



Application

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

94121 - Guthrie Center/Adair-Casey Teacher Leadership Grant

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest	Teacher Leadership and Compensation System		
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Agency			

Organization Information

Organization Name:	Guthrie Center Community School
Organization Type:	K-12 Education
Tax ID:	42-6023557
DUNS:	01-929-4248

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Benefactor
Vendor Number

Recipient Information

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

County-District Number 39-2754
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent Steve Smith

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TLC Application Contact

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State

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Zip Code

50115

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

VISION

Adair-Casey and Guthrie Center Schools believe that proactive, unified action will result in increased student achievement. We are applying for the TLC grant together because we share similar visions and goals, as well as a superintendent and several teachers.

GOALS OF TLC GRANT

By implementing the TLC grant, Adair-Casey and Guthrie Center will be able to

- attract able and promising new teachers
- retain effective teachers by providing enhanced opportunities
- promote collaboration within and between our school districts
- reward professional growth and effective teaching
- improve student achievement by strengthening instruction

ROLES

In this application, we will describe how this joint effort will be implemented using teacher leadership roles of **Instructional Coaches, Peer Coaches, and Mentor+ Teachers.**

Instructional Coaches will collaborate with and provide modeling and resources for individuals or small groups of teachers to help them develop better instructional and classroom management strategies. They will coordinate and collaborate regularly with Peer Coaches and Mentor+ Teachers.

Peer Coaches will work with teachers within grade spans or in specific curricular content areas to provide appropriate coaching, modeling, and guidance related to district initiatives and Iowa Core.

Mentor+ Teachers will assist initial and transitional teachers by modeling instructional strategies and providing guidance related to district policies and procedures to help the mentee successfully adjust and complete the duties of his/her new position.

HOW THE LEADERSHIP ROLES WILL HELP ACHIEVE OUR VISION

Currently, Adair-Casey and Guthrie Center Schools have an innovative process called transitions. This process was established by NCA CASI and AdvancED. Guthrie Center was the first Iowa school to get this endorsement in 2002 and has successfully supported and sustained this effort over time. Because of the close relationship between the two districts, Adair-Casey has also adopted this transitions process, which focuses on the credentialing of individual students.

Credentialing, which follows the Multi-tiered System of Support (MTSS) model, is the basis for all district, building, and classroom actions. Teacher advisors monitor the individual progress of advisees in academic areas, employability skills, and career development throughout the year and as they transition from one grade to the next and from building to building. The leadership that engaged in this process has established the structures and processes that will support **the implementation of teacher leaders who will assist all teachers to increase student achievement through improved instructional practices.**

The credentialing process uses multiple data sources which the teachers in both districts analyze and use to make decisions about instructional needs. Results of the data are communicated to parents through a credentialing conference at the end of the year, and advisors work with parents and students to set academic and career goals as they transition to the next level. The addition of teacher leaders will support, enhance, and accelerate both districts' effort to address the individualized and differentiated learning needs of all students.

Each district also uses the credentialing information to evaluate its professional development initiatives and curriculum. PD initiatives are set based on the results. In the past few years both districts have focused on the implementation of Iowa Core,

differentiation strategies, active engagement, PBIS, and technology training as a result of analyzing and evaluating the data. **Instructional Coaches, Peer Coaches, and Mentor+ Teachers will be an integral part of PD planning, implementation, and analysis of its effectiveness.**

As smaller school districts, Adair-Casey and Guthrie Center provide varying programs and interventions to assist each student in reaching his/her full potential. Both districts engage in AdvancED's Continuous School Improvement Life Cycle.

From AdvancED website: <http://www.advanc-ed.org/school-improvement-life-cycle>

District goals are driven by analysis of data. Strategies and interventions are planned and implemented. Results are monitored and evaluated, and new goals are set.

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

Model 2 Instructional Coach Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Part 1

In order to facilitate the writing of the TLC plan, the administrative team participated in Heartland AEA webinar workshops throughout the planning process.

TLC committee members were sought from diverse backgrounds, experiences, and expertise. The committee consisted of the shared superintendent, three principals, nine teachers, six parents, six business leaders, and two school board members from both districts.

The six parents represented stay-at-home as well as working individuals. This number does not include teachers who are also parents.

The first group meetings were held in November 2013 in each district. At these meetings the superintendent provided an overview of the TLC requirements and process. Input was given by each of the stakeholders regarding the ways this program would help teachers improve their own instruction, support each other, increase student achievement, and build a more cohesive academic program. Current leadership roles were discussed in these teams/committees: Building Leadership, MTSS, AdvancEd, Mentoring, Collaboration, Technology, Iowa Core, CTE, and 504/At Risk.

Staff meetings were then conducted. The administration discussed TLC guidelines and process, identified possible leadership roles and answered questions. Each teacher took a survey to determine their commitment to the TLC concept and to identify the leadership roles in which they had an interest.

For the second meeting, Dec. 5, members from the two districts discussed how to proceed based on survey results. Participants identified the potential positive outcomes if a joint TLC plan were implemented between the Adair-Casey and Guthrie Center districts, which included:

- more collaborative opportunities for all teachers, especially those in one person departments
- better utilization of time, money, and personnel
- more diverse experts from which to choose the best possible teacher leaders
- increased cohesiveness between districts and among students and staff

After listening to input from stakeholders, small groups were formed to write one part of the grant, based on their areas of interest, experience, and expertise. Specific data was provided by the superintendent, the principals, or the curriculum director of each district. Heartland AEA personnel provided help in setting up and writing the plan. Each small group met 2-3 times for a total of 6 hours on average and were compensated using TLC planning funds at a rate of \$25 per hour.

