



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

151961 - Alta-Aurelia Consortium Teacher Leadership Compensation System
Teacher Leadership and Compensation System

Status: Submitted
Signature: K. Lynn Evans

Submitted Date: 2016-01-25 12:24:09
Submitted By: Kevin Lynn Evans

Applicant Information

Project Officer

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Program Area Teacher Leadership and Compensation
of Interest* System

Fax:

Organization Information

Organization Name:* Alta Community School District

Organization Type:* K-12 Education

DUNS:

Organization Website:

Address: 101 W 5th St

Alta Iowa 51002
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Cover Sheet-General Information

Authorized Official

Name* Kevin L Evans

Title* Superintendent

Organization* Alta Community Schools and Aurelia Community Schools
If you are an individual, please provide your First and Last Name.

Address* 101 W 5th Street

City/State/Zip* Alta Iowa 51002
City State Zip

Telephone Number* 712-200-1010

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name* Vicki Kolpin

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Organization Alta Community Schools and Aurelia Community Schools

Address 101 W 5th Street

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County(ies) Participating, Involved, or Affected by this Proposal* Buena Vista County, Cherokee County

Congressional District(s) Involved or Affected by this Proposal* 4th - Rep Steve King (R)
Congressional Map

Iowa Senate District(s) Involved or Affected by this Proposal* 2, 6
District Map

Iowa House District(s) Involved or Affected by this Proposal* 3, 11
District Map

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.

All persons will be positively impacted equally.

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. *

Kevin L Evans

Title of Person Submitting Certification*

Superintendent

Recipient Information

District*

Alta Community School District

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

County-District Number*

11-0171

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.

Honorific

Mr.

Name of Superintendent*

Kevin L Evans

Telephone Number*

712-200-1010

E-mail Address*

levans@alta-aurelia.k12.ia.us

Street Address*

101 W 5th Street

City*

Alta

State*

Iowa

Use the drop-down menu to select the state.

Zip Code*

51002

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Kevin L Evans
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E-mail Address*	levans@alta-aurelia.k12.ia.us
Street Address*	101 W 5th Street
City*	Alta
State*	Iowa Use the drop-down menu to select the state.
Zip Code*	51002

Demographic Profile

October 2014 Certified Enrollment	754
October 2014 Free/Reduced Lunch %	47
AEA Number	5

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

TLC Model Number*	Model 3 – Comparable Plan
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Narrative

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

The **vision** of the Alta-Aurelia Consortium Teacher Leadership and Compensation(TLC) Program is to **attract new effective teachers, give current teachers** the opportunity to assume **leadership roles, expand the rigor** of professional development, and, **increase student achievement** through increased collaboration and teachers working together to implement the current best instructional practices.

Alta and Aurelia have a shared District Leadership Team (DLT). The **focus of the DLT is improved student achievement and improved learning environment for all students.** Upon implementation of the TLC Program, teacher leaders will become our DLT, increasing the number of team members.

In planning for the grant, the TLC Planning Committee focused on the needs and hopes of stakeholders. **Stakeholders** included in the process were 52 members of the **Alta-Aurelia School Improvement Advisory Committee** (SIAC) consisting largely of **parents/patrons.** Each portion of the TLC grant was reviewed and gave feedback. A survey for teachers was used to affirm support for the TLC program. Results show that 100% of teachers are in favor of applying for the TLC Program grant, 44.6% expressed interest in a leadership position.

Our **current structure** has a **proven track record.** Alta-Aurelia is in a **successful whole grade sharing** agreement. The districts work collaboratively on **Iowa Core implementation** so plans are the same in both districts. All curriculum development work is done collaboratively. The same textbooks and curriculum materials are used in both districts. Both school district utilize

Professional Learning Communities (PLC's). We have a proven track record of implementing and sustaining research-based initiatives. Both districts implement the **RTI process (now MTSS)**. Daily schedules include **reading and math intervention times. Intensive Summer Reading Programs** were initiated in both the districts **resulting in improved retention as shown through student achievement data.** The staffs work very well together, and are eager to **implement research-based programs** that will benefit our students and strengthen cohesion among staff.

Alta and Aurelia are small, rural districts. As such, we have some unique circumstances. The small number of elementary sections creates some level of isolation for staff. We share students in grades 6-8 and 9-12 and instructional staff. This can create some scheduling issues and barriers for effective collaboration. We have largely veteran staffs. As these veteran teachers retire, we will lose a wealth of knowledge. Thus, the **need** for more **collaboration time** and an **effective teacher leadership program.** Many variables contribute to our ability to recruit teachers. Small school districts, rural communities, and specialized teaching areas combine to offer only a minimal applicant pool. These factors make it difficult to attract highly qualified educators.

Teacher leadership roles would affirm the use of research-based practices that help create optimal learning environments. **TLC funds** would allow teachers to be paid for work outside of their contract time to focus on the **Iowa Professional Development Model (IPDM)** and support our **Comprehensive School Improvement Plans (CPlans).** Teachers will have the opportunity to **collaborate with peers** within and outside of our school districts. **Professional Development** would be **relevant** and **promote enthusiasm** for **effective teaching.** The program will be evaluated in numerous ways, including student and staff feedback, student assessments, and monitoring of each goal.

The TLC Planning Committee analyzed the current mentoring and induction program. While the program has shown some effectiveness, there were **identified areas the mentoring program can be improved** upon receipt of the TLC funds. Changes include the opportunity for mentees to observe other effective teachers within and outside of the district, meeting a minimum of one hour per week with their mentor, and writing reflection journals.

Upon receipt of the TLC grant, a **selection committee** will be chosen which will be comprised of 4 teachers and 3 administrators. This team will implement a **rigorous selection** process. Interested applicants for leadership positions will be provided a Google Form to apply for each role, and specific questions aligned to each leadership position. The selection committee will **accept and review applications** for assignment or reassignment to a teacher leader role and shall **make recommendations** regarding applicants to the shared superintendent of the school districts.

