

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date																
Adel DeSoto Minburn	<p>Section 5. The changes to our TLC program in our first year of implementation pertain to the actual number of teacher leader positions in effect in 2016-17. We anticipated that up to 57 teachers could be in a leadership role - or 47% of our teaching staff at the time the grant application was completed. In 2016-17 we have 57 leadership positions in action, with some teachers in multiple roles per our grant application.</p> <p>The major changes in our plan - what would be in evidence if someone compared our written plan to our enacted plan - would be:</p> <ol style="list-style-type: none"> <li>1. No high school math instructional coach. Reason: no applicants for the position.</li> <li>2. We have 24 PLC leader positions currently, with one unfilled due to teacher in his first year at ADM not being eligible to hold a leadership position per the TLC grant requirements. Our plan called for 28 total PLC Leader positions. The 24 positions represent a slight change in the number of operating PLC teams in the district.</li> <li>3. Our plan called for 13 model teachers. We currently have 8 in this role. Reason is not enough interest in fill the remaining positions.</li> </ol>	We far exceed the 25% of teachers involved in the TLC system at ADM. Our rationale for the change is to simply communicate the slight differences in our leadership positions in each group now we are implementing from what was in our grant application.	Process is simple. Comparing our written plan with our enacted plan noting the differences in numbers of positions. No group was involved in determining the change. We do anticipate developing a strategy to fill all unfilled positions in the three personnel groups: coaches, PLC Leaders, and model teachers.	Approved	9/14/16																
AGWSR	We would like to change(reduce) the FTE of our Technology Integration Leader from a 1.0 FTE position to a .875 FTE position.	We feel it's important that our Technology Integration Leader has a chance to stay in touch with what is going on in the classroom by giving him the opportunity to teach one period a day. We believe that if he is able to continue to teach, that he'll be able to implement new technology initiatives in his classroom before sharing these initiatives with the rest of teachers in the district. He'll be able to troubleshoot any issues he foresees being a problem for staff and will have first hand knowledge of how this technology will impact our students.	The TLC committee that was in charge of writing the grant listened to the Technology Integration Leader's proposal. We discussed if this would have any kind of negative impact on how he will be able to do his job. After a short discussion, the committee felt that the positives of him continuing to teach one period a day would far outweigh any negatives (which were few) we could come up with. We decided that the period he would teach would be the last period of the day to ensure he has flexibility in the district for a majority of the day.	Approved	5/9/2016																
AHSTW	<p>Please strike previous budget numbers and replace with:</p> <p>AHSTW TLC Financial Information</p> <table border="0"> <tr> <td>Position</td> <td>Compensation</td> <td>Additional Contract Days</td> <td>Number of Positions</td> </tr> <tr> <td>Curriculum/PD Leader</td> <td>\$12,000</td> <td>151 Districtwide</td> <td></td> </tr> <tr> <td>Instructional Coach</td> <td>\$7,000</td> <td>101 Secondary and 1 Elementary</td> <td></td> </tr> <tr> <td>Model Teacher</td> <td>\$2,000</td> <td>56 Secondary and 6 Elementary</td> <td></td> </tr> </table> <p>Budget Amount&gt;Description</p> <p>\$244,920 TLC Funding (\$312/Student X CE of 785)</p> <p>(\$35,880)TLC Funding to Open Enrolled Out Students (115 Students)</p> <p>\$9,360 TLC Funding for Open Enrolled In Students (30)</p> <p>(\$165,000)3 Teachers to Replace Teacher Leaders (\$55,000 Per Teacher)</p> <p>(\$50,000)Stipends for Teacher Leaders</p> <p>(\$5,000)Professional Development for the TLC Program</p> <p>\$0 Amount Needed to Supplement Minimum Required Salary</p> <p>(\$1,600)TLC Funding Deficit</p>	Position	Compensation	Additional Contract Days	Number of Positions	Curriculum/PD Leader	\$12,000	151 Districtwide		Instructional Coach	\$7,000	101 Secondary and 1 Elementary		Model Teacher	\$2,000	56 Secondary and 6 Elementary		Due to reorganization, we had to adjust our budget numbers. Also, we added greater clarity to show the flow through for students who are open enrolled out.	The superintendent made the adjustments based on the information from BEDS and reorganization staffing.	Approved	1/27/2016
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AHSTW Community School District	Revise Part 5 of our application regarding Teacher Leader Roles. Specifically, the teaching load for Instructional Coaches should be revised from 0% to 20%.	In the original plan, we intended to have a total of twelve model teachers. After two different application processes, we were only able to fill half of those positions. By expanding the teaching loads for the two Instructional Coaches, we are able to provide more opportunities for authentic classroom observations and avoid putting too many of those demands on our small team of model teachers. Additionally, both teachers selected to be Instructional Coaches have unique certifications and teaching assignments. This revision will allow them to teach up to two sections and allow our district to continue to offer dual credit college courses that may have otherwise been eliminated due to a lack of certified staff members.	As soon as the final application and selection process was complete, the selection committee discussed whether or not the number of teacher leaders selected was sufficient to meet the goals of our plan. The administrative team and newly selected Curriculum/PD Leader further discussed the possibility of having the instructional coaches maintain a minimal amount of classroom teaching responsibilities so they could serve as another opportunity for staff to observe model teaching. The decision was made to revise the teaching load from 0%-20% and the group felt this would be a minimal change that would solve multiple potential conflicts or obstacles to accomplishing the goals of our original TLC plan.	Approved	5/19/2016