After small groups met and wrote rough drafts, the entire committee gathered a third time to offer suggestions and revise the document. The whole group went through the document and made changes based on stakeholder feedback/input.

Those attending the large group meetings also received \$25 per hour for their time and effort. All TLC planning funds (\$5,000) were expended as committee members logged more than 250 hours of work on the TLC plan.

Strong Stakeholder Commitment

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. The TLC grant would allow them to do so in a formal capacity and receive compensation. Results of the teacher survey showed that at Guthrie Center 43 of 48 (90%) and at Adair-Casey 23 of 35 (66%) indicated that they would be interested in at least one leadership role; overall, 66 of 83 (80%) in the two districts see the TLC plan as a positive opportunity.

Community members and parents on the planning committee were passionate in their hope that the plan will utilize the

unique gifts of individual teachers to support others. Parents said they want to make sure their children have the best possible educational experience by making all teachers better; they also see this as an opportunity for teachers to model learning. Parents were informed via school newsletter and webpage. Feedback about the TLC plan was positive.

All District Administrators and School Board Members from both districts believe in and support the TLC plan because it is in the best interest of students and each district to have stronger teacher leadership. Both districts believe that by joining together we ensure the best possible leadership pool to support teachers and improve instruction.

Both districts have already displayed their readiness for change sharing several teachers, students, and a superintendent. In the past two years they have conducted joint PD activities in active engagement and the gradual release model. Each district is currently using collaboration teams to build relationships, to offer support for new teachers, and to provide the most current research-based techniques for staff. This collaborative process could be extended across the two districts in the TLC plan.

During the entire process all stakeholders have been kept informed. The general public was informed through newsletters, district websites, the local newspaper, and community group meetings. The TLC plan was explained to the staff, School Boards, and SIAC of both schools. Updates have been given after each committee meeting, and survey results have been shared. The TLC plan for each school district will be a future agenda item for School Board, SIAC, and District Leadership meetings to keep stakeholders informed.

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.

The vision of Adair-Casey and Guthrie Center Schools is that through proactive, unified action all students can be successful. Our mission is to help students develop the academic knowledge and employability skills necessary for them to succeed in their careers and become life-long learners as well as responsible citizens.

District and Building Goals:

1. Increase academic proficiency in reading, math, and science
2. Increase technology use to enhance teaching and learning
3. Build respectful, responsible citizens
4. Differentiate for individual students through MTSS
5. Implementation of Iowa Core with rigor and relevance
6. Use 6+1 Traits of Writing in all content areas

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

1. Iowa Assessments (3-11)
2. FAST (K-6)
3. IGDIs and GOLD Assessments (preschool)
4. NWEA MAP (K-11)
5. District Reading and Math Benchmarking (7-12)
6. 6+1 Traits Writing Assessment (1-12)
7. easyCBM Math Assessment (K-6)
8. AdvancEd Credentialing results (K-12)
9. Clarity Technology Survey (3-12 students, district staff, parents)

Improving student achievement by strengthening instruction

Our overall goal is for all students to show individual growth and be credentialed in the academic areas of reading, math, and science, based on achieving a necessary cut score in at least two of three district assessments. The percentage of students credentialed according to 2013-14 data is as follows:

Guthrie Center Elementary: reading 78%, math 80%, science 92%
Guthrie Center Junior High: reading 84%, math 78%, science 80%
Guthrie Center High School: reading 84%, math 80%, science 70%
Adair-Casey Elementary: reading 73%, math 78%, science 80%
Adair-Casey Junior High: reading 70%, math 74%, science 82%
Adair-Casey High School: reading 76%, math 88%, science 83%

For 2013-14 our district goals in grades 4-11 focus on increasing proficiency scores in reading, math, and science, as measured by Iowa Assessments from these current levels:

At Adair-Casey: reading 69%, math 80%, science 78%

At Guthrie Center: reading 75%, math 84%, science 81%

Our district data indicates that growth in student achievement is still needed. We believe this can be achieved by strengthening instruction. By establishing Instructional Coaches, Peer Coaches, and Mentor+ Teachers through the TLC plan, we will be able to improve classroom instruction. Teacher leaders will coach teachers in instructional practices, help plan lessons, co-teach lessons, make classroom observations, provide modeling, collaborate with teachers, lead curricular meetings, and participate in PD planning and delivery.

As the TLC plan is implemented, both districts will analyze student achievement data to measure the effectiveness of teacher leaders supporting and coaching staff in instructional practices.

Theory of Action

AC-GC TLC Plan

Goal Implementation Date

“If we effectively compensate teachers: recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;

In our districts, the TLC plan will help us compensate excellent teachers beyond the master contract, and it will allow us to recruit new, effective teachers as veteran teachers retire. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our districts.

September 2015

create the political will and understanding necessary to remake the status of the teaching profession;

Our TLC plan will empower teachers to fulfill leadership roles which will enhance the teaching profession.