Alta-Aurelia Proposed TLC Plan: Curriculum Development Leader (1 position), \$10,000 Stipend, full time teaching contract, 50% daily teaching load, 15 additional day **Professional Development Leader** (1 position), \$8,500 Stipend, full time teaching contract, 25% of the student days out of the classroom, 12 additional days. **Instructional Coach** (5 positions), \$5,000 Stipend, full time teaching contract, 25% of the student days out of the classroom, 8 additional days. **Technology Integrationist** (2 positions), \$5,000 Stipend, full time teaching contract, 25% of the student contact days out of the classroom, 8 additional days. **Mentor Teacher** (5 positions), \$2000 Stipend, full time teaching contract, 18 days out of the classroom, 3 additional days. **PLC Leader** (10 positions), \$1500 Stipend, full time teaching contract, 9 days out of the classroom, 2 additional days.

This plan **allows for 37% of our staff members to participate** in leadership positions, which greatly exceeds the minimum requirement of 25%. The Alta and Aurelia School Districts would be proud to be a model in representing small school districts in Iowa by developing effective support systems and professional development for career teachers as well as new teachers. The TLC funds would support both districts' continued efforts to move forward with educational excellence.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from 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).

The districts of Alta and Aurelia participate in a successful, two-way whole grade sharing agreement. As such many of our committees have been combined as well. The planning committee for the Teacher Leadership and Compensation Program (TLC), after some discussion, followed that course of action. Representative staffs from both districts unanimously agreed to form a **consortium for planning and implementing** the Teacher Leadership and Compensation Program. The first Alta-Aurelia TLC consortium planning committee meeting was held on October 30, 2013. Orientation on the "5 Must Have's", financial resources available, planning process, and timelines were presented and discussed. Hopes, fears, dreams and expectations were also a topic of discussion, as was the beginning of goal setting and vision.

The planning committee consists of two teachers from each building level (8 teachers in all), one parent, three principals (one of which serves as a shared curriculum coordinator between districts) and the shared superintendent. The following **theory of action** was used as our foundation throughout the planning process:

"If we effectively compensate teacher; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment"

In planning for the grant, it was important that the TLC Planning Committee meet the needs and hopes of our stakeholders. **Stakeholders** included in the process were the members of the **52 member shared Alta-Aurelia School Improvement Advisory Committee (SIAC)** which consists primarily of **parents and patrons**, along with **two teachers from each school district, building principals, three high school students, and one board member representative from each school district**. These stakeholders reviewed and discussed each portion of the TLC grant and gave feedback. Additionally, a Google Form **survey for teachers** was used to affirm support for the TLC program. Results of the survey show that **100% of teachers are in favor** of the districts applying for the TLC Program grant, and **44.6% of staff members expressed interest in pursuing a leadership position**. The **school boards for both districts** have been kept informed of the TLC planning throughout the process, were asked to give **feedback on the draft plans** and have **approved the final plan** as presented to them. During the October 12, 2015 board meetings, the **boards shown continued support by authorizing the TLC Program grant application**.

Alta and Aurelia **combined** their **planning grant funds** to be used for the following training opportunities:

- Developing teacher survey and reviewing survey data
- Multiple Prairie Lakes AEA and Northwest AEA TLC trainings
- Committee planning meetings outside of the contract day
- Substitute teacher pay for release time to attend trainings and planning meetings

Throughout the planning process, the committee felt commitment and support for the TLC program by all stakeholders was imperative in order for it to make a positive impact on the districts. Parents/patrons expressed that teacher leadership roles could assist teachers in improving instruction, not only in Reading and Math, but all areas. Teachers expressed that the addition of technology integrationists will be an added benefit to the consortium. "It will be great to have coaches working with teachers on Reading and Math instructional strategies and helping them integrate technology into the classroom." said Middle School ELA teacher Lesa Hescke.

Parent, Keila Glienke shared her enthusiasm and excitement about the TLC program. "It's exciting to see our two schools coming together and pooling their teachers' talents to focus on the best ways to improve student achievement. Everyone wins!"

Alta-Aurelia Superintendent, Lynn Evans states, "I have been impressed at how diligently the staff members from both schools worked on planning the TLC program. I was also impressed by how well the staffs from the two districts worked together throughout the now three-year process. There is no doubt that, through this partnership, we will be able to have a major impact on teacher learning, teacher effectiveness, and improve student achievement."

Narrative

Using Part 2 application narrative from previous No

submission?*

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.

Implementation of the TLC plan will allow the Alta and Aurelia School Districts to make positive changes in student achievement and teacher leadership opportunities. This plan will help us achieve several district developed goals, as well as State of Iowa goals for TLC.

State goals:

1. attract able/promising new teachers;
2. retain effective teachers;
3. promote collaboration among teachers;
4. reward professional growth and effective teaching; and
5. improve student achievement.

The **goals** of the Alta-Aurelia Consortium align with the State of Iowa goals for TLC. The Alta-Aurelia goals are to use the Teacher Leadership and Compensation Plan (TLC) program to **attract and retain effective teachers** to the districts (this aligns directly with State of Iowa Goals #1 and #2), give current teachers the **opportunity to assume leadership roles** by teachers assuming leadership roles the TLC plan will promote collaboration as well as rewarding professional growth and effective teaching (aligns with State of Iowa goals #3 and #4), expand the **rigor of professional development**, and, above all, **increase student achievement** (aligns with State of Iowa goal #4). These goals align directly with the State of Iowa goals for the TLC program.

The TLC consortium planning committee used the following theory of action as the foundation of their work:

"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment"

When developing the **vision** for the our TLC program the planning committee starte with the question, **"What would our schools look like in 2-3 years after implementing the Teacher Leadership and Compensation Program?"** The **vision** for the Alta-Aurelia Consortium's TLC Program is to **increase teacher collaboration, job embedded on-going professional development, dedicated team time, increase team teaching and cross curricular teaching/learning, improved student achievement, improved teaching strategies, peer-coaching focused on teaching/learning, teachers and teacher leaders working together to implement the current best instructional practices, all to improve student achievement.**

In the High Reliability Schools' Handbook, Dr. Marzano writes, "In order to know what to work on and how to measure their success at each level, school leaders need ways to assess their schools' current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.: (2012, p.4) The indicators will be used to gain a baseline, measure progress, and confirm success in relation to our TLC plan.

