boyer Valley Schools to utilize teacher leaders to improve entry into the teaching profession by enabling all teacher leaders to support and enhance the current mentor/mentee program. First-year and second-year teachers at Woodbine and Boyer Valley currently participate in the Journey to Excellence mentoring program through the Green Hills AEA. Both mentor and mentees in this program are required to attend AEA training for the program throughout the year. While this program has proven to be valuable to new hires, the amount of paperwork that goes along with the program has proven to be just an added task to new teachers who already have a lot to deal with, especially in their first year. Currently, no time is allotted during the week for full-time teacher mentors and mentees to get together and discuss this program.

In moving to the TLC grant, both districts will continue to use full-time mentor teachers that will be paired 1:1 with first and second year teachers as needed. However, a portion of full-day professional development time will be dedicated to a structured mentor-mentee time where mentors and mentees can meet to work on Journey to Excellence.

Additionally, teachers in their first two years of teaching will be supported by two days of coverage by a substitute teacher that will allow the new teacher and his or her mentor the opportunity to observe model teachers' classrooms and reflect together on those observations. Based on current data teacher retention has been successful in the Woodbine District. In 2015, 75% of all teachers in the Journey to Excellence program will continue to teach for the 2015-16 school year. The other 25% left to return to hometowns and be closer to family. In the two districts five teachers retired. In 2014, 11% of teachers in the Journey to Excellence left the Districts to go to a bigger school that was closer to family, while two veteran teachers left. One accepted a leadership position in a bigger school and the other became a stay-at-home mom. The others were retirees. In 2013, two teachers left the districts while the others leaving were retirees.

Currently, new teachers are given two extra contract days at the beginning of the year for induction into the school district. In the TLC plan, the Curriculum and Professional Development Director, Technology Integrationist, Instructional Interventionist, and Mentor Teachers will also be present during these days to assist in anything the new teacher needs and familiarize them with the districts' initiatives and policies including:

- building procedures
- grade level or department procedures
- day-to-day questions
- common curriculum and assessment practices

The districts administered a survey to the mentor/mentees in the Journey to Excellence program to determine the effectiveness of the training. This survey gave the TLC Committee some valuable data about the mentoring program.

This data will be used to help design a mentoring program that meets the needs of the teachers that are new to the profession.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Through the TLC grant, Boyer Valley and Woodbine teachers who have taught for at least three years and taught in the district for at least one year may select from the following leadership roles: Curriculum and Professional Development Director, Technology Integrationist, Instructional Interventionist, Mentor Teacher, PLC Lead Facilitators, and STAT Leaders. Each of these roles was created based upon district data, stakeholder input, and the identified need for improvement. Collaborating with administration as a combined leadership team, these leaders will work cohesively within and between districts to improve instruction and increase student achievement by planning and providing professional development, coaching, and modeling aligned to the needs of the teachers they are supporting.

Curriculum and Professional Development Director (1 total shared between Boyer Valley and Woodbine)

Responsibilities:

- plans and implements professional development with staff from both districts
- monitors Iowa Core implementation
- analyzes the district data to use to aid professional development
- works with the TLC leaders and administration to ensure professional development and curriculum goals are being met
- sets up a curriculum cycle that is reviewed every three years
- builds understanding of content standards and essential learning of the content areas
- coordinates ongoing vertical alignment for K- 12 around the Iowa Core
- works with teachers from both districts to develop a K-12 Curriculum Map in content areas and facilitates improvement and alignment
- utilizes Iowa Professional Development model to assist in curriculum work
- works collaboratively with the District Leadership Teams
- assists in the planning and presentation of district learning nights

Allocation of Time:

100% of time in teacher leadership role; 0% of time as classroom teacher

Reports to:

Superintendent and Building Principals of both districts

Qualifications:

- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within content areas
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives
- Has sought out additional educational opportunities to further their profession
- Has earned graduate hours beyond Bachelor's Degree (preferred)

Terms of Employment

- Employed for 15 extra days
- One year, renewable
- Stipend set by Board of Education (\$7,500)
- Position paid from TLC funding stream

Technology Integrationist (1 total shared between Boyer Valley and Woodbine)

Responsibilities:

- Coordinates technology integration opportunities
- Provides opportunities for student leadership in technology, supporting teachers to ensure that technology use is current
- Assists the Curriculum and PD Director with professional development
- Assists in the planning and presentation of district learning nights