Spring 2015

give highly effective teachers opportunities to grow, refine, and share their expertise;

Teachers will have concrete and continuous opportunities to collaborate with others within and among our districts and with AEA personnel.

2015-16 school year

and develop a clear system with quality implementation,

Criteria and responsibilities of Instructional Coaches/Peer Coaches/Mentor+ Teachers will be clearly articulated through a set of job descriptions and observation/post-evaluation process.

Spring 2015

then... student learning will increase,

Data will be analyzed by teachers to determine student progress towards goals and make instructional decisions. This information will be shared with students and parents using the credentialing process, and individual goals will be adjusted and implemented.

2015-16

Credentialing Conferences Spring of 2016

student outcomes will improve, and

Using instructional strategies, such as revised Bloom’s Taxonomy and STEM, teacher effectiveness and student learning will increase.

2015-16

students will be prepared to succeed in a globally competitive environment.”

The number of students who will be college and career ready will increase based on ACT data and credentialing results which will be shared with teachers, parents, and students.

Credentialing Conferences

Promoting more collaboration

Our small districts require us to creatively use our resources. We currently share our superintendent and several teachers. In the past we have conducted PD activities together. The TLC grant will allow us to expand on this collaboration by using teacher leaders to coordinate PD and learning opportunities for individuals, small groups, and/or the entire staff of both districts. This increased collaboration will be measured by PD and collaboration logs, as well as the logs kept by the individual teacher leaders.

Adair-Casey and Guthrie Center have aligned organizationally to be effective partners in the TLC endeavor. This partnership will enable both districts to successfully implement the plan and maximize benefits to all staff and students.

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)

Part 3

Both districts have teacher leaders whom others seek out for guidance and advice. Currently scheduling & financial constraints limit our ability to formalize these roles. The roles of Instructional Coaches, Peer Coaches, & Mentor+ Teachers will be established to help our districts connect to, support, & strengthen the Continuous School Improvement Life Cycle.

The A-C/GC TLC plan will integrate teacher leaders into 3 existing initiatives & 4 improvement structures.

Initiatives

MTSS

Both districts use MTSS to differentiate learning to improve academic proficiency in all students. Buildings analyze data to identify the needs of students to best deliver instruction & make adjustments accordingly. MTSS is differentiation beyond the Core & is based on needs of individual students.

To connect, support, & strengthen Iowa Core Instructional Coaches, Peer Coaches, & Mentor+ Teachers will
collect, analyze, & interpret data to strengthen instruction
coordinate with other teacher leaders to model & coach teachers in instructional practices
model & coach teachers in effective instructional strategies
conduct classroom visits to observe instruction and implementation of initiatives
guide teachers with their goals, professional development, & action plans
collaborate with assigned teachers & analyze data to determine success of the teachers' action plans

K-3 Literacy

A-C & GC districts have long been committed to improving reading skills through teachers' understanding of research-based practices and a deeper understanding of content. Screening assessments have been implemented to determine student need. Instructional practices are aligned with student need.

To connect, support, & strengthen Iowa Core Instructional Coaches, Peer Coaches, & Mentor+ Teachers will
collect, analyze, & interpret data to strengthen instruction in K-3 reading
model & coach teachers in instructional practices
facilitate implementation of Iowa Core Literacy standards
assist teachers in setting goals & implementing action plans
conduct classroom visits to observe instruction & implementation of initiatives
collaborate with assigned teachers & analyze data to determine success of the teachers' action plans
analyze data to make grade span/curricular decisions to determine individual needs
model & coach new teachers in effective classroom instructional strategies

Iowa Core

Teachers have an understanding of what the Iowa Core Standards are, where they are taught, & how they should be implemented. District teachers are currently working to align instructional practices to the increased rigor of the Iowa Core.

To connect, support, & strengthen Iowa Core Instructional Coaches, Peer Coaches, & Mentor+ Teachers will
collect, analyze, & interpret data to strengthen instruction in all Iowa Core subject areas
model & coach teachers in instructional practices

- assist teachers in setting goals & implementing action plans
- conduct classroom visits to observe instruction & implementation of initiatives
- collaborate with assigned teachers & analyze data to determine success of the teachers' action plans
- conduct classroom visits of mentees to observe instruction/implementation of initiatives
- guide teachers with their individual professional development & action plans

Structures

Credentialing Process

The credentialing process encompasses major district initiatives, including MTSS, K-3 Literacy, & Iowa Core. Iowa Assessments, NWEA, FAST, & local benchmarks are used to provide multiple perspectives/data points to determine student growth & achievement. If students are growing academically & are proficient, we know quality teaching is taking place. Administrators, teachers, students, & parents are involved.

Instructional Coaches, Peer Coaches, & Mentor+ Teachers will connect, support, & strengthen the Credentialing Process by providing leadership & expertise in

- instructional practices
- interpreting data
- collaboration with teachers to improve instruction in the classroom

SIAC (School Improvement Advisory Committee)

Facilitated by the District Curriculum Director, SIAC includes community members, teachers, students, & administrators. Achievement, bullying, & school climate data is reviewed & goals for improvement are recommended to the School Board.