TLC goals for student learning include:

1. Each student will show at a minimum one-year's growth in Reading as measured by the Iowa Assessments
2. Each student will show at a minimum one-year's growth in Mathematics as measured by the Iowa Assessments
3. All students will be proficient in Reading by the end of 3rd grade as measured by the state-mandated assessments.

Student data in both school districts indicates the need for reform, primarily in the areas of

Reading an Math. 2014-15 AYP Determinations show the Alta Community School District is on the "Watch list" for reading. Alta-Aurelia High School is also on the "Watch list" for reading. Alta Elementary is a SINA-3 designation for both reading and math. Alta-Aurelia Middle School is on the "Watch List" for both Reading and Math, and Aurelia Elementary is designated at "Delay-1" status in Math.

This data is one of the main reasons we feel the TLC opportunity is the right fit for our schools. Both Alta and Aurelia Elementary Schools have been engaged for the past three years in the RTI process (now MTSS) with targeted interventions for students in Reading based on data. Individual targeted Math interventions are to be implemented during the 2015-16 school year. Homework assistance programs and tutoring programs started at the Alta-Aurelia Middle School during the 2012-13 school year, and at Alta-Aurelia High School during the 2014-15 school year. Although data supports that these efforts are helpful. It is obvious that what may have worked in our classrooms in the past for teaching and learning is not working now. We recognize the need for a reform process that is evidence-based, builds on collective efforts, and directs us to what really matters in student learning.

We believe an investment in the consortium developed TLC program will allow a structure for sharing craft knowledge and cultivating a culture of high expectations. Teacher Leaders will be carefully selected and will model and articulate effective practices, facilitate shared learning, promote continuous improvement; give, receive and help others act on feedback; advance understanding of district initiatives, and foster productive collaboration.

Using Part 3 application narrative from previous submission? No

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

The Alta-Aurelia Consortium Teacher Leadership and Compensation program will be instrumental in strengthening our school improvement initiatives. Priority initiatives in our districts include Multi-Tiered System of Supports (MTSS), Iowa Core implementation and alignment, 5 Characteristics of Effective Instruction, Early Literacy Implementation, and we are in the piloting phase of Authentic Intellectual Work (AIW).

MTSS: We envision our Teacher Leaders will be instrumental in assisting teachers in carrying out the state-identified MTSS that is defined as a, "...framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education." Grade level teams focused on data at the elementary levels, and data teams at the secondary levels, examine student achievement data to determine in these supports are making a difference. "Data teams are the single best way to help educators move from 'drowning in data' to using information to make better instructional decisions. What makes this process distinctive is that we are not just looking at student scores, but at the combination of student results, teaching strategies, and leadership supports." (Leadership and Learning Center) Teacher leaders will use these teams as a model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning, and leadership for all.

AIW: Our Teacher Leaders will lead our districts in our continued progress toward implementing AIW. They will serve as anchor members, facilitate AIW teams, and assist in professional development in relation to implementing the AIW framework. The AIW framework sets a standard for teaching academic subjects that maximize expectations of intellectual rigor for all students. AIW, most importantly, equips students to address the complex intellectual challenges of work and civic participation by engaging them in lessons with value beyond school. The Teacher Leaders through their work on the District Leadership Team, will assist with developing a plan for sustainability of AIW in our school districts.

Iowa Core Implementation: Teacher Leaders will assist classroom teachers in employing the **Characteristics of Effective Instruction (CEI)**. The CEIs include: Student-Centered Instruction, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, and Teaching for Learner Differences, as identified in the Iowa Core Curriculum. Teacher Leaders will assist with professional development to ensure the enacted curriculum aligns with the intended curriculum through co-planning and co-teaching. Teacher Leaders will work together with teams of teachers to create action plans and pacing guides for full implementation of the Iowa Core. This work has been underway in our districts and will continue to be part of the process.

Early Literacy Implementation (ELI): Teacher Leaders will assist and provide professional development for

teachers in research-based instructional strategies, interventions, and progress monitoring of students. Teacher Leaders will be well-versed in using the Formative Assessment System for Teachers (FAST) within the Iowa TIER and be able to assist teachers with the administration and data analysis. Teacher Leaders will help identify students as "On Track", "At-Risk" and "Substantially Deficient" in literacy as defined by the Iowa Dept. of Education. After identification, Teacher Leaders will assist with the development of Progress Monitoring and targeted intervention plans to get all students "On Track."

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 Planning Committee analyzed the current mentoring and induction program. While the program has shown some effectiveness, there were **identified areas the mentoring program can be improved** upon receipt of the TLC funds.

Current Reality:

The current teacher mentoring system in both Alta and Aurelia, focuses solely on "new to the profession" teachers. Little if any mentoring is offered to experienced teachers "new to the district." Both Alta and Aurelia utilize Northwest AEA's teacher mentoring workshops and time is allowed, when needed, for mentors and mentees to meet and work together. Although, most teachers that have gone through this system as mentees expressed some satisfaction with the current system, the mentors that have gone through the system felt a more robust system should be developed. Building principals have expressed a desire to have a system for mentoring "new to the district" teachers as well, but previously no funding has been available for this kind of a system to be designed and implemented. While each district is attempting to meet local needs, our analysis of the mentoring programs shows us we are not fully meeting the needs of new professionals.

Fortunately, turn-over in both districts is typically low, and generally hiring occurs after retirements. Reductions are typically made through attrition as well. That being said, we do know that when we receive the TLC funding we may need to recruit new teachers when current teachers are chosen to serve in certain Teacher Leader positions. Staff reductions are not anticipated in either district so we recognize the urgency in putting into place an attractive mentoring program as a means to recruit promising young professionals and/or career teachers wishing to join our staff.

Desired State:

We will utilize Teacher Leaders in the role of Mentor Teachers to build a supportive environment that promotes the personal and professional well-being of teachers. The use of Marzano Research Laboratory's publications such as *The Art & Science of Teaching* will be one process in which we can examine our mentoring program to make it first - more meaningful, and second - allow the TLC committees to improve the overall process of mentoring based on a framework and common language across the consortium schools.