- Reports and meets with building administrators, instructional interventionists, and the Curriculum and PD director quarterly to discuss implementation progress and next steps

Allocation of Time:

100% of time in teacher leadership role; 0% of time as classroom teacher

Reports to:

Curriculum and PD Director, Instructional Interventionists, and Building Principals

Qualifications:

- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within content areas using technology
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives
- Has sought out additional educational opportunities to further their knowledge of technology integration

Terms of Employment

- Employed for 10 extra days
- One year, renewable
- Stipend set by Board of Education (\$5,000)
- Position paid from TLC funding stream

Instructional Interventionist (2 total, 1 shared for elementary and 1 shared for secondary between BV and Woodbine)

Responsibilities:

- Works inside classrooms to help teachers implement research-based strategies, demonstrates lessons, engages in co-teaching, observing, and giving feedback
- Provides ideas to differentiate instruction
- Guides implementation in district initiatives
- Assures integrity and consistency of curriculum across the district
- Assists in the planning and presentation of district learning nights
- Collaborates on common assessments
- Researches and shares instructional resources
- Builds congruence among Professional Development, district/building goals, school system initiatives, and teacher leadership functions by working with the Technology Integrationist and Curriculum and PD Director

Allocation of Time:

100% of time in teacher leadership role; 0% of time as classroom teacher

Reports to:

Curriculum and PD Director, Technology Integrationist, and Building Principals

Qualifications:

- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within all curriculum areas
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives
- Has sought out additional educational opportunities to further their knowledge of instructional interventions

Terms of Employment

- Employed for 10 extra days
 - One year, renewable
 - Stipend set by Board of Education (\$5,000)
 - Position paid from TLC funding stream
- Mentor Teacher (1 per each first or second year teacher - Total number will vary year to year)

Responsibilities:

- Advises new teachers about instruction, curriculum procedures, practices, and the school culture
- Serves as a collaborative partner, developing ideas, solving challenges, applying ideas, and learning together
- Provides feedback on classroom management and instruction
- Participates in classroom observations of other teachers' classrooms with assigned beginning teacher and reflects with his/her mentee on these observations
- Serves as a role model for mentees
- Acclimates new teachers to a new school environment
- Contributes time and expertise to make significant contributions to the development of new professionals
- Works with teachers new to the profession for two years
- Participates in PD development and delivery
- Establishes and demonstrates positive relationships with colleagues, parents, staff, and community

Allocation of Time:

5% of Master Contract days in teacher leadership role, 95% as classroom teacher

Reports to:

Building Principals

Qualifications:

- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within all curriculum areas
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives

Terms of Employment

- Employed for 4 extra days
 - One year, renewable
 - Stipend set by Board of Education (\$1,000)
 - Position paid from TLC funding stream
- Professional Learning Community (PLC) Lead Facilitators - 8 total, 4 for BV and 4 for Woodbine

Responsibilities:

- Leads professional learning communities and coordinates opportunities for professional collaboration within the group.
- Helps plan and lead professional development meetings with Curriculum and PD Director, Instructional Interventionists, Technology Integrationist, and Mentor Teachers
- Facilitates PLCs to identify student learning needs
- Leads conversations to engage peers in analyzing and using data to strengthen instruction
- Uses current data to develop student interventions

Allocation of Time:

100% as classroom teacher

Reports to:

Instructional Interventionists and Technology Integrationist

Qualifications:

- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within all curriculum areas
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives

Terms of Employment

- Employed for 0 extra contract days
- One year, renewable
- Stipend set by Board of Education (\$500)
- Position paid from TLC funding stream

Student Teacher Assistance Team (STAT) Leaders (10 positions - 5 at each district, 1 for Pre-K-2, 1 for grades 3-4, 1 for grades 5-6, 1 for grades 7-8, 1 for grades 9-12)

Responsibilities:

- Meets with teachers, administrators, and at times AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation
- Manages monthly STAT meetings with teachers in grade span area
- Guides other teachers in implementing research-based interventions for students in need of assistance
- Has other duties as assigned

Allocation of Time:

100% as classroom teacher

Reports to:

Instructional Interventionists and Building Principals

Qualifications:

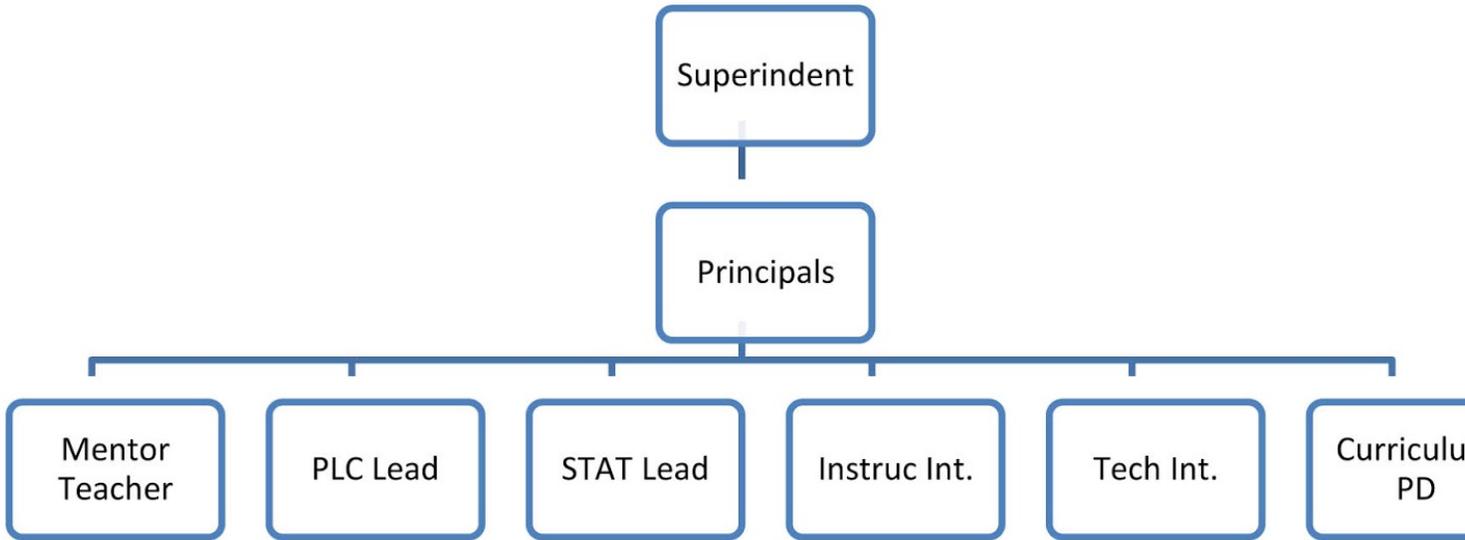
- Has a valid Iowa teaching license
- Has a minimum of three years of teaching experience
- Has worked as a teacher for a minimum of one year in the Boyer Valley or Woodbine Schools
- Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within all curriculum areas
- Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
- Has successful leadership and coaching experiences in education, formally and/or informally
- Has actively participated in PD and implemented initiatives

Terms of Employment

- Employed for 0 extra contract days
- One year, renewable
- Stipend set by Board of Education (\$500)
- Position paid from TLC funding stream

It is imperative that the roles communicate effectively to break isolation, cultivate trust, and create a collaborative culture within a coherent system. The Curriculum and PD Director will work with Instructional Interventionists, PLC Lead Facilitators, and STAT Leaders to collect and analyze student data to determine if student success is improving. The PLC Lead Facilitators, STAT leaders, and classroom teachers will make decisions based on the data for whether the work being done should be continued or altered. The AEA as well as the Instructional Interventionists, Technology Integrationist, and Curriculum and PD Director will also work to train the Mentor Teachers to support all teachers. Finally, the Technology Integrationist will be utilized by classroom teachers in specific areas for which they feel they need more training. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the model is sufficient in meeting the goals chosen by the district.

TLC Chain of Command



Using Part 6 application narrative from previous submission? **No**

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Selection and Review Committees:

Each district will have a selection and review committee, selected annually, composed of two administrators and two teachers not applying for the leadership positions that year. These individuals will be Career Teachers who are not applying for the leadership roles. Interested teachers may sign up to serve in this role. All teachers will complete a confidential survey indicating two teachers they feel would be best in selecting teacher leaders. The superintendent will use teachers' preference in recommending two teachers to the school board for the committee. The school board will appoint the selection and review committee members annually.