To connect, support, and strengthen SIAC, Instructional Coaches will

- lead & facilitate meetings
- inform the public about school improvement progress
- represent teachers & report back to them

Articulation Team

The Articulation Team tracks data, state initiatives, & sets local initiatives & goals for District PD. The team includes the superintendent, building principals, & teacher leaders.

To connect, support, & strengthen the Articulation Team, Instructional Coaches & Peer Coaches will

- lead & facilitate these meetings
- inform the Articulation Team about school improvement progress
- represent teachers & report back to them
- make recommendations for PD to the PD Committee

Mentoring & Induction Program

Mentoring & Induction is facilitated by the curriculum director & administrators. Each new teacher is assigned a mentor. The mentees attend area meetings outside of school time. Mentors & mentees meet regularly for a minimum of 15 hours each semester.

To connect, support, & strengthen the Mentoring and Induction Program Mentor+ Teachers will
mentor new teachers or teachers with new assignments
attend all required mentoring meetings
meet with mentee to support individual growth & development
conduct classroom visits of mentees to observe instruction & implementation of initiatives

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)

The TLC plan will allow Adair-Casey and Guthrie Center Schools to utilize teacher leaders to improve entry into the teaching profession by all teacher leaders supporting and enhancing the current mentor/mentee program.

Currently each initial teacher in Adair-Casey and Guthrie Center Schools is assigned a mentor who best fits the needs of the teaching assignment of the mentee. Both mentors and initial teachers are required to attend AEA mentor/mentee training and meet regularly throughout the school year to help the mentee to successfully complete his/her teaching assignment.

Although this has been sufficient for our initial teachers in the past, the role of the Mentor+ Teacher, as well as the Peer Coach and Instructional Coach, will improve entry into the profession by providing support, not only to initial teachers, but also career teachers new to the district or any teacher transitioning to a new teaching assignment. Teacher leaders will plan and provide professional development, as well as provide coaching & modeling opportunities to help mentees and veteran teachers observe & learn effective instructional strategies and classroom management techniques.

Mentors and mentees were surveyed to elicit their perceptions of the current program's success. The data showed the program provides the following benefits for each participant:

Mentors benefit by:

- effectively communicating with beginning teachers in a positive, non-threatening manner
- learning how to conduct effective observations
- reflecting upon and modifying his/her own teaching practices
- increasing their knowledge of current research-based best practices and in emerging technology
- gaining satisfaction from helping a beginning teacher
- developing more confidence in their own teaching abilities

Mentees benefit by:

- learning about the Iowa Teaching Standards
- receiving support to implement Iowa Core Standards
- gaining knowledge in research-based instructional practices
- learning the school's policies and procedures
- establishing an open line of communication with staff members
- successfully completing their first years of teaching

However, the survey revealed gaps in the mentoring program. Mentors and mentees felt that the current program lacks:

- sufficient collaboration time
- opportunity for in-depth discussion of Iowa Teaching Standards
- specific structure to develop, enhance, and/or strengthen classroom instruction
- adequate release time to observe each other

By receiving the TLC grant, Mentoring and Induction efforts in our districts will address these gaps through collaboration of the teacher leaders and by providing Mentor+ Teachers and mentees with:

- release time to observe each other and follow up with coaching opportunities, as well as observe other examples of quality teaching within the districts and/or in neighboring districts

professional leave to attend PD workshops/classes that support and improve district initiatives and instructional practices

additional time to collaborate on:

Iowa Teaching Standards

Iowa Core

district/building initiatives

PD

lesson plans

classroom management

modeling effective instructional practices

data analysis and decision-making

Funding for the enhancement of the Mentoring and Induction program will come from the additional TLC allocations and the districts' general funds. TLC funds will be used to pay the additional days required by teacher leaders to fulfill the responsibilities associated with the Mentoring and Induction Program. Any PD and substitute fees for collaborative release time will be paid through general funds.

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.

Part 5

Through the TLC grant, Adair-Casey and Guthrie Center career teachers may select from three leadership roles: Instructional Coach, Peer Coach, and Mentor+ Teacher. Each of these roles was created based upon district data, stakeholder input, and the identified need for improvement. Each role holds separate responsibilities and expectations. 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.

Instructional Coaches (3 total: 1.25 at A-C, 1.75 at GC)

Job Goals:

to assist teachers by developing their instructional strategies and providing appropriate materials, training, and guidance

collaborate with Peer Coaches and Mentor+ Teachers regularly to plan and provide professional development, coaching, and modeling aligned to the needs of the teachers they are supporting.

Allocation of time: 100% of time in teacher leadership role, 0% as classroom teacher

Qualifications:

1. Has a valid Iowa teaching license
2. Has a minimum of three years of teaching experience
3. Has worked as a teacher for a minimum of one year in the Adair-Casey or Guthrie Center Schools
4. Has demonstrated mastery or a high level of expertise in the use of current strategies and initiatives within content areas, with an emphasis on reading and mathematics
5. Has had successful experiences in collaborating with colleagues, coaching/mentoring colleagues, presenting at professional workshops, or teaching teachers
6. Has successful leadership and coaching experiences in education, formally and/or informally
7. Has actively participated in PD and implemented initiatives
8. Has sought out additional educational opportunities to further their profession
9. Has earned graduate hours beyond Bachelor's Degree (preferred)

Reports to: Principal and Curriculum Director

Performance Responsibilities:

1. Coaches teachers throughout all phases of the teaching, learning, and instructional decision-making process in order to move teachers toward consistent and exemplary teaching practice
2. Conducts co-taught lessons, classroom observations (with pre and post conferences), planning sessions, and learning sessions with teachers
3. Models and coaches teachers to realize the vision, achieve the mission, and conduct their work according to the core values of Adair-Casey and Guthrie Center Schools
4. Provides support and knowledge that inspires and encourages the professional growth of teachers
5. Takes on leadership and/or facilitative roles involving curriculum work and reporting, data teams, collaboration, Professional Development, and peer review
6. Serves as a member of the Professional Development Committee and assists in presentation and implementation of PD activities
7. Serves in leadership roles in building-wide committee work
8. Organizes and facilitates learning opportunities for parents, community, staff, students, and

teachers

9. Establishes and demonstrates positive relationships with colleagues, parents, staff, and community
10. Supervises Peer Coaches and Mentor+ Teachers
11. Acts as a liaison between teachers and administration
12. Assists Curriculum Director in completion of district reports
13. Monitors lesson plans for evidence of alignment and implementation of Iowa Core Standards and Benchmarks

Terms of Employment:

1. Employed for 10-15 extra days
2. One year, renewable
3. Stipend set by Board of Education (~\$5000)
4. Position paid from TLC funding stream

Peer Coaches (11 total: 4 at A-C and 7 at GC)

Job Goal: to assist teachers within grade spans or curricular content areas by providing appropriate coaching, modeling, and guidance

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

Qualifications:

1. Has a valid Iowa teaching license
2. Has a minimum of three years of teaching experience
3. Has worked as a teacher for a minimum of one year in Adair-Casey or Guthrie Center Schools
4. Has expertise in the use of current strategies and initiatives within grade spans or content areas, with an emphasis in reading and mathematics
5. Has had successful experiences in peer coaching and/or mentoring
6. Has experience facilitating and/or presenting at PD sessions or teacher training sessions
7. Has successful educational leadership and peer coaching experiences
8. Has knowledge of grade span or curricular content, especially in the Iowa Core
9. Has earned graduate hours beyond Bachelor's Degree (preferred)

Reports to: Instructional Coach and Principal

Performance Responsibilities:

1. Teaches full time
2. Serves as a model of exemplary teaching practice and allows visitors/observers
3. Represents grade spans (elementary) or curricular area (Junior High/High Schools) to the Professional Development and Curriculum Development Committees
4. Communicates with peers regarding student performance and behavior
5. Fosters a collaborative atmosphere in the school
6. Analyzes student performance data to make grade span/curricular decisions
7. Collaborates with Instructional Coach to develop a plan based on data analysis
8. Leads grade-level/curricular meetings focusing on student performance and participates in data analysis and problem-solving sessions with the school's leadership team
9. Conducts classroom visits to observe instruction and implementation of PD and district initiatives
10. Manages and facilitates Peer Review groups
11. Serves as the collaborative teacher for student teachers

Terms of Employment:

1. Employed for 5-10 extra days
2. One year, renewable
3. Stipend set by Board of Education (~\$3000)
4. Position paid from TLC funding stream

Mentor+ Teachers (9 total: 4 at A-C and 5 at GC)

Job Goal: to assist initial and transitional teachers by developing their instructional strategies and providing appropriate models and guidance

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

Qualifications:

1. Has a valid Iowa teaching license
2. Has a minimum of three years of teaching experience
3. Has worked as a teacher for a minimum of one year in Adair-Casey or Guthrie Center Schools
4. Has demonstrated effective use of current strategies and initiatives within content areas, with emphasis in reading and mathematics
5. Has successful leadership and peer coaching experiences in education, formally and/or informally
6. Has earned graduate hours beyond Bachelor's Degree (preferred)

Reports to: Instructional Coach and Principal

Responsibilities:

1. Teaches full time
2. Serves as a model of exemplary teaching practice and allows visitors/observers into his/her classroom
3. Models the effective use of data to make sound classroom instructional decisions
4. Models how to realize the vision, achieve the mission, and conduct the work of teachers according to the core values of Adair-Casey and Guthrie Center Schools
5. Serves in various roles relating to building/district initiatives, data teams, collaboration, PD, and peer review
6. Conducts classroom visits of mentees to observe instruction and implementation of PD and district initiatives
7. Participates in PD development and delivery
8. Participates in district/building committee work as assigned
9. Establishes and demonstrates positive relationships with colleagues, parents, staff, and community

Terms of Employment:

1. Employed for 5-8 additional days
2. One year length of assignment, renewable
3. Stipend set by Board of Education (~\$2000)
4. Position paid from TLC funding system

These 23 teacher leadership positions represent approximately 27% of the teachers in the two districts. Because all teachers need to strengthen instruction in order to increase student achievement, all buildings in each district will have teacher leadership representation.