New teachers will benefit from the TLC Mentoring Program by being partnered with a Mentor Teacher that will serve as a positive role model, demonstrate a commitment to excellence in teaching, possess strong communication skills that are effective with students and adults alike, and possess craft knowledge in relation to the Iowa Teaching Standards. Mentors will be able to assist New Teachers with lesson planning, and serve as a peer-coach through classroom observations and feedback. Mentors may serve as model-teachers for the New Teachers by allowing New Teachers to observe their Mentor's classrooms, Mentors and Mentees will allowed release time to attend meetings together, or to meet collaboratively, without adding additional work or burden to the New Teachers.

Teacher Leaders will serve as Mentors for new teachers and will be able to have an on-going, planned collaboration time with guided by building administrators and the TLC Curriculum and Professional Development Leaders. The outcome for this part of the plan is to strategically match new professionals with Mentor Teachers who will share craft knowledge and engage in conversations about the Iowa Teaching Standards in relation to the *The Art & Science of Teaching*.

The additional TLC funding will allow us to form these partnerships across the consortium and provide materials and time needed to be more effective in our mentoring programs. In order to choose the best Mentor Teacher for a new professional, teachers will go through a rigorous application and selection process. The Mentor Teacher must have at least four years of demonstrated effective classroom teaching, a commitment to excellence in teaching, strong communication skills that are effective with students and adults alike, possess craft knowledge in relation to the Iowa Teaching Standards, and be a positive role model. Unless it is unavoidable, no Mentor Teacher will have more than 1 new professional assigned to them.

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.

Based upon research, it is essential to develop a clear and specific description of the TLC Program to build coherence across the district. Below you will find a clear and specific description of Alta-Aurelia's leadership roles and duties.

Curriculum Development Leader: (1 position) They will receive a full time teaching contract with 50% of the time spent in the classroom as a teacher and 50% of the time dedicated to curriculum development work. 15 additional contract days will be assigned and there will be expected time outside of the daily contract hours as needed.

Purpose: To promote implementation of the Iowa Core Curriculum by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly, Duties include, but are not limited to:

- Work with the Districts' Curriculum Coordinator and administration on Iowa Department of Education data submissions, student achievement data analysis, and developing the districts' yearly Comprehensive Plans (C-Plans) reports.
- Serve on the District Leadership Team (DLT)
- Establish and monitor the districts' curriculum revision cycle,
- Establish and monitor textbook selection/purchase cycle
- Meet, at a minimum monthly with the Professional Development Leader and administration districts' to insure that professional development, curriculum, assessment, and instruction are all properly aligned
- Meet with administration once each week to establish, discuss, and carry out building and district initiatives
- Meet with Professional Learning Community Leaders, and Professional Development Leader, at a minimum monthly, to plan for PLC meetings, review PLC teacher feedback, and align PLC meetings with the district's professional development model.
- Share best practice research
- Discuss and narrow down curriculum and instruction
- Discuss social media and educational trends
- Meet with Instructional Coaches in collaboration with the Professional Development Leader and administration, at a minimum monthly to coordinate instructional coaching activities relating to professional development and curriculum implementation.
- Meet with the Technology Integrationist to plan and discuss effective implementation of technology, at a minimum, monthly,
- Provide resources for classroom teachers
- Demonstrate effective planning and instruction for teachers

Professional Development Leader: (1 position) A full time teaching contract with a 100% teaching load, allowed to schedule up to 25% of the student contact days for Professional Development work outside of the classroom.

12 additional contract days will be assigned as expected work outside of the master contract and there will be expected time outside of the daily contract hours as needed.

Purpose: To develop and facilitate the implementation of the districts' annual professional development model.

- Meet, at a minimum monthly with the Curriculum Development Leader and administration to plan and develop the districts' annual professional development model and help insure that curriculum, assessment, and instruction are all properly aligned.
- Implement the district's annual professional development model
- Develop mechanisms for teachers to give feedback on professional development
- Share best practice research
- Meet with the Curriculum Development Leader and Professional Learning Community Leaders, at a minimum monthly, to plan for PLC meetings, review PLC teacher feedback, and align PLC meetings with the district's professional development model.
- will meet, at a minimum monthly with the Instructional coaches, Curriculum Development Leader and administration to coordinate instructional coaching activities relating to professional development and curriculum implementation.
- Have their own classroom serve as a "Model Classroom"
- Serve on the District Leadership Team (DLT)

Instructional Coach (Literacy): (3 positions) Full time teaching contract with a 100% teaching load, allowed to schedule up to 25% of the student contact days for Instructional Coach work outside of the classroom. 8 additional contract days will be assigned as expected work outside of the master contract. There will be expected time outside of the daily contract hours as needed.

Purpose: To provide guidance in one or more aspects of the teaching profession to teachers. We expect Literacy Coaches to become our teachers' resource on current best instructional practices in Literacy.

- They will develop coaching relationships with staff (Kansas Coaching Project).
- They will meet, at a minimum, annually with individual teachers to form action plans to bring about improvement.
- Through training provided, they will become adept at coaching in the classroom with follow-up discussions that address strengths and strategies for improvement.
- Instructional coaches will meet, at a minimum monthly with the Curriculum Development Leader, Professional Development Leader and administration to coordinate instructional coaching activities relating to professional development and curriculum implementation.
- Assist teachers with aligning enacted curriculum and instruction in Literacy with the Iowa Core Curriculum
- Have their classroom serve as a "Model Classroom"
- Serve on the District Leadership Team (DLT)

Instructional Coach (Math): (2 positions) Full time teaching contract with a 100% teaching load, will be allowed to schedule up to 25% of the student contact days for Instructional Coach work outside of the classroom. 8 additional contract days will be assigned and there will be expected time outside of the daily contract hours as needed.

Purpose: To provide guidance in one or more aspects of the teaching profession to teachers. We expect these Math Coaches to become our teachers' resource on current best instructional practices in Mathematics.

- They will develop coaching relationships with staff (Kansas Coaching Project).
- They will work with individual teachers to form action plans to bring about improvement.
- Through training provided, they will become adept at coaching in the classroom with follow-up discussions that address strengths and strategies for improvement.
- Instructional coaches will meet, at a minimum monthly with the Curriculum Development Leader, Professional Development Leader and administration to coordinate instructional coaching activities relating to professional development and curriculum implementation.
- Assist teachers with aligning enacted curriculum and instruction in Mathematics with the Iowa Core Curriculum
- Have their classroom serve as a "Model Classroom"
- Serve on the District Leadership Team (DLT)

Technology Integrationist: (2 positions) Instructional Coaches with the focus on technology integration. Full time teaching contract with a 100% teaching load, but the successful candidate will be allowed to schedule up to 25% of the student contact days for Technology Integration work outside of the classroom. 8 additional contract days will be assigned as expected work outside of the master contract and there will be expected time outside of the daily contract hours as needed.