These committees from Boyer Valley and Woodbine will help in the selection process of the PLC Lead Facilitators, STAT Leaders and Mentor Teachers for their respective districts. Because the Curriculum/PD Director, Technology Integrationist and the two Instructional Interventionists are shared, the two review committees will combine to select these teacher leaders. The Superintendent will review the committees' findings and recommendations. The Superintendent will make the decision to hire the best candidate for the positions being interviewed.

Basic Selection Criteria: Hold a valid Iowa Teaching License, have a minimum of three years teaching experience and a minimum of one year teaching experience in either Boyer Valley or Woodbine School District.

Additional Selection Criteria: From the Teacher Leadership Skills Framework developed by the Center for Strengthening the Teacher Profession (CSTP) we know the skills Teacher Leaders need to be effective in a variety of roles can be broken into five categories:

1. Working with adult learners

- Knowledge and skills
- Building lasting relationships
- Facilitating professional learning for teachers
- Dispositions
- Belief teacher learning and student learning is interwoven
- Value work of learners
- Accept and act on constructive feedback
- Take risks
- Reliable

1. Communication

- Knowledge and skills
- Building relationships through communication
- Technical communication skills
- facilitation
- feedback
- listening
- questioning
- mediation
- written
- meeting prep

1. Collaboration

- Knowledge and skills
- Collaborative skills
- Organizational skills
- Dispositions
- Know when to compromise
- Able to read the group
- Admit when wrong/don't know
- Honest and Courageous
- Desire to work with adults
- Passion motivates others

1. Knowledge of content and pedagogy

- Knowledge and skills
- Strong subject matter knowledge
- Use of assessment and pedagogical strategies in classroom
- Ability to assist others to increase knowledge and classroom application
- Dispositions
- Life-long learner
- Reflective
- Committed to supporting growth of others
- Enjoys challenges

1. Systems Thinking

- Knowledge and skills
- Working effectively with system
- Advocacy skills
- Dispositions
- Interested in bigger picture
- Attuned to relationships
- Ability to read people and situations
- Enjoy diverse views

Process: (This process may be differentiated for each TLC position)

Initial screening: All positions will be posted with detailed descriptions of job responsibilities, skills necessary and compensation commensurate with the position. For the initial screening, all candidates will submit a formal application, cover letter, resume and two letters of recommendation from current colleagues (with the exception of Selection Committee members). These documents should provide evidence that the candidate has continued their growth as a professional and sought out leadership opportunities.

For the Curriculum/PD Director, Technology Integrationist, and Instructional Integrationists only:

Following the initial screening, the semifinalist will submit an essay on how the candidate's performance demonstrates effective teaching and how they can demonstrate continual professional growth.

All TLC Candidates: invited to attend a formal interview conducted by the review committee. The interview will be divided into three parts:

1. Questions that help the candidate reveal their teaching strategies that promote student learning
2. Questions that help the candidate demonstrate their ongoing professional growth.
3. Reflection and analysis of coaching scenario.

Annual Review Process: All teacher leadership roles will be subject to a review annually. The review will include peer feedback on effectiveness of duties specific to the role. A teacher who completes the time period of assignment to a leadership role may apply for a new leadership role or for reassignment to that role. Annually, the teacher leader may also choose to return to the classroom.

Narrative

Using Part 7 application narrative from previous submission? **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 TLC plan will provide the districts with the ability to support more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Curriculum & Professional Development Director, Instructional Interventionists, PLC Lead Facilitators, and Mentor Teachers have an extensive role in the development and delivery of the districts' Professional Development Plan. The districts align their planning phases and incorporate the key elements with the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	<p>The Curriculum & Professional Development Director, Instructional Interventionists, PLC Lead Facilitators, and Mentor Teachers will review building-level student data, Curriculum Plan goals, and Annual Yearly Progress results to determine areas of need and assist in the development a district-wide PD plan.</p>
Collect and Analyze Data	<p>All district teachers will collect and analyze student data. The Curriculum & Professional Development Director, Instructional Interventionists, PLC Lead Facilitators, STAT Leaders, and Mentor Teachers will instruct staff in how to use data to improve universal instruction.</p>
Goal Setting and Student Learning	<p>The Curriculum & Professional Development Director, Instructional Interventionists, and PLC Lead Facilitators will lead the goal setting and instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc) to ensure that the goals support the attainment of the Iowa Core. PLC Lead Facilitators will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain.</p>
Selecting Content	<p>The Curriculum & Professional Development Director will oversee content selection. The Instructional Interventionists and the Technology Integrationist will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. PLC Lead Facilitators will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas. Mentor Teachers will demonstrate and review requested strategies and follow up with mentees.</p>

Designing Process

The district administration and the Curriculum & Professional Development Director will monitor the delivery of professional development through the existing PLC structure. The Curriculum & Professional Development Director, Instructional Interventionists, Technology Integrationist, and district Leadership teams will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. PLC Lead Facilitators, the Technology Integrationist, and Mentor Teachers will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.