The teacher leaders will work together to create a coherent instructional improvement strategy using The Continuous School Improvement Life Cycle in these ways:

Set Goals

Instructional Coaches will help set building and district goals with stakeholders (SIAC, teachers, School Board)
Peer Coaches will help set goals for individual teachers to improve instruction
Mentor+ Teachers will collaborate and support initial teachers, teachers new to the district, and teachers with a new assignment

Plan

Instructional Coaches, Peer Coaches, and Mentor+ Teachers will help plan professional development by participating on the PD Committee, working with the AEA to find research-based PD activities, and gathering information from other teachers regarding their needs

Instructional Coaches will be instrumental in providing expertise, resources, and guidance to enable teachers to create action plans

Peer Coaches and Mentor+ Teachers will guide teachers with their individual professional development and action plans

Implement

Instructional Coaches, Peer Coaches, and Mentor+ Teachers will help deliver professional development at monthly district in-services

Instructional Coaches will collaborate with Peer Coaches and Mentor+ Teachers to ensure action plans are implemented

Peer Coaches and Mentor+ Teachers will be directly involved with classroom teachers' implementation of action plans and district initiatives such as Iowa Core, Literacy Programs, MTSS

Evaluate

Instructional Coaches, Peer Coaches, and Mentor+ Teachers will assess the effectiveness of the planning and delivery of professional development, coaching, and modeling aligned to the needs of the teachers they are supporting.

Analyze Data

Instructional Coaches will lead discussion concerning data to determine success and ways to improve

Peer Coaches and Mentor+ Teachers will collaborate with assigned teachers and analyze data to determine success of the teachers' action plans and set new goals

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.**

Part 6

Teacher evaluation at Adair-Casey and Guthrie Center is differentiated and multiple-tiered. Teachers are evaluated based on the Iowa Teaching Standards and Criteria which includes formative and summative assessments, action plans, professional development plans, and individual career development plans. Initial teachers and career teachers new to the district have two formal evaluations annually. Career teachers not new to the district have a formal observation once every three years. All teachers have multiple informal observations throughout the year as well as a summative evaluation at the end of the year. Based on his/her summative evaluation and conference with administration, each teacher develops an action plan and an individual career development plan for the following year. These multiple layers of evaluation provide each district with information regarding strengths of prospective applicants for the teacher leadership roles.

In order to implement the TLC plan, a selection committee and process has been developed.

Each district will form a selection committee composed of equal number of administrators and teachers, who are not applying for leadership positions. Teachers must have taught at least 2 years with 1 year in the district to be eligible. Interested teachers may sign up to serve in this role. All teachers will complete a confidential survey selecting the teachers they feel would be best in selecting teacher leaders. The superintendent will use teachers' preference in recommending the teachers to the School Board for the committee.

These committees will then select the Peer Coaches and Mentor+ Teachers for their respective districts. Because the Instructional Coaches will be shared, the committees will combine to select these teacher leaders.

To be eligible for a leadership role, any interested applicant must have:

Three or more years of teaching experience

At least one year in either the Adair-Casey or Guthrie Center district

To enable the Selection Review Committee to make an informed decision, each applicant will:

Fill out the Teacher Leadership Application form

Submit a video of teaching a class or facilitating a collaboration team meeting

Write a formal letter of application for the position desired

Submit two letters of recommendation--one from a teaching colleague and one from a student, parent, or community member

Provide updated resumé

Provide college post graduate transcripts and/or professional learning activities

The Selection Review Committee will determine prospective teacher leaders by analyzing submissions and filling out a 4-point qualification rubric (4-meets all criteria, 3-meets most criteria, 2-meets some criteria, 1-meets few of the criteria) in the following areas, according to:

Teacher Leadership Skills Framework (CSTP)

working with adult learners

communication

collaboration

knowledge of content, pedagogy

systems thinking

and *Professional Growth* criteria:

education/training

participation in district initiatives

leadership

growth mindset

Teachers who score highly on the rubric will be interviewed by the selection committee, recommendations will be made to the

superintendent and School Board, and teacher leaders will be appointed.

To determine the effectiveness of Instructional Coaches, Peer Coaches, and Mentor+ Teachers, an annual review will be conducted of all teacher leaders. Indicators will include:

Peer survey, using *Teacher Leadership Skills Framework and Professional Growth* criteria

Fulfillment of expected duties specific to the teacher leadership role

Collaborative meeting agendas and minutes

Self-reflection log, including summary of IPDP goals met and district/building goals fulfilled

The Selection Review Committee will review the data collected to determine the effectiveness of current teacher leaders. At the end of each year, teacher leaders may:

Re-apply for same leadership assignment

Apply for a different leadership role

Return to a teaching assignment

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.

Part 7

The goals of Professional Development in A-C and GC are to promote collaboration and improve student achievement by strengthening instruction.

All A-C and GC teacher leaders, in collaboration with administrators and the PD committee, will be responsible for planning and implementing professional development.

The primary role of Instructional Coaches will be to facilitate discussions on data interpretation, to help plan and deliver PD, to work with teachers on individual PD plans, to make sure that PD is implemented in classroom with fidelity and to provide additional individual or small group support for professional growth of teachers where needed.

The primary role of Peer Coaches will be to support the implementation of PD with grade-span and content area teachers, to help analyze data, and to work with teachers on their individual PD plans.

The primary role of Mentor+ Teachers will be to help analyze data, to work with mentees to implement PD strategies, and to work with teachers on individual PD plans.

Our TLC plan aligns with and incorporates the IPDM Cycle: Collecting and Analyzing Student Data, Goal Setting and Student Learning, Selecting Content, Designing Process for Professional Development, Training and Learning Opportunities, Collaboration/Implementation, Ongoing Data Collection, Program Evaluation.