Purpose: To provide staff additional guidance in the use of technology in the classroom as an effective tool for teaching and learning. We expect these coaches to become our teachers' resource on current best practices in the use of instructional technology.

- They will develop coaching relationships with staff (Kansas Coaching Project).
- They will work with individual teachers to form action plans to bring about improvement.

- Through training provided, they will become adept at coaching in the classroom with follow-up discussions that address strengths and strategies for improvement.
- Technology Integrationaist, as Instructional Coaches, will meet, at a minimum monthly with the Curriculum Development Leader, Professional Development Leader and administration to coordinate instructional coaching activities relating to professional development and curriculum implementation.
- Survey teachers for needs, and seek out answers
- Assist teachers with integrating technology into lessons and provide resources
- Work individually with teachers and/or in small groups to implement current best practices in the use of technology as an effective tool for teaching and learning
- Willing to have their classroom serve as a "Model Classroom" for technology integration
- Communicate teacher technology needs to administration and teacher leaders
- Serve on the District Leadership Team (DLT)

Mentor Teacher : (5 positions) Full time teaching contract and have a 100% teaching load, but they will be allowed to use up to 18 days out of the classroom to work with their mentee and attend training. 3 additional days outside of the teaching contract will be assigned as expected work outside of the master contract and there will be expect time outside of the daily contract hours as needed. Candidates will meet at least the career teacher requirements and will have taught for at least four years.

Research has shown that beginning teachers, for the most part, want to have someone observe them teach. The Alta-Aurelia Mentoring Program will instill professional norms where teachers welcome another set of eyes in the classroom and are comfortable with the observation data collected by the mentor, coach, or other colleague. These data can become invaluable stimuli for teacher learning and development.

Mentor teacher duties include:

- Observe, as a peer-coach, new teachers in the act of instruction, and provide feedback
- Assist new teachers in lesson plan development,
- Share craft knowledge with new teachers,
- Deepen new teacher's understanding of the Iowa Core Curriculum and the Iowa Teaching Standards;
- Serving as model-teachers for new teachers.
- Meet weekly with mentees.
- **Teacher Mentees** will be assigned two additional days outside of the teaching contract as expected work outside of the master contract and they will be paid \$250 for each of these assigned days. There will also be expected time outside of the daily contract hours as needed. Teacher Mentees will also be allowed up to the equivalent of 9 days out of the classroom to work with their Mentor Teacher and for training.

Professional Learning Community Leaders (PLC): (10 positions) Full time teaching contract, but they will be allowed to use up to the equivalent of 9 days out of the classroom to work with administration, the Curriculum Development Leader and Professional Development Leader as well as attend trainings. They will be assigned 2 additional days outside of the teaching contract as expected work outside of the master contract.

Purpose: The primary responsibility of a PLC Leader is to facilitate their assigned PLC during professional development work.

- PLC Leaders will meet, at a minimum monthly, with the Curriculum Development Leader, the Professional Development Leader and administration in the delivery of the annual professional development model through their PLCs.
- Possess Knowledge of student intervention strategies and resources
- An ability to use results and data to measure the effectiveness of instruction on student learning

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:

- Prior demonstrated measures of effectiveness.**
- Prior demonstrated professional growth.**

The **Selection Committee** will **accept and review applications** for assignment or reassignment to a teacher leadership role and shall **make recommendations** regarding the applicants **to the shared superintendent**. Positions re-open for qualified applicants at the end of each year. Incumbent teachers may reapply.

Applicants will demonstrate distinguished behaviors and responses for the identified criteria using the following rubrics to measure effectiveness and professional growth.

Effectiveness - in the areas of collaboration, and assessment and instruction. Collaborates with colleagues to use assessment data findings to promote changes in instruction and practices to improve student learning.

Professional Growth - in the areas of collaboration, and professional development. Demonstrates development towards a collaborative culture within the school through listening, presenting ideas, leading discussions, clarifying, mediating and identifying needs. Understands and applies knowledge gained through research to promote, design, and facilitate job-embedded professional development learning aligned with school improvement goals.

Alta and Aurelia believe that our districts' rigorous selection process including administrator evaluation, walk-through data, reference to teacher portfolio artifacts, and rubrics, as described above, will allow us to determine suitability for the teacher leader roles.

Effectiveness Rubric

Developing - Teacher rarely or never uses assessment data with classroom teachers to assess his/her own learning. *Possible Observables* - Teacher does not provide assessment data and/or an opportunity for classroom teachers to set goals

Basic - Teacher occasionally uses assessment data with classroom teachers to assess his/her own learning, determine learning goals and monitor progress over time. *Possible Observables* - Teacher provides benchmark assessment data and supports classroom teachers in setting and monitoring learning goals.

Proficient - Teacher frequently uses assessment data with classroom teachers to assess his/her own learning, determine learning goals and monitor progress over time. *Possible Observables* - In addition to basic, teacher assists classroom teachers with using classroom-based assessments as a source of data for teachers and students to set and monitor learning goals for each unit.

Distinguished - Teacher leader consistently uses assessment data with classroom teachers to assess his/her own learning determine learning goals and monitor progress over time. *Possible Observables* - In addition to proficient, teachers assists classroom teachers with using classroom-based assessments as a source of data for teachers and students to set and monitor learning goals weekly throughout each unit.

Professional Growth Rubric

Developing - Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of personal, student, staff, or district growth. Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practices or student learning. *Possible Observables* - Teacher works in isolation, only attends required professional development meetings, and avoids conversations about his/her learning. Teacher does not reflect on his/her teaching or is not accurate about its effectiveness. Teacher avoids interaction with administrators or indicates they are only welcome on formal evaluations.