Training and Learning Opportunities

The Instructional Integrationists, PLC Lead Facilitators, Technology Integrationist, and Mentor Teachers or those with the necessary expertise will deliver district and building PD and will align with current district initiatives including MTSS, K-12 literacy, and Iowa Core implementation. Instructional Interventionists will co-teach and model learning strategies being studied in PD. PLC Lead Facilitators and the Technology Integrationist will support teachers on their team in the implementation of initiatives.

Collaboration

Instructional Interventionists and PLC Lead Facilitators will lead PLC work through collaborative design and facilitation of professional learning when implementing the multi-tiered system of supports. PLC Lead Facilitators will collaborate with administration and the curriculum director by sending them PLC team meeting notes weekly. Mentor Teachers and the Technology Integrationist will provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives. STAT Leaders will collaborate with teachers who have initiated the STAT process and monitor data points to determine the effectiveness of each strategy used.

Implementation

All teachers will focus on the priority of the district TLC plan that is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through our PLC structure.

Formative Evaluation

The Curriculum and Professional Development director will collect data, and the TLC committee will analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared with all teachers and the districts' leadership teams.

Program Evaluation

The TLC committee will use the following data points to measure the effectiveness of the district professional learning plan:

- student achievement data
- score from the IPDM District Profile (self study)
- implementation data from PLC team notes
- walk-through data from building principals
- feedback from teachers

This information will also be shared out with the district School Improvement Advisory Committee, Schoolwide Title I Committee, and the public.

Developing Teacher Career Plans

The TLC committee will evaluate and update the design format to record SMART goals, data, and action steps. PLC Lead Facilitators will assist teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals.

Using Part 8 application narrative from previous submission? **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.

A) Measuring effectiveness of the TLC plan will be a two-pronged approach involving program evaluation and teacher leader evaluation. In each case, the purpose of the evaluation is to determine the effectiveness of our TLC plan. The following goals will be used to measure the overall impact and effectiveness of implementing these teacher leadership roles into our district: Goal 1: improve student achievement by strengthening instruction; Goal 2: increase opportunities for collaboration between districts; Goal 3: create positions within districts to fully utilize staff expertise; Goal 4: offer short-term and long-term professional development; Goal 5: create a safe and collaborative culture for all teachers;

District TLC Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: improve student achievement by strengthening instruction	<ul style="list-style-type: none"> -District initiative implementation walkthroughs three times/yr identifying: Formative assessment strategies, Iowa Core standards, Content literacy standards, Iowa Early Learning Standards, 21st Century Skills, and the Universal Constructs -District mentoring observations completed monthly to provide focused feedback to new teachers on best practices -District Leadership Team meetings to review data and plan PD to meet learning needs -Annual Peer Review of all staff to provide focused feedback on best practices -Principal meetings throughout year to develop and update individual career professional development plans, discuss data and PD implementation -Current data will be evaluated through the work of PLCs using EdInsight, NWEA, IA Assessments, and Reading & Math Screeners 	<ul style="list-style-type: none"> -Teacher survey data on perception of effectiveness of TLC program -EdInsight, NWEA, IA Assessments, and Reading & Math Screeners will continue to be used to evaluate longitudinal data through the work of PLCs. -Effectiveness of teacher leaders will be evaluated in 3 ways: <ol style="list-style-type: none"> 1. Data from administrator walkthrough tool measuring implementation of district instructional initiatives 2. Performance evaluation based on district Teacher Evaluation System 3. Results of teacher survey based on set criteria
Goal 2: increase opportunities for collaboration between districts	<ul style="list-style-type: none"> -PLC agendas/minutes -Frequency and type of collaboration with teachers and mentees 	<ul style="list-style-type: none"> -Teacher survey data on perception of effectiveness of TLC program -Number of teachers increasing type of collaboration -survey teachers annually, analyze the results, and share them with district stakeholders.