Planning Component (Collecting and Analyzing Student Data, Goal Setting and Student Learning, Selecting Content, Designing Process for Professional Development)

In order to plan effectively, Instructional Coaches, Peer Coaches, and Mentor+ Teachers will meet regularly to collect and analyze data on current instructional practices through teacher observations, data collected from lesson plans, feedback from teachers, and student achievement data. Teacher leaders will use this data to set goals, determine content, and decide the process for delivery of PD.

Specifically teacher leaders will:

Model how to use/interpret data

Collaborate with building principals, data team, and/or teachers to analyze multiple sources of data including subgroups, patterns, trends, and implications

Help teachers use data in classroom decision-making

Align PD with district and building goals

Research curricular/instructional innovations to find best practices and research based strategies

Set clear statements of expectations for PD

Ensure teachers have adequate opportunities to learn and implement PD, new curriculums, instructional strategies, and assessments

Ongoing Components (Training and Learning Opportunities, Collaboration/Implementation)

In order to implement the PD effectively Instructional Coaches, Peer Coaches, and Mentor+ Teachers will work with the PD committee to provide whole group, small group, and individual training and learning opportunities. Through classroom observation and collaboration with teachers, the implementation of learning opportunities will be monitored. Formative data will be collected and reviewed by the teacher leaders to determine future professional development.

Specifically teacher leaders will:

Establish collaborative routines for all teachers
Ensure that all teachers are included in training/learning opportunities
 Provide training/learning opportunities in a variety of formats
 Adjust and refine learning opportunities based on formative data
Model and coach teachers in effective instructional strategies
Conduct classroom visits to observe instruction
Attend in-service training/collaboration meetings
Implement PD initiatives/strategies with fidelity

Evaluation Component (Ongoing Data Collection, Program Evaluation)

In order to evaluate the effectiveness of the professional development, Instructional Coaches, Peer Coaches, and Mentor+ Teachers will use teacher implementation and student achievement data to determine if teachers are implementing new strategies with desired frequency and accuracy and if students are responding to instruction. They will discuss results and determine whether changes need to be made in professional development or implementation of instruction. This will enable the PD Committee to plan the next cycle of professional development, which will then be shared with faculty and stakeholders.

Specifically teacher leaders will:
Gather teacher input on PD effectiveness
Evaluate district assessment data
Collect teacher implementation data
 Conduct teacher survey of PD needs

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.

Part 8

A) The short-term and long-term effectiveness of the TLC plan will be determined by evaluating the following goal areas:

Attracting, developing, and retaining high-quality teachers by increasing full-time teachers' starting salary to \$33,500 and by offering additional compensation for leadership roles

Measurements will include:

Review full-time teachers' salaries

Review teacher leader salaries to ensure stipend was awarded

Exit survey for resigning teachers to determine reason for leaving

Promoting more collaboration within and between our two districts

Measurements will include:

Teacher collaboration logs

Teacher Leader collaboration meeting agendas and minutes

Rewarding professional growth and effective teaching by offering teacher leadership roles to current staff members who have demonstrated excellence in teaching

Measurements will include:

Teacher leader title and additional compensation

Calculation of the percentage of teacher leaders

Teacher leadership satisfaction inventory

Improving student achievement by strengthening instruction by coaching teachers in instructional practices

Measurements will include:

Monitoring lesson plans

Trend analysis comparing scores before and after implementation of Teacher Leader roles

Conducting co-taught lessons

Making classroom observations

Providing modeling

Collaborating with teachers

Leading curricular meetings

Participating in PD planning and delivery

Improved student learning

Measurements will include:

data analysis of Iowa Assessment, NWEA, FAST, IGD's, aReading and benchmarking scores

analysis of disaggregated subgroups (gender, low SES, students with IEPs)

number of students credentialed in academic area

ACT exam data

dropout/graduation rates

post-high school plans

The number of initial teachers meeting the eight Iowa Teaching Standards

Measurements will include:

Teacher evaluation process

Logs of modeling activities submitted by teacher leaders

Lesson plans showing evidence of district initiatives and implementation of Iowa Core

Teacher collaboration logs

List of PD classes and workshops that increase knowledge and skill development

Reduced teacher turnover/higher retention rate of teachers

Measurements will include:

teacher evaluation process

number of teachers involved in leadership roles

Success in meeting the district’s CSIP short-term goals

Measurements will include:

APR (Annual Progress Report) data

AYP (Adequate Yearly Progress) data

annual CSIP (Comprehensive School Improvement Plan) assurances update

Success in meeting the district’s CSIP long-term goals

Measurements will include:

CSIP data

AdvancEd accreditation

DE site visits

Increased community involvement with the school

Measurements will include:

membership rosters for leadership committees

SIAC (School Improvement Advisory Committee)

CTE Advisory Committee (Career and Technical Education)

parent/teacher conference attendance trend data

Increase number of students open enrolling into the district

Measurements will include:

student enrollment trend data

open enrollment trend data

B) The TLC plan will be monitored and adjusted throughout the year in the following ways.

TLC meetings will be held monthly to ensure the success of the program by looking at data and discussing strengths, areas of concern, and needs.