Basic - Teacher develops limited professional relationships for the purpose of personal, student, staff or district growth. Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions. *Possible Observables* - Teacher participates in formal and informal meetings about teaching and learning. Teacher acknowledges differences in evidence of student learning. Teacher shares resources with other staff members. Teacher focuses on student achievement during collaborative time.

Proficient - Teacher develops and sustains professional relationships for the purpose of student, staff or district growth. Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work. *Possible Observables* - In addition to basic, teacher seeks and takes advantage of opportunities for continuous growth. Teacher reflects on teaching with colleagues, recognizes ineffective aspects that were not effective and identifies ways to improve. Teacher engages in reflective conversations about his/her professional growth.

Distinguished - Teacher develops and sustains professional relationships for the purpose of student, staff or district growth. Teacher serves as a mentor for others' growth and development. Teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, and conducting action research. Teacher serves as model and mentor occasionally leading collaborative work. Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, student and teacher learning. *Possible Observables* - In addition to proficient, teacher sets and works toward common instructional practice goals with staff. Teacher is able to pose inquiry questions to staff to stimulate professional dialogue. Teacher pursues specific goals and identifies relevant ways to learn, including networking and professional organizations. Teacher engages in reflective conversations regarding his/her professional growth, recognizes ineffective aspects and identifies ways to improve.

Narrative

Using Part 7 application narrative from previous submission?*

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Both Alta and Aurelia currently utilize teacher leaders as a part of their professional development models. Two teacher leaders work with the shared curriculum coordinator in finalizing plans for implementation of the districts' professional development model. The District Leadership Team comprised of 8 teachers and 4 administrators develops the annual professional development model based on feedback from Inquiry Groups (our current PLC structure) and student achievement data. Because this has been well received and had resulted in district improvements, the Alta-Aurelia Consortium Teacher Leadership and Compensation plan incorporates elements of our current structure while **expanding and enhancing Teacher Leadership roles** in both districts.

In the Alta-Aurelia Consortium PLC plan, Teacher Leaders will now have **key roles** in the **creation and delivery of professional development**. Those roles are outlined below. The Iowa Professional Development Models (IPDM) focuses on improving student learning through engaging educators in collective professional development. The intent of the IPDM is to provide a structure that directly **supports school improvement efforts**. The Operating Principles will help us describe the role Teacher Leaders will have in our TLC plan. Those **Operating Principles** are; focus on curriculum, instruction and assessment; participative decision making; leadership; and simultaneity. The chart below shows how our **Teacher Leader roles will engage all educators in the IPDM cycle**.

	Curriculum	Instruction	Assessment	Participative Decision Making	Leadership	Simultaneity
Curriculum Development Leader	Lead with a clear focus on the Iowa Core in alignment with the intended and enacted curriculum	Lead with a clear focus on Characteristics of Effective Instruction(CEI)	Facilitate the deliberate alignment of curriculum, instruction, and assessment	Engage educators at all levels in collective decision making, provide effective communication structure	Facilitate and organize PD planning meetings, balance PD efforts for sustainability	Balance resources and maintain focus on efforts invested in content, context and processes
Professional Development Leader	Lead with a clear focus on the Iowa Core in alignment with the intended and enacted curriculum	Lead with a clear focus on Characteristics of Effective Instruction(CEI)	Facilitate the deliberate alignment of curriculum, instruction, and assessment	Engage educators at all levels in collective decision making, provide effective communication structure	Facilitate and organize PD planning meetings, balance PD efforts for sustainability	Balance resources and maintain focus on efforts invested in content, context and processes
Instructional Coaches	Plan and provide PD and modeling of the Iowa Core	Plan and provide PD and modeling of the CEI based on best practice	Assist teachers in creating formative assessments used to inform instruction	Engage in regular collaborative planning sessions, communicate effectively	Balance time and resources, be part of distributed leadership system	Maintain focus on effective coaching practices and prioritize within the consortium
Technology Integrationist	Plan and provide PD and	Plan and provide PD and	Assist teachers using	Engage in regular	Balance time and resources,	Maintain focus on effective

	modeling of technology integration for teaching and learning aligned with the Iowa Core	modeling of the CEI based on best practice	technology to create formative assessments used to inform instruction	collaborative planning sessions, communicate effectively	be part of distributed leadership system	coaching practices and prioritize within the consortium
Mentor Teacher	Assist mentees in PD regarding the Iowa Core	Provide supports to mentees to implement CEI	Focus mentoring on the Iowa Teaching Standards and support development of formative assessments	Engage in mentoring sessions for new professionals and/or PD sessions with mentees regarding an effective practice	Provide PD at the building level for all educators developed collectively with Teacher Leaders	Balance resources and invest in mentoring focused on student achievement gains
PLC Leaders	Maintain focus on Iowa Core connections to PD	Provide instruction on improving use of CEI	Process a firm understanding of PD initiatives in relationship to formative and summative assessments	Engage in further study that helps develop future PD and provide feedback from the PLCs	Facilitate the engagement of all PLC members and address resources needed	Maintain a focus on student achievement gains through implementation of PD

We envision our Teacher Leaders meeting at least monthly to **create, plan delivery of, and monitor professional development** for the consortium districts. The work will be based on the Iowa Professional Development Model as an on-going cycle. **Student achievement data** and PLC feedback survey results will be used to **design professional development that is research based, rigorous and relevant.**

Teacher Leaders will **study data, set goals, make decisions, and lead the content and design** of professional development. The current Alta-Aurelia PD structure utilizes one early out Wednesday each month and four full day PD sessions throughout the year. We intend to continue with a similar time structure for professional development in the future. We believe we can continue a strong tradition of meaningful professional development opportunities with our consortium and add the additional cross-district collaboration to network Teacher Leaders and staff.

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.

State TLC Goals -

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

The Alta-Aurelia TLC goals are to **attract and retain effective teachers** to the districts (this aligns directly with State of Iowa Goals #1 and #2); give teachers the **opportunity to assume leadership roles** by teachers assuming leadership roles the TLC plan will promote collaboration as well as rewarding professional growth and effective teaching (aligns with State of Iowa goals #3 and #4); expand the **rigor of professional development**; and **increase student achievement** (aligns with State of Iowa goal #4). These goals align directly with the State of Iowa goals for the TCL program.