Algona	Part 6- Selection of candidates. One of the components outlined as part of the selection process was to have the applicants as well as peers use a self assessment survey to rate the skills, knowledge, and dispositions to work with adults. The committee would then use this information as part of the selection process.  We are dropping this as part of the initial selection and plan to use it as part of the peer review input after year one.	The questions in the survey are geared more towards evaluation of an individual already in a leadership position and would be difficult for other staff to answer since our applicants have not served in leadership positions before.	Discussion amongst members of the TLC committee who felt the survey was a better fit to evaluate persons who have been leaders rather than potential leaders.	Approved	3/8/2016
Algona Community School District	We wish to change the title of two of the positions from 5-12 Language Arts/Social Studies Coach and 5-12 Math/Science Coach and list both as 5-12 Instructional Coaches.	We had two concerns with the titles. The titles exclude vocational teachers and teachers of the arts. The titles implied content knowledge expertise which is not the job of the instructional coaches. Their job is to provide assistance with instructional practice.	The TLC committee discussed the issue and came to this decision.	Approved	5/20/2016
Ames	Clarification that there will still be 15 instructional coaches but they will only be hiring 5 and not 7 as indicated in the grant. In between Year 1 and Year 2 submission they hired 2 additional instructional coaches	Information not required at time of request.	Information not required at time of request.	Approved	3/12/2015
Ankeny Community School District	We would like to request a change to the following: Decrease the number of Full-time Substitute for Release positions from six to four. Add two Technology Integration positions. Increase Grant Facilitator position from part-time to full-time. Spread money over six Instructional Coordinator positions in replace of fully funding two Instructional Coordinator positions.	We didn't foresee these needs when writing the original grant application. The reduction change of two full-time substitute for release positions was to increase support in technology by adding the Tech Integration positions. This was based on the needs of support at the secondary level and best align with the technology plan. The need to increase the Grant Facilitator from part-time to full-time was determined by the Steering Committee in order to fulfill the roles and responsibilities outlined in the grant.	TLC Steering Committee	Approved	2/16/2016

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Ankeny Community School District	Based on the needs of the district for the 2016-2017 school year we would like to change the following: Eliminate one full-time TLC Facilitator Add TLC Teacher Scheduler stipend position Add one full-time TLC Teacher Add 2.5 full-time Instructional Coaches Eliminate one full-time district coach Add one full-time Tech Integrationist Change title of current Tech Teachers to Tech Integrationists Include two full-time curriculum coordinators in lieu of paying for a portion of six coordinators Eliminate eight Master Instructional Mentors Add 16 Building Master Instructional Mentors Eliminate Curriculum Development Leadership Team Change title of Technology Development Team to Tech Cadre and increase members from 24 to 36 Decrease district coach stipends Differentiate mentoring stipend based on initial license, New-to-Ankeny standard license, student teacher, practicum student and observation student	This change of plan was determined by the Steering Committee as a result of reviewing quantitative, qualitative and teacher perception data. Through this data review process we found that with a new organizational chart we would have the ability to consolidate the facilitator's role and responsibilities allowing for increases in areas that did not have teacher leadership representation at the building level. All changes we would like to make will greatly impact students by allowing more teachers to participate in a leadership roles in areas that we found were a need.	TLC Steering Committee	Approved	6/15/16
Atlantic	Requesting to add \$15,000 in tech support in the form of an IT Integrationist to support with the implementation of TLC and other district initiatives	Information not required at time of request.	Information not required at time of request.	Denied	5/16/2015
Atlantic	Use \$2800 to purchase iPads for instructional coaches.	Information not required at time of request.	Information not required at time of request.	Approved	5/16/2016
Baxter CSD	In the best interest of our year two implementation efforts, as well as comprehensive school improvement, we are seeking changes to Section 5 of the TLC Grant-Describe the proposed teacher leadership roles in your plan. The role changes being sought are in a matrix format in which we will send to becky.slater@iowa.gov, as well as including a Google link below, for perusal. Please advise of other procedures or protocols regarding our request.  <a href="https://docs.google.com/spreadsheets/d/1ogKugGvfwfCY4L_kAAhnVlqHG9f3rLDXUzjWz23Zwm0/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1ogKugGvfwfCY4L_kAAhnVlqHG9f3rLDXUzjWz23Zwm0/edit?usp=sharing</a>	After collecting multiple data points from staff, the TLS Team, and administrators, we recognized the need to reduce the number of roles (consolidation of roles), increase clarity and coherence among each role, increase training for coaches, additional release time for coaching, and improved operational structures, as well as in weaving it in our system for greater coherence, for our TLS framework. We worked hard to accomplish all of these aspects for a more impactful presence next year.	As described above, we surveyed staff, TLS Team, and administrators multiple times throughout the year in efforts to gather qualitative and quantitative evidence of our TLS implementation efforts. We also held open, uninhibited exchanges regarding the efficacy of the TLS which led to great ideas for year two changes. Our hope is to continuously improve the structure to the point that it becomes who we are or part of our culture of learning at Baxter CSD.	Approved	3/23/2016