Teacher leaders and administrators will monitor the program through ongoing communication. Support will be provided to meet the needs of teacher leaders to ensure their success. Documentation indicating the frequency and type of collaboration with teachers and mentees, as well as reflection, observation, and continuous dialogue regarding the effectiveness of the TLC plan will drive these data-based discussions.

Annual performance evaluations will measure teacher leaders’ effectiveness and growth. TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, recruitment and retention information, surveys, and minutes from meetings with stakeholders.

Annually the TLC committee will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders’ feedback on School and District Capacity to Support Teacher Leadership Assessment (CSTP) will inform the TLC committee on needed changes as the system grows and develops.

Feedback received from informal conversations, surveys, and meetings with teachers, parents, and students will also help to measure the impact and effectiveness of the TLC plan.

Using Part 9 application narrative from Year 1?

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

Part 9

Adair-Casey and Guthrie Center Schools are neighboring rural districts that have shared a superintendent since 2006 and several teachers since 2009. This partnership has allowed both districts to pool financial and personnel resources. Examples include:

- Conducting joint professional development activities when needs of the districts were similar
- Meeting of administrative teams to discuss mutual concerns, attend workshops, and write grants
- Sharing of staff in the mentor program to ensure the mentee has the best qualified mentor
- Implementing district initiatives (e.g., 1:1, ALICE training, Iowa Core implementation, CEI)
- Sharing of personnel in high need areas (e.g., higher level math classes, Spanish, sciences)
- Providing students with college credit classes

By implementing one TLC plan for both districts, we believe this partnership could be expanded even further.

In this plan, following the Continuous School Improvement Life Cycle Model, A-C and GC will continue to work together by:

- Selecting teacher leaders
- Providing time for the planning and collaboration of Instructional Coaches, Peer Coaches, and Mentor+ Teachers
- Analyzing and evaluating the plan for continued improvement
- Revising plan for Year 2 and beyond
- Realigning teacher leader assignments based on needs of each district

Adair-Casey and Guthrie Center Schools have the capacity to implement a quality teacher leadership program that will positively impact student achievement. Both districts' have the essential foundations for implementing and sustaining this process:

- Clear mission, vision, and goals
- A credentialing process to meet the individualized needs of students and challenge them to excel
- Annual school improvement plans and processes to fulfill district and building goals
- Use of data to analyze and evaluate achievement and determine future needs
- Professional development based on data

These foundations will ensure that the TLC plan will be sustained over time. The implementation of Instructional Coaches, Peer Coaches, and Mentor+ Teachers will align with current school initiatives and provide the support to accelerate the ability of the district to effectively improve instruction.

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 Coaches

- Provide feedback to principals and superintendent
- Collaborate with other teacher leaders within and between districts

Monitor Peer Coaches and Mentor+ Teachers

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

Peer Coaches

Provide feedback to the 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 grade span or curricular content area

Provide input to PD, curriculum, and building leadership committees

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 Directors

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

SIAC

Review data to determine effectiveness of the TLC plan

Provide feedback/suggestions for revision of the plan

Adair-Casey and Guthrie Center School Districts have a proven history of working together to achieve our mission, vision, and

goals. We believe that implementation of teacher leaders will improve classroom instruction and increase student achievement.

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	793.8
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$245,141.32
Total Allocation	\$245,141.32

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$30,288.32
Amount designated to fund the salary supplements for teachers in leadership roles.	\$74,455.00
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).	\$140,520.00
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. <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	\$250,263.32

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$250,263.32

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 (\$5,122.00)

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

BUDGET

Adair-Casey and Guthrie Center Schools have a combined TLC budget of \$245,141.32, but will also use general funds to cover essential components as needed to ensure the success of the plan.

The funds will be dispersed in the following ways:

From TLC funds:

Raise minimum salaries to \$33,500---additional cost: \$30,288.32

Funding the salary supplements of the leadership roles:

At Adair-Casey:

1.25 instructional coaches at their salary + \$5,000---additional cost \$51,555

4 Peer Coaches at their salary + \$3,000 each---additional cost \$13,990

4 Mentor+ Teachers at their salary + \$2,000 each---additional cost \$9,326

For Adair-Casey 9.25 teacher leaders represents 27% of the staff---additional total cost: \$74,871

At Guthrie Center:

1.75 instructional coaches at their salary + \$5,000---additional cost \$103,965

7 Peer Coaches at their salary + \$3,000 each---additional cost \$24,481

5 Mentor+ Teachers at their salary + \$2,000 each---additional cost \$11,658

For Guthrie Center 13.75 teacher leaders represents 25% of the staff---additional total cost: \$140,104

Total from TLC funds: \$245,141.32

From General Fund (Amount used to cover the additional costs)

Provide resources for PD training of teacher leaders and substitute teacher costs to cover the cost for teacher leaders who are out of the classrooms to observe, co-teach, or collaborate---
additional cost: \$5,000

Total from general fund: \$5,000

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then 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 9.25 leadership positions (27% of staff) in Adair-Casey and 13.75 leadership positions (25% of staff) in Guthrie Center.

Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers is a priority; therefore, it is vital we budget a portion of the funds to cover the hiring of new teachers so the three Instructional Coaches will not be tied to their own classrooms in terms of time and responsibility.

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