To measure the TLC plan's effectiveness, a TLC Review Committee will be formed consisting of 4 teachers and 3 administrators. This committee will collect qualitative and quantitative data on student achievement and TLC plan implementation. Data will be collected continuously from observations, surveys, stakeholder feedback, and program documentation. In addition, the TLC will hold a budget review mid-March and a year-end review within two weeks of the close of the school year to help determine programming and staffing needs.

Below are specific areas of **TLC evaluation**:

Hiring and Renewal Process: After using a rigorous hiring process that includes application, interviews and an assessment of past practice, the TLC Review Committee will analyze additional interview, survey, retention rate, and Teacher Leadership documentation to determine the reliability of the hiring and contract renewal process.

TLC SMART Goal: Teacher Leaders will develop SMART goals based on the **five essential leadership traits** tied to the Iowa Teaching Standards (content, knowledge and pedagogy, facilitation, data implementation and analysis, disposition and core beliefs, and reflective capacity). They will review their goals bi-annually with district administrators and include SMART goal implementation and/or student achievement data in their annual Teacher Leader reports

Data Driven Action Plans: When multiple sessions of teacher support are necessary, Teacher Leaders will use baseline student achievement data, implementation records, and archived milestones to create data-driven action plans. The TLC committee will use the Program Analysis Rubric to determine the plans effectiveness in terms of increased student achievement.

Teacher Leader Interaction Logs: Implementation data logs will include support session types, focuses and content. This will enable the TLC committee to determine the sessions' alignment with PD goals, the frequency of Teacher Leader interactions, the number of staff impacted, the content focuses, and the types of interactions most utilized.

TLC Support Session Feedback Forms: Staff members will submit feedback forms to Teacher Leaders after support sessions. Using a five point rubric, the TLC committee will assess the leaders' knowledge, organization, communication, attitude, and support.

Observation Record: Administrators will conduct formal Teacher Leader observations bi-annually. Similar to the current evaluation process, Teacher Leaders and administrators will meet before and after the observation for support and feedback. While observing, administrators will look for evidence of the **five essential leadership traits** referenced in the SMART goal section above. They will also review Teacher Leader documentation and other gathered data to determine the effectiveness and impact of the Teacher Leader on student achievement.

Self-Reflection: Teacher Leaders will complete a four-point qualitative rubric **assessing themselves** according to the **22 criteria of the five essential leadership traits**. Using data and feedback to determine their own strengths and weaknesses, Teacher Leaders will share a summary with administrators and use their findings to adjust their SMART goals.

Performance Review: Based on SMART goals, observation records, data-driven action plans, support session feedback forms, and interviews, administrators will complete a Teacher Leader Performance Review focusing on the five essential leadership traits and make recommendations to the superintendent for future TLC position consideration.

Personal Interviews/Surveys: The TLC committee will conduct bi-annual interviews and surveys to determine if consortium needs are being met through the TLC plan. Staff, student, family and patron surveys will be used to ensure that the TLC goals align with stakeholders' vision and the reality of today's changing student, teacher, leader, and family needs.

Data: The TLC plan's impact on student achievement will be determined through analysis of the Iowa Assessment data. In addition, data from other content/skill related assessments and the Teacher Leader action plans will be examined. Teacher and Teacher Leader retention data will also be analyzed.

Mentoring: The TLC committee will use interviews, surveys, and teacher longevity data to determine the effectiveness of the mentor program outlined in the TLC plan.

Goal Alignment: The District Leadership Team (DLT) which will be comprised of Teacher Leaders and administrators, will annually analyze attainment local and state goals, data, and Teacher Leader annual reports to make adjustments as needed.

The Alta-Aurelia Consortium TLC plan's success is contingent on a solid data analysis structure. One of the key responsibilities of Teacher Leaders and administrators is sharing documents, and setting short-term and long-term goals. Since data will drive revisions, the committee will continue to document and explain adjustments to all stakeholders, continually seeking DE approval and making course corrections when necessary.

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 district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Over the last five years, the school districts of Alta and Aurelia have established a vested interest in the sustainability of partnerships and programs. The districts share students, staff members, central office

administration, SIAC, District Leadership Team, and district professional development initiatives. Forming a Teacher Leadership and Compensation (TLC) Consortium provides the opportunity for Teacher Leaders to be shared as well. Strengthened by distributed leadership and a culture based on inquiry and transparency, numerous committees meet during the year to make school improvement decisions and recommendations. Their work has resulted in expanded preschool opportunities, an Alternative High School Learning Program, the addition of soccer and trap-shooting as clubs or extra-curricular activities, after-school tutoring programs and rigorous summer reading programs. Most district decisions include stakeholder input, so they are typically well-received. Ultimately, the collaborative efforts of all stakeholders have set the stage for the 24 Teacher Leader positions created by the consortium's TLC plan.

Program sustainability begins with hiring quality Teacher Leaders. Kurt Hanna, shared Curriculum Coordinator, stated, "Having the right person in the right leadership role will be critical to staff buy in and the overall success of the TLC program." If teachers have positive experiences with Teacher Leaders and see their value, they will continue to collaborate with them to improve their instruction. Right now, teachers are primed for leadership as evidenced by building level discussions, informal teacher feedback, and teacher survey data. Alta school board Vice-President (and retired teacher) Ila Galvin stated, "We have a wealth of teacher knowledge and experiences within our buildings, now we will have the capacity to tap into that knowledge to improve learning in all areas. Who better to understand teaching and learning than teachers?" Therefore, the plan details a rigorous Teacher Leader selection process. A TLC Selection Committee will assess the candidates' applications, past practice, leadership experience, content knowledge, data usage, and propensity for professional growth before using a matrix for reaching consensus to make hiring recommendations to the superintendent.

In addition to the rigorous selection process, the TLC plan includes preparing Teacher Leaders for their new roles by budgeting for leadership training and development. During extended contract days, Teacher Leaders will be trained in adult learner pedagogy, TLC accountability pieces, data-driven decision-making, organizational tools, and effective facilitation. As professional growth opportunities related to their roles emerge, Teacher Leaders will be provided time to take advantage of them. They will also have time to collaborate with colleagues during contract time, a component missing in our districts' current teacher leadership structure.