Goal 3: create positions within districts to fully utilize staff expertise	The district will create job descriptions for the proposed new teacher leadership positions (Curriculum and PD Director, Instructional Interventionist, Technology Integrationist, PLC Facilitator, and STAT Leader) and hire teachers to fill them.	The district will track the percentage of teachers leaving the district to pursue other professional challenges, such as teaching abroad, administrative positions, and teaching at the college level to see if there is a decrease in teachers leaving the districts.
Goal 4: offer short-term and long-term professional development	Create agendas, calendar dates, and timelines to ensure IPDM is effectively implemented	Survey teachers annually, analyze the results, and share them with district stakeholders
Goal 5: create a safe and collaborative culture for all teachers	Participate/implement training in positive collaborative talk between teachers	Survey teachers annually, analyze the results, and share them with district stakeholders.

B) The Curriculum & Professional Development Director will manage the system for program evaluation. Data gathered throughout the year from formative and summative state and local student assessments, teacher and teacher leader-self assessments, implementation data as documented in PLC meeting minutes and implementation walkthroughs, surveys and minutes from meetings with stakeholders will be used to:

1. Determine the level to which professional learning experiences are implemented in the classroom.
2. Measure effectiveness and growth of teacher leader.
3. Measure the impact and effectiveness of the TLC program.
4. Revise TLC goals to align with current needs.
5. Revise district professional development plan to align with current needs.
6. Update the TLC plan annually to meet current goals.

Ongoing communication between administrators, teacher leaders, and mentors will provide a means to monitor progress. District administrators will assess the needs of teacher leaders and provide supports to ensure success. Through this process, the districts will have the information they need to make recommendations about the future of the teacher leadership program. At the same time, the districts will have the information needed to plan and request modifications to the teacher leadership system.

Using Part 9 application narrative from previous submission? **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)

Capacity to Implement TLC plan

A successful school change story has the support of the learning community when there is an obvious need, a rigorous selection process that hires highly-qualified candidates, regularly scheduled meetings that have purpose, and evaluation by participants so success can be celebrated and change can be made if necessary. Our TLC Grant has incorporated all areas that are needed to incorporate a program that is a successful school change story.

Successful Program Initiative

Both districts have successfully implemented Do The Math. The program has a well-developed plan that provides a mission statement with a vision and goals.

The school and communities embraced the idea of providing the program to students in need of math interventions. The districts both use the Do The Math program as an intervention piece for all MTSS areas. Students whose data indicates they are not at benchmark are then provided interventions with progress monitoring based on their level of need with teachers during scheduled learning blocks.

The AEA Math Consultant provided support for teachers in Woodbine implementing the Do The Math program. In addition, the AEA Math Consultant worked with a core group of K-8 math teachers from Woodbine on a regular basis to establish the effective implementation of Iowa Core. The Do The Math program has been successful because it is administered at all levels of the MTSS.

Roles of Personnel to Aid in Sustainability of TLC Plan:

Superintendent:

- Determine annual budget and identify numbers of teacher leaders needed in each district
- Provide monetary resources to support teacher leaders
- Be chief liaison between both districts
- Serve on selection committee and make final decision on teacher leadership role placement

Principals:

- Collaborate with teacher leaders
- Provide release for teacher leaders to fulfill roles
- Report to Superintendent and School Board about effectiveness of TLC plan
- Evaluate teacher leaders to determine if they fulfilling responsibilities

Instructional Interventionists:

- Provide feedback to principals and superintendent
- Collaborate with other teacher leaders within and between districts
- Keep a comprehensive log of time commitments, instructional plans, and implementation results
- Engage in individual professional growth
- Provide input to PD and building leadership committees
- Provide time and resources to meet teachers' needs
- Monitor grade span or curricular content area

Mentor Teachers:

- Provide feedback to Instructional Coach and building principal
- Collaborate with other teacher leaders within and between districts
- Keep a comprehensive log of time commitments, instructional plans, and implementation results
- Engage in individual professional growth
- Monitor and support initial and transitional teachers
- Provide input to PD committee and building leadership committees

Curriculum & Professional Development Director:

- Coordinate PD
- Supervise Iowa Core implementation
- Assist in data analysis
- Provide resources and/or training for teacher leaders

AEA Personnel:

- Assist with PD planning and implementation
- Provide leadership training and/or resources

Teachers:

- Actively participate in TLC plan
- Engage in individual professional growth
- Continue to implement Iowa Core and district initiatives

Students:

- Provide feedback on effectiveness of teacher leaders and classroom instruction

School Board:

- Support shared leadership responsibilities between districts
- Ensure additional resources as needed
- Review data to determine effectiveness of the TLC plan

School Improvement Advisory Committee:

- Review data to determine effectiveness of the TLC plan
- Provide feedback/suggestions for revision of the plan

With the TLC leadership positions, teachers will have the added support necessary to implement and sustain the current and effective programs in place including the following:

Elementary Literacy - The Reading Instructional Interventionist position put in place through the TLC grant will help to continue to provide, develop, and enhance quality instruction in early literacy. This position would be responsible for scheduled weekly meetings with grade level teams reviewing the plans developed after assessing the current needs of students based on the progress monitoring done.

Math - With TLC leadership roles, the Math Instructional Interventionist would support teachers in implementing these programs, especially Do The Math. This position would be responsible for scheduled weekly meetings with grade level teams reviewing the plans developed after assessing the current needs of students based on the progress monitoring done.

Technology Integration - The Technology Integrationist would introduce ways that teachers can enhance all curriculum with technology programs that support the Iowa Core. They would help teachers learn how to integrate technological resources.

Our team is confident we have a sustainable leadership plan that will positively impact student learning through the roles that are established in the TLC grant. As with the implementation of any initiative or plan, stakeholder support is critical to the success and sustainability of our districts' TLC plan. We will continue to keep stakeholder groups informed, and surveys will allow leaders to make the effective changes necessary to achieve the vision and the goals of the TLC plan.

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**

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.	\$39,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$230,391.32
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. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$274,891.32

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number **891.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$278,597.88**

Total Allocation **\$278,597.88**

Other Budgeted Uses - Description

Item description	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.	\$39,500.00
Amount to cover the cost for the time teachers in leadership roles are not providing direct instruc	\$230,391.32
Amount used to provide professional development related to the TLC positions	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation pl	\$0.00
	\$274,891.32

Total Allocation Budgeted

Total Projected Amount to be Expended **\$274,891.32**

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 **\$3,706.56**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Budget Details

A. Both Boyer Valley and Woodbine school districts will have a minimum salary at or above \$33,500; the budgeted amount is \$0.00

B. The approximate amount designated to fund the salary supplements for teachers in leadership roles is \$39,500.

The stipend per added contract day is \$500 per leadership role. Our Curriculum/PD Director will have 15 additional days, the Technology Integrationist will have 10 additional days, the two instructional Interventionist will have 10 additional days and the Mentors will have 2 additional days.

1. Curriculum/Professional Development Director (1) stipend of \$7,500 = \$7,500

2. Technology Integrationist (1) stipend of \$5,000 = \$5,000

3. Instructional Interventionist (2) stipends of \$5,000 = \$10,000

4. Mentor Teachers (8) stipends of \$1,000 = \$8,000

5. Professional Learning Community Leaders (8) stipend of \$500 = \$4,000

6. Student Teacher Assistance Team (10) stipend of \$500 = \$5,000

C. Amount used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom = \$230,391.32

We anticipate hiring 4.0 full time teachers to replace Curriculum/PD Director, Technology Integrationist, and two Instructional Interventionists, which all serve 1.0 in leadership roles. The estimated cost per new hire is \$57,597.

D. Amount used to provide professional development related to leadership roles = \$5,000

This money will be used to provide teachers in leadership roles time to collaborate with other district leaders, provide substitute teacher costs, and provide professional development sessions and training for our teachers in leadership roles.

E. Our main goal is to increase student achievement and we believe that distributing compensation in this manner will allow us to recruit, develop and promote excellent teachers. This will also allow us to support new teachers in our district by providing professional growth opportunities for new and veteran teachers. We believe professional satisfaction and student learning will increase. The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering 38% leadership positions.

Budget Narrative

Our Curriculum/Professional Development Director will help analyze data from test scores and align professional development for our staff and provide leadership in developing curriculum for teachers. Our Technology Integrationist will help teachers continue to integrate technology into their classrooms. Our Instructional Interventionists will provide leadership in the classrooms for teachers. The Mentor teachers will work two additional contract days to attend professional development focused on mentoring and induction. This will enable mentor teachers time to collaborate with Instructional Interventionists regarding mentoring and induction. It is vital that we budget enough money to hire new teachers for the full time staff members that will be in leadership roles so they are not tied to their classroom and are free to help teachers.