Baxter CSD	In the best interest of our year two implementation efforts, as well as comprehensive school improvement, we are seeking changes to Section 7 of the TLC Grant. The changes being sought are in a matrix format in which we will send to becky.slater@iowa.gov, as well as including a Google link below, for perusal. Please advise of other procedures or protocols regarding our request.  <a href="https://docs.google.com/document/d/1dJNoyy2vW29cgCXXru_k6ROJo1oOQYc3bPR0tZQY0XM/edit?usp=sharing">https://docs.google.com/document/d/1dJNoyy2vW29cgCXXru_k6ROJo1oOQYc3bPR0tZQY0XM/edit?usp=sharing</a>	After collecting multiple data points from staff, the TLS Team, and administrators, we recognized the need to reduce the number of roles (consolidation of roles), increase clarity and coherence among each role, increase training for coaches, additional release time for coaching, and improved operational structures, as well as in weaving it in our system for greater coherence, for our TLS framework. We worked hard to accomplish all of these aspects for a more impactful presence next year.	As described above, we surveyed staff, TLS Team, and administrators multiple times throughout the year in efforts to gather qualitative and quantitative evidence of our TLS implementation efforts. We also held open, uninhibited exchanges regarding the efficacy of the TLS which led to great ideas for year two changes. Our hope is to continuously improve the structure to the point that it becomes who we are or part of our culture of learning at Baxter CSD.	Approved	3/24/2016

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Baxter CSD	<p>BCSD is requesting changes to the hiring process segment of the TLC grant (Part 6). Please see linked Google Documents below outlining the BCSD TLS Hiring Procedures and Timeline and TLS Survey Components.</p> <p>BCSD TLS Hiring Procedures and Timeline-  <a href="https://docs.google.com/document/d/1btNvfzEsdTha2-VMcfWEolqivvDjZMjJNnZJuSSqCbQ/edit?usp=sharing">https://docs.google.com/document/d/1btNvfzEsdTha2-VMcfWEolqivvDjZMjJNnZJuSSqCbQ/edit?usp=sharing</a></p> <p>TLS Survey Components-  <a href="https://docs.google.com/document/d/1LLErDyVWzSedaz3RID7dXuIOjKkVquFoMJLxd2avDts/edit?usp=sharing">https://docs.google.com/document/d/1LLErDyVWzSedaz3RID7dXuIOjKkVquFoMJLxd2avDts/edit?usp=sharing</a></p>	<p>Our rationale for making the change is one of efficacy as well as efficiency. We feel as though our initial process was cumbersome and may have scared some potential applicants off due to the rigorous requirements. With that said, we are planning to streamline the process as it relates to timeline, surveys to collect quantitative data (feedback on potential TLS candidates), and in identifying the best possible candidates for our district.</p>	<p>All changes we are seeking for BCSD included feedback from several staff surveys, input from the TLS Team, administrators, and in informal interactions with teachers utilizing coaching provided by the TLS Team. We spent time examining the data for trends and worked diligently to make decisions based on emerging trends.</p>	Approved	
BCLUW	<p>We would like to add one position; a half-time Technology Integration Coach. This does not eliminate any other position in our TLC plan, but to fund it, we would decrease our number of District Leadership Team stipends from eight teachers to six teachers, and we would decrease the additional days and stipend for the Instructional Coach and Curriculum and Professional Development Leader from fifteen extra days to ten extra days.</p>	<p>Our TLC planning team believes the the demands on the half-time position of Curriculum and Professional Development Leader, which includes responsibilities to lead Iowa Core and National Science Standards initiatives, would not allow it to also be an effective leader in technology integration strategies. This additional position would allow these duties to be "split" among the Curriculum and Professional Development Leader and the Technology Integration Coach. BCLUW will also have additional TLC funds towards this position, as the district for which we receive a significant number of open enrolled in students has also been approved for TLC, so those funds will flow through to BCLUW.</p>	<p>The Teacher Leadership and Compensation Planning Committee, at meetings in September, 2015, to further define roles and responsibilities, saw the need for the change and recommended it.</p>	Approved	10-11-2015
Bedford Community School District	<p>Part 10- Budget Items- Our original grant application states we will pay our Instructional Coaches \$10,000 stipends and our Mentor Teachers \$3500 stipends. We need to change the stipend of the Instructional Coach to \$9000 and the stipend for the Mentor Teacher to \$2200. This decrease in stipend allocations, will allow us to maintain our 25% of teachers in a leadership role (2 Instructional Coaches, 8 Mentor Teachers).</p>	<p>In the original budget, we did not allow for the open-enrollment out billings. We have also had an insurance increase for the upcoming year and need to increase the money we have allocated for the certified teachers we will hire to replace our Instructional Coaches. I have emailed an amended TLC Budget Plan to Becky Slater.</p>	<p>After the Superintendent and I went over the budget again with the new information regarding the insurance increase as well as our error on the open-enrollment billings, I asked that our TLC Teacher Committee meet to discuss the changes that needed to be made in order to balance our TLC budget. All members of the committee were in agreement with the stipend changes.</p>	Approved	2/5/2016
Bedford Community School District	<p>Narrative- Part A- Clearly differentiated teacher leader roles. Our original grant application states we will have 8 Mentor Teachers and we need to change that to 6 Mentor Teachers due to budget constraints.</p>	<p>In the original budget, we did not allow for the open-enrollment out billings. We have also had an insurance increase for the upcoming year and need to increase the money we have allocated for the certified teachers we will hire to replace our Instructional Coaches. I have emailed an amended TLC Budget Plan to Becky Slater.</p>	<p>After the Superintendent and I went over the budget again with the new information regarding the insurance premium increase as well as our error on the open-enrollment out billings, I asked that our TLC Teacher Committee meet to discuss the changes that needed to be made in order to balance our TLC budget. All members of the committee were in agreement with going from 8 Mentor Teachers to 6 Mentor Teachers</p>	Withdrawn	

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Bedford Community School District	Part 10- Budget Items- Our original grant applications states we will pay our Mentor Teachers a stipend of \$3500 and we need to change that to \$2500 due to budget constraints.	In the original budget, we did not allow for the open-enrollment out billings. We have also had an insurance increase for the upcoming year and need to increase the money we have allocated for the certified teachers we will hire to replace our Instructional Coaches, I have emailed an amended TLC Budget Plan to Becky Slater.	After the Superintendent and I went over the budget again with the new information regarding the insurance increase as well as our error on the open-enrollment billings, I asked that our TLC Teacher Committee meet to discuss the changes that needed to be made in order to balance our TLC budget. All members of the committee were in agreement with paying a stipend of \$2500 in stead of \$3500 to the Mentor Teachers.	Withdrawn	
Bellevue	The Bellevue Schools have filled our two Instructional Coaching positions (Literacy and STEP Coach) and mentors, but we are short two Model Teacher position applicants. We will advertise again at the start of the year through a normal posting, along with in district and building meetings. We have approximately 28% of our staff involved in leadership roles.	Lack of Interest	TLC Planning and Visioning Committee meetings at the end of the school year, and recently.	Approved	7/19/16
Belmond-Klemme CSD	<p>We put an initial date when applications for teacher leadership positions must be completed. However, that date has passed, and we never made contingencies for re-opening the application window for teachers wanting to apply for vacant positions. This amendment will allow for re-opening the window for teachers to apply for vacant positions as well as clarifies the application process.</p> <p>Original language:</p> <ol style="list-style-type: none"> <li>All leadership positions will be posted internally and will provide detailed information regarding the roles and responsibilities of each leadership position. Further, staff meetings will be held to further discuss positions and answer questions prior to the application deadline.</li> <li>Teachers will self-nominate. Nominations will occur via the application process and must be completed by March 31. Applications will include a form, essay, administrative letter of recommendation and two peer recommendations (for the full-time positions). Application forms will require teachers to show evidence of meeting all eight Iowa Teaching Standards through a portfolio review, observations, lesson plans, or a combination of the above.</li> <li>The acting Teacher Leadership Committee will serve as the initial selection board upon the first year of implementation. They will review the applications and determine if interviews are necessary for the position of Team Leader (pending number of applications, areas of expertise, etc.). If interviews are necessary, the selection committee will make a recommendation to the superintendent. The TLC team reviewed the Teacher Leader Model Standards by the Teacher Leadership Exploratory Consortium and a rubric evaluating teacher qualities by the Center for Strengthening the Teaching Profession and determined a rubric appropriate for evaluating applications.</li> </ol> <p>New language:</p> <ol style="list-style-type: none"> <li>All leadership positions will be posted internally and will provide detailed information regarding the roles and responsibilities of each leadership position. Further, staff meetings will be held to further discuss positions and answer questions</li> </ol>	The rationale for the requested change is that the date for applications for teacher leadership positions has passed, and we still have open vacancies. In order for teachers to apply for vacant positions, we amended our plan to re-open the application window to allow teachers to apply as that was not an original piece of our application process. We also clarified the application process to coincide with the wording that the district uses when applying for employment (changing "form" to "certified application", etc.).	The TLC selection committee interviewed peers about their hesitation in applying and sought out responses from peers regarding questions that they had. The TLC selection committee (made up of equal parts administration and teachers), then met as a group to refine the wording of part 6 of the TLC plan and voted to approve the new wording prior to submitting a change request form.	Approved	5/5/2016

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Bennett	Bennett CSD is requesting moving away from an instructional coach model as previously approved. Our district wants to go to 4 different types of coaching positions, including; a data coach, professional development coach, literacy coach, and mentor coach.	This change stems from two new teachers in our district that will take \$10,200 plus benefits of our \$25,952.44 allocation. We as a small district had no interest from staff to apply for the instructional coach position on a part time basis. These four types of positions will take up \$11,000 plus benefits.  A copy of the complete plan change will be sent to Becky Slater.	The process was another staff meeting to determine the best coaching roles to fill to meet the goals set for the TLC funds. We formed a new TLC Planning Committee since one of the past members had left the district. This new committee made revisions to the previous plan.	Approved	5/5/2016
Benton	Change from Instructional Coach model to Comparable Plan model.	Information not required at time of request.	Information not required at time of request.	Approved	4/21/2015
Benton Community	Benton Community is wanting to change our job description for Model Teachers to that of a Data Team Leader.	Our district's focus on using data to inform instruction and instructional decisions and practices is the driver for this change.  Our current Model Teachers (MT), Instructional Coaches, Curriculum and PD Leaders, as well as our Administrative Team and entire staff have requested this change to better reflect the work we are currently doing and will continue to do within our district.  Currently, we have 17 MT's and want increase this number to 24 to be able to serve and support each grade/content level team. Our plan is to train these positions in the "Data Team Process" organized by our GWAEA support staff and our current BCTLT members.	As we looked at making this change we involved the following in determining this proposed change: <ol style="list-style-type: none"> <li>1. Conversations with current staff and administration as to if the current job description and direction of the MT position was meeting our district needs -- consensus was that is was not.</li> <li>2. We contacted surrounding districts on their current practices and job descriptions.</li> <li>3. We coordinated with our GWAEA School Improvement Consultant to facilitate proposed changes and develop a potential training plan.</li> <li>4. We shared our concerns and solutions with our Benton Teacher Leadership Team and staff.</li> <li>5. We shared our concerns and solutions with our Benton Communications Team (our district advisory committee which is made up of staff, parents, students, board and community members).</li> <li>6. We shared our concerns and solutions with our Benton Board of Directors.</li> <li>7. We are submitting this form and will send Becky an email with our current Model Teacher job description and the proposed Data Team Leader job description.</li> </ol> Please let us know if you have any questions. Thanks for your support. Jo	Approved	2/16/2016
Benton Community	We made one minor tweak in IC job description. We changed the requirement from having a master's or working toward one to "having a bachelors degree; masters preferred.  Would the state support this change in this job description for our Instructional Coaches at Benton Community?	We have made this change based on feedback from the teacher review council.	We met as a team and discussed how this change aligned with our staff needs and our Induction Coach job description with GWAEA.	Approved	7/11/16

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Bettendorf	Requesting that we be able to continue to utilize mentoring funds to continue to provide mentors that may or may not be in the new teacher leader positions. We originally planned on embedding the first and second year mentoring program within our newly created TLC positions, particularly Instructional Coaches and Team Leaders. We had a number of 1st year teachers this past school year who would be in the middle of their 2 year mentoring program and many of their mentors did not apply for our newly created TLC positions. We would like the flexibility to continue to utilize their services, whether they are in a new teacher leader position or not, in order to avoid overloading the new teacher leaders with training they will be receiving for their new responsibilities.	Information not required at time of request.	Information not required at time of request.	Approved	6/4/2014
Bettendorf	Pay a \$1000 mileage stipend for three Curriculum/Professional Development Leaders who will be overseeing PK-12 Literacy, Math, and STEAM. They will be responsible for serving our six elementary schools, middle, high school, and alternative high school.	Information not required at time of request.	Information not required at time of request.	Approved	6/4/2014
Bettendorf	After hiring all of the replacements for their new TL positions, the replacement costs were considerably less than originally projected. Additionally, they had not factored in Open Enrollment revenue that was unknown at the time the plan was due. They are requesting permission to use TLC funds for the following purposes: 1) hire an additional full-release instructional coach whose primary focus will be student engagement/technology integration at the elementary level; 2) hire an additional full-release curriculum/PD leader in literacy to focus on the secondary level; 3) hire an additional full-release instructional coach with a math emphasis to work with elementary schools paying particular focus to those cited with Watch-List status; 4) provide each member of the District TLC Planning Committee (10-15 people) with a \$1,000 stipend for their time/effort; and 5) make a half-day substitute available for each teacher each semester, for the purpose of visiting model classrooms that are identified throughout the District and/or to visit other schools/districts identified model/exemplary classrooms (projected cost approximately \$18,000 semester).	Information not required at time of request.	Information not required at time of request.	Approved	7/2/2014
Bettendorf	Paying an hourly rate (or small stipend) to members of the Site-Based Review Council.	Information not required at time of request.	Information not required at time of request.	Approved	12/2/2014

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Bondurant - Farrar CSD	<p>Bondurant – Farrar proposes a minor change to our TLC plan. We are requesting to change the full release School Improvement Leader at the high school from 1 FTE to two .5 FTE positions.</p> <p>Building School Improvement Leader Original language: 4 full time equivalent / 1 FTE per building New language: 3 full time equivalent and two .5 FTE school improvement leaders/</p> <p>This will equal 1 FTE serving at each of the three schools and the two .5 FTE teacher leaders will serve the High School.</p> <p>There is no change in the proposed budget when making this revision compared to the original TLC plan. The salary and benefits for the .5 teacher leaders will be paid 50% from TLC funds and 50% from general funds for working in the classroom.</p> <p>The job description, roles and responsibilities for the high school teacher leaders will remain the same but will be divided between the two half-time school improvement leaders.</p> <p>There were no impactful changes to the different grant sections but the teacher leader job descriptions/positions are referenced in the executive summary along with Sections 5 Teacher Leadership Roles, 6 Selection &amp; Hiring, and 7 Roles for Professional Development, 9 Sustainability and 10 Budget.</p>	<p>Due to the lack of applicants for the school improvement teacher leader for the High School, we are requesting to change from a 1 FTE position to two .5 FTE positions. A survey of staff shows that high school teachers were more receptive to serve in a dual role as both a classroom teacher and teacher leader.</p>	<p>1.TLC team reviewed the applicants and discussed the applicant pool. We brainstormed ideas on how to fill the school improvement leader for the High School. An idea was to divide the full-time teacher leader into two half-time positions and divide the duties. 2.We informally surveyed staff on why we did not have any applicants. 3.Curriculum/HR director contacted the DE regarding the process to make a minor change to the plan.</p>	Approved	1/13/2016
Boone	<p>Change - adding a 0.5 FTE 5-8 Technology Coach and reducing the 1.0 FTE 5-8 Literacy Coach to 0.5 FTE. This maintains the original FTE proposed in grant shifting 0.5 from 5-8 grades Literacy to Technology.</p>	Information not required at time of request.	Information not required at time of request.	Approved	2/18/2015
Boyer Valley and Woodbine	<p>The Boyer Valley and Woodbine school districts are going to share the responsibilities of some of the roles within the grant between the people hired for each district. This will alter the responsibilities required of each role and the stipends attached to some roles. Therefore, we thought it was necessary to change some of the language in Part 5 of the grant.</p> <p>Link to Original and Revised Language: <a href="https://docs.google.com/document/d/14kGy2ZFnUDoODfRYmpwOSwVbhnaSqR2IWQv-VUoAV_k/edit?usp=sharing">https://docs.google.com/document/d/14kGy2ZFnUDoODfRYmpwOSwVbhnaSqR2IWQv-VUoAV_k/edit?usp=sharing</a></p>	<p>After hiring people to fill the four full-time positions for our grant, it was decided it would be best, especially in the first year of implementing the grant, if responsibilities were shared between some of the positions. This way, each person's expertise is utilized to the fullest and supports the teaching staff in all areas of an educational setting. We divided and shared responsibilities based on the background knowledge and experience of the people hired for these positions. Adjusted stipends for the Curriculum and Professional Development Directors were adjusted because of the dual roles they play as Instructional Interventionists.</p>	<p>After hiring people to fill the four full-time positions for our grant, the newly hired Curriculum and Professional Development Directors, principals, and the districts' shared superintendent decided to implement this change to meet the specific needs and utilize the expertise of those hired in a TLC position at each level in a K-12 curriculum. Knowing that both districts are currently using or adopting a 1 to 1 technology integration plan for students in K-12, another ½ time technology integrationist was added to support the full-time technology integrationist. The changes were made to ensure a TLC Plan that is credible and implemented with integrity.</p>	Approved	3/9/2016



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Burlington	Within the grant it was specified that the requirements for all teacher leader positions would include 3 years of teaching experience and at least one year teaching in the district. They have opened the application process for an interventionist position twice and have had no applicants within the district. The need for that position is great and a second year teacher has expressed an interest in receiving the training in order to fulfill that role. The request is that we be allowed to amend the requirements to state that "a good faith effort will be made to select leaders who have three years of teaching experience and at least one year of experience within the district." With that change, the district would have a bit of flexibility in those selections.	Information not required at time of request.	Information not required at time of request.	<b>Not Approved</b> (cannot amend statute)	7/2/2014
Burlington	Add "teacher leader coach" to promote growth of teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	3/27/2015
Burlington	Add additional literacy coach	Information not required at time of request.	Information not required at time of request.	Approved	3/27/2015
Burlington	Remove CIM teachers from the Iowa Core School Leaders	Information not required at time of request.	Information not required at time of request.	Approved	3/27/2015
Burlington	Add district math coach	Information not required at time of request.	Information not required at time of request.	Approved	3/27/2015
Burlington Community School District	Positions:  eliminate model classroom teachers (5 teachers) eliminate Iowa Core Teachers (26 teachers)  add elementary technology coaches (5 coaches) add collaborative facilitators (65 facilitators) add instructional coaches (6 coaches)	We believe each teacher should be a model teacher and more specifically our coaches are model teachers.  Our Iowa Core coaches had a 5% release in the original grant. Unfortunately, after two years of implementation, we realize those positions need to have more release time. The only way to achieve that is to eliminate all the Iowa Core and and Instructional Coaches that have a 50% release time.  Our district implemented collaborative teams this past year. We have found that leadership on those teams is essential to systemic conversations in our district. It also allows several more people experience leadership.	We surveyed the staff to ask for feedback on effectiveness of the coaches. In addition, our coaches logged interaction and coaching opportunities. The Teacher Leadership Team looked at the areas of concern and made the recommendations based on the 25% participation threshold and the ability to incorporate release time for more use.	Approved	6/6/16
CAL	Replaced "per diem" with "stipend."	Information not required at time of request.	Information not required at time of request.	Approved	3/18/2015
Cardinal	Part 5:  We had no one apply for the Special Education Lead Coach or Special Education Coach position this year. After meeting with the selection team, our current coaches, and our special education staff, we decided that we would blend these two positions into one and provide some partial release time for this person. We believe that teachers didn't feel like they could complete the job requirements and do their full time job. We feel that by providing the extra time built into the position with some partial release time (4 Mondays each month this position will have office hours, where they are not teaching, but are coaching other special education teachers) we will have more teachers interested in filling this role.	For the special education changes, we are requesting a change because we do only have 7 special teachers currently and so we do not think 2 positions are necessary. We have rewritten the job description to blend these two positions together. Also we believe that by adding the partial release time, it will be a more manageable role to fill.	We interviewed our current coaches and our special education staff and asked for their feedback. The main answer that our committee heard was release time to complete some of the duties, so we made that change to the position.	Approved	3/31/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Cardinal	Part 5: Adding additional technology team positions. We have technology surveys that we take through the AEA called Bright Bytes. The data from those surveys are in 4 main categories: Collaboration, Communication, Creativity and Critical Thinking. This team will review the data received from students, parents, and teachers and create a plan to address issues of concern.	We have noticed a need through our survey results, for a team to review this data and provide PD for our teachers. This will also be a way to recruit more teachers into our plan.	We have a few teachers who are currently helping us review some of this data. Those teachers had mentioned that they felt this would be a great TLC position. We took it to our selection committee and they agreed, so we would like to add this position next year.	Approved	3/31/2016
Carroll	Establish TLC Oversight Committee (teacher leaders, administrators, board members, teacher from each attendance center. Meet 4-6 times per year (with \$700 stipend). Add 15 Collaborative Leaders to lead PLC meetings and support professional development. Bring them closer to 25%. Monies to come from unfilled model teacher supplements.	Information not required at time of request.	Information not required at time of request.	Approved	6/8/2015
Cedar Rapids	It was necessary to identify alternative funding sources for two of the positions that are part of the Teachers Leadership System. Anticipated costs for the Teacher Leadership positions exceeded the funds received. The Teacher Quality (TQ) Leaders will be funded from the Teacher Quality funds and the Iowa Core Curriculum Writers will be funded with our Iowa Core budget allocation. Both positions will continue to be a part of the TL System.	Information not required at time of request.	Information not required at time of request.	Approved	9/30/2014
Cedar Rapids	Eliminate Teacher Leader Program Facilitator and Professional Development - General. Change Technology Integration Leader to Digital Learning Trainer and reduce number from 63 to 40. Eliminate stipend for Cooperating Teachers and proficien compensation for professional learning only. Reduce number of days/hours for profession learning for teacher leaders. Adjust compensation for Instructional Design Strategist and Educational Leadership and Support Center (District) Teacher Leaders.	Information not required at time of request.	Information not required at time of request.	Approved	4/23/2015
Cedar Rapids Community School District	Section 5: Roles.	We have found, via survey data and observation, that some positions are of greater value than others to support the intended outcomes of the system.	A comprehensive Teacher Leadership System Survey was administered to 1,208 teachers and administrators to gather feedback on the effectiveness of the TLS. We had 886 respondents, for a 73.34% return rate. In addition, all building and Office of Learning and Leadership Administrators and the Teacher Leadership Advisory Team, (Consisting of a Board Member, President of the Teacher's Association, The Uniserve Director, the superintendent, two teachers teachers and two District Administrators) completed a forced choice activity. Both the survey and the forced choice activity asked respondents to provide information about the specific roles in the Teacher Leadership System as well as providing open ended comments. The data was reviewed by the Teacher Leadership Advisory Team and the recommendation was to make the changes presented. This information was communicated to teachers in April, 2016 along with information on how to apply for open positions.	Approved	6/28/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Center Point-Urbana Schools	<p>Change TLC Part 10 Budget a): Center Point-Urbana's budget total is \$407,148.29 generated by our certified enrollment number of 1,318.40. Revised 9/1/15: Center Point-Urbana's budget total is \$411,987.17 generated by our certified enrollment number of 1,317.60.</p> <p>Change TLC Budget: Mentor and Induction Teacher Leaders: Paid \$3,900 for extra days and responsibilities per new teacher to the profession hired in the district. Revised 9/1/15: TLC Budget: Mentor and Induction Teacher Leaders: Paid \$3,900 for extra days and responsibilities per new teacher to the profession hired in the district (incorrect wording). Paid \$500 for extra days and responsibilities (to Mentor Teachers in District or at GWAEA) District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district</p> <p>Change TLC Budget Part 10: District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district (based on 5 teachers new to the district who hold a standard license) =\$19,500 Revised 9/1/15: District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district (based on 8 teachers new to the district who hold a standard license) =\$31,200 Revised 9/1/15: Revenue added \$10,400 from Mentor &amp; Induction Plan dollars (\$1300/new teacher)</p> <p>Change TLC Part 10 Budget: Professional Partner Teacher Leaders.. Paid \$250 for extra time and responsibilities Revised 9/1/15: Paid \$500 for extra time and responsibilities</p> <p>Change TLC Part 10 Budget: Teacher Leadership Role: Instructional Coach (4 full release positions) estimated salary based on a \$65,500 = \$262,000 Revised 9/1/15: Teacher Leadership Role: Instructional Coach (4 full release positions) actual salary/benefits per hired Instructional Coaches now \$327,169</p>	<p>TLC Budget in Grant was written on estimated salaries and figures. The district reviewed the budget based on those hired to include actual salaries, actual benefits and open enrollment in and out. Based on these figures, the amendments have been made to our budget.</p> <p>Change TLC Part 10 Budget a): Center Point-Urbana's budget total is \$407,148.29 generated by our certified enrollment number of 1,318.40. Revised 9/1/15: Center Point-Urbana's budget total is \$411,987.17 generated by our certified enrollment number of 1,317.60.</p> <p>Change TLC Budget: Mentor and Induction Teacher Leaders: Paid \$3,900 for extra days and responsibilities per new teacher to the profession hired in the district. Revised 9/1/15: TLC Budget: Mentor and Induction Teacher Leaders: Paid \$3,900 for extra days and responsibilities per new teacher to the profession hired in the district (incorrect wording). Paid \$500 for extra days and responsibilities (to Mentor Teachers in District or at GWAEA) District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district</p> <p>Change TLC Budget Part 10: District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district (based on 5 teachers new to the district who hold a standard license) =\$19,500 Revised 9/1/15: District pays \$3,900 to GWAEA for Mentoring &amp; Induction Consortium through with New Teacher Center training per new teacher to the profession hired in the district (based on 8 teachers new to the district who hold a standard license) =\$31,200 Revised 9/1/15: Revenue added \$10,400 from Mentor &amp; Induction Plan dollars (\$1300/new teacher)</p>	Superintendent, Administrators and District Review Council.	Approved	10-04-2015
Center Point-Urbana Schools (continued from above)	(continued from above)	<p>Change TLC Part 10 Budget: Professional Partner Teacher Leaders.. Paid \$250 for extra time and responsibilities Revised 9/1/15: Paid \$500 for extra time and responsibilities</p> <p>Change TLC Part 10 Budget: Teacher Leadership Role: Instructional Coach (4 full release positions) estimated salary based on a \$65,500 = \$262,000 Revised 9/1/15: Teacher Leadership Role: Instructional Coach (4 full release positions) actual salary/benefits per hired Instructional Coaches now \$327,169</p>	(continued from above)	Approved (continued from above)	10/4/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Center Point-Urbana Schools	<p>2015-16 Part 10 Original Grant IC's 10 extended contract days-\$10,000 salary supplement-total contract days 201-4 IC's-\$40,000 2016-17 Requested Change: IC's 9 extended contract days-\$9,000 salary supplement-total contract days 201-4 IC's-\$36,000</p> <p>2015-16 Part 10 Original Grant DTL's 23 positions 3 extended days-\$2500 salary supplement-total contract days 194-23 DTL's-\$57,500 Mentor and Induction Coaches 3 extended contract days-\$3900/new teacher to the profession 194 contract days-6 Mentors/Induction 2016-17 Requested Change: DTL's 27 positions 2 extended days-\$2250 salary supplement-total contract days 193-27 DTL's-\$60,750 Mentor and Induction Coaches 3 extended contract days-\$450 194 contract days-2 Mentors/Induction</p>	<p>In the initial grant proposal, the focus was on core content teams and grade level teams. After sufficient implementation, it became obvious to the participants, current DTL's and building administrators that additional DTL's needed to be added. The addition of the DTL's in the following areas would facilitate the Data Teams process more effectively: K-12 music/band, K-12 Counselors, K-12 PE, 6-12 Special Education.</p>	<p>During the District Review Council (DRC) meeting in February, 2016, each building administrator proposed to the DRC that 4 data team leaders (DTL's) be added so that the Data Team Process and Protocols could be implemented more effectively. The proposed DTL positions were: K-12 music/band, K-12 Counselors, K-12 PE, 6-12 Special Education. The DRC members voted 9-1 to add 4 DTL positions for the 2016/2017 school year.</p>	Approved	6/23/16
Central Decatur	<p>Change measurement tool for collaboration goal (Q9 on year end report) from listed items to just 1 item- "Classroom observation scores". The original grant listed a variety of indicators.</p>	<p>This measurement tool "classroom observation scores" is most accurate in reporting progress on the goal. Other indicators listed were not applicable for this goal.</p>	<p>District Leadership Team meet twice to review data and select most accurate indicator for measurement.</p>	Pending	
Central Decatur	<p>Change measurement tool for reward professional growth goal (Q12 on year end report) from listed items to just 1 item- "certified staff list". The original grant listed a variety of indicators.</p>	<p>This measurement tool "certified staff list" is most accurate for reporting progress on the goal. Other indicators listed were not applicable for this goal.</p>	<p>District Leadership team met twice to review data and select most accurate indicator for measurement.</p>	Pending	
Central Decatur CSD	<p>Change measurement tool for student achievement goal (Q15 on year end report) from listed items to just 1 item- "Iowa Assessment Results, grades 3-11". The original grant listed a variety of indicators.</p>	<p>This measurement tool "Iowa Assessment results, grades 3-11" is most accurate for reporting progress on the goal. Other indicators listed were not applicable for this goal.</p>	<p>District Leadership team met twice to review data and select most accurate indicator for measurement.</p>	Pending	
Central Dewitt	<p>Part 4: The TLC mentors for NEW teachers will be provided in a partnership with the Mississippi Bend AEA by the New Teacher Center. There will be and is an "Induction Coach" hired by the district to be the mentor and coach for all 1st and 2nd year teachers.</p> <p>This is an enhancement of our grant because originally Model Teachers were to be assigned as mentors within the TLC Plan. Now, they are getting more time and focused attention.</p>	<p>Goals 2 &amp; 5 of our district TLC Plan focus on supporting teachers and attracting quality teachers. This can be better done through a research-based program via the New Teacher Center.</p>	<p>Administrative Team, the TLC Planning Committee, Mississippi Bend AEA</p>	Approved	1/13/2016
Central Dewitt	<p>Part 4: The TLC Program Lead will meet with Model Teachers quarterly to support them in their role. Because the Model Teachers are not serving as mentors, but rather an Induction Coach (AEA) is, so there is no need to support them in responding to new teacher development.</p> <p>Original Language: Lead Instructional Coaches meet with Model Teacher monthly to support them in responding to new teacher development and to promote ongoing examination of instructional practice.</p>	<p>Model Teachers are not serving as mentors, but rather an Induction Coach (AEA, New Teacher Center) is, so there is no need to support them in responding to new teacher development.</p>	<p>Administrators, TLC Planning Committee, Mississippi Bend AEA</p>	Approved	1/13/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Central Dewitt	<p>Part 4: The appointed Induction Coach will collect observation data aligned to teaching standards to help new teachers. Our grant was expended to include training from the New Teacher Center and data collected from the Induction Coach.</p> <p>Original Language: Lead Instructional Coaches and Instructional Coaches collect observation data aligned to teaching standards to help new teachers.</p>	Goals 2 & 5 of our district TLC Plan focus on supporting teachers and attracting quality teachers. This can be better done through a research-based program via the New Teacher Center.	Administrator Team, TLC Planning Committee, Mississippi Bend AEA - worked in collaboration last Spring (2015) to look at additional options that were afforded to our area that had not been available when the grant was authored. The groups heard information about options for mentor/mentee support of new teachers and determined this would provide our new teachers with a solid, sound foundation for retention and quality teaching.	Approved	1/13/2016
Central Dewitt	<p>Part 4: The TLC Program Lead will ensure new teachers are part of a building or district committee. The Mississippi Bend AEA will manage the mentor program, and work with District Administrators to provide cohesive programming. The District Administrators/ AEA participates in four Induction Coach meetings together, and the Induction Coach cohort operates under a Board who makes decisions for