The Teacher Leaders will be supervised and evaluated by the districts administrators, who will conduct two formal observations, access shared documents to review progress, conduct performance reviews and gather qualitative feedback on the Teacher Leaders' contributions to improving instruction. As evaluators, administrators will play a key role in creating a path for Teacher Leadership sustainability; they will provide the tools and recommend programming changes necessary to perpetuate the TLC plan.

Monitoring the integrity of the plan will be members of the TLC committee, who will use evidence from feedback forms, interviews, observations, interaction records, self-assessments, performance reviews and student data to determine the success of the TLC plan. The transparency provided through electronic and print media, website postings, and local city and service organization presentations will enable all stakeholders to keep abreast of the TLC plans implementation progress and success.

As demonstrated by past practice, the Alta and Aurelia Schools provide the time and funding needed to sustain structures, programs, and initiatives that improve student learning despite political and financial changes at the state level. The cooperative work of the districts and the stakeholder support for the TLC plan provide evidence that the Alta and Aurelia Schools are developmentally ready to enhance and sustain and improved teacher leadership structure.

Assurances

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

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

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review

applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.*

Yes

Teacher Leader

Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.*

Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.*

Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.*

Yes

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$115,555.53
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).	\$92,825.00
Amount used to provide professional development related to the leadership pathways.	\$27,250.00
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	\$235,630.53

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* 753.7

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

District Enrollment-Based Allocation	\$235,666.92
Total Allocation	\$235,666.92

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$235,630.53
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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	\$36.39
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Budget Alignment

Using Part 10 application narrative from previous application?* No

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

Implementation of the TLC plan will allow the Alta and Aurelia School Districts to make positive changes in student achievement and teacher leadership opportunities. This plan will help us achieve several **district goals**: attract new, effective teachers to the district, give current teachers the opportunity to assume leadership roles, expand the rigor of professional development, and, above all, increase student achievement.

Reach the following **student achievement goals**:

1. Each student will show at a minimum one-year's growth in reading as measured by the Iowa Assessments
2. Each student will show at a minimum one-year's growth in mathematics as measured by the Iowa Assessments
3. All students will be proficient in reading by the end of 3rd grade as measured by the state-mandated assessments.

Budget Details

The budget will allow us to meet the five requirements of our TLC plan. All of our teachers exceed the minimum salary of \$33,500. The following leadership roles will be funded:

Curriculum Development Leader (1 position)

- Position criteria aligned to goals:
 - specific training or certification in curriculum and instruction, and characteristics of effective instruction
 - working knowledge of the Iowa Core Curriculum and aligning the delivered curriculum with the Iowa Core Curriculum
 - ability to use results and data to measure the effectiveness of instruction on student

learning

- ability to work with staff members to implement strategies that improve instructional practice
 - ability to work with the Districts' Curriculum Coordinator and administration on data submissions, student achievement data analysis, and Comprehensive Plan (C-Plan) reports
- \$10,000 Stipend
 - Full Time Teaching Contract, 50% Daily Teaching Load, 15 additional days outside of teaching contract
 - Replacement teacher total cost estimate \$29,000
 - Substitute costs \$1,150
 - Training/materials cost \$3,250

Professional Development Leader (1 position)

- Position criteria aligned to goals:
 - a working knowledge and understanding of the characteristics of effective instruction, and current best practices in teaching, learning, and instructional design
 - working knowledge of curriculum alignment with the Iowa Core Curriculum ability to use results and data to measure the effectiveness of instruction on student learning
 - capacity to collaborate with PLC Leaders, Curriculum Development Leader, and instructional coaches using student achievement data to drive decision-making
 - willing to have their classroom serve as a "Model Classroom"
- \$8,500 Stipend
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, time outside of the daily contract hours as required, 12 additional days outside of teaching contract
- Substitute costs \$5,175
- Training/material \$3000

Instructional Coach (3 Literacy, 2 Math)

- Position criteria aligned to goals:
 - ability to coordinate and share knowledge with other teachers regarding district initiatives
 - work individually with teachers and/or in small groups to implement current best practices in Literacy instruction
 - assist teachers with aligning district curriculum and instruction in Literacy with the Iowa Core Curriculum
 - willing to have their classroom serve as a "Model Classroom"
- \$5,000 Stipend each (\$25,000)
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, 8 additional days outside of teaching contract
- Substitute costs \$25,875
- Training/material \$5,250

Technology Integrationist - (2 positions)

- Position criteria aligned to goals
 - assist teachers with integrating technology into lessons and provide resources
 - communicate teacher needs to administration and teacher leaders
- \$5,000 Stipend each (\$10,000)
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, 8 additional days outside of the teaching contract
- Substitute costs \$10,350
- Training/materials \$2,500

Mentor Teacher - (anticipated 5 positions, based upon need)

- Position criteria aligned to goals:
 - serve as a role model to mentees and assist in the acclimation to a new district
 - ability to constructively coach to improve best practice and classroom management
- \$2000 Stipend each (\$10,000)
- Full time teaching contract up to 18 days out of the classroom to work with mentee and

training, 3 additional days outside of the teaching contract

- Substitute costs (\$10,925)
- Mentees will be for two additional contract days \$250 each (\$2,500)
- Training/materials \$2,000

PLC Leaders (10 positions)

- Position criteria aligned to goals:
 - interest/passion/giftedness that aligns with the current PD focus
 - know and understand the four essential questions to a PLC
- \$1500 Stipend
- Full time teaching contract, up to the equivalent of up to 9 days out of the classroom, 2 additional contract days
- Substitute cost \$10,350
- Training/materials \$11,500

Curriculum Development Leader	\$ 10,000
Professional Development Leader	\$ 8,500
Instructional Coaches	\$ 25,000
Technology Integrationists	\$ 10,000
Mentor Teachers	\$ 10,000
Mentee Additional Days	\$ 2,500
PLC Leaders	\$ 15,000
Replacement Teacher and Substitutes	\$ 92,825
Training/material costs	\$ 27,250
FICA/IPERS costs	\$ 34,555.53
TOTAL:	\$235,630.53
Unbudgeted funds remaining	\$ 36.39

According to budget estimates, Alta and Aurelia would receive a combined \$235,666.92 in TLC funds. We will modify our program depending on the final allocation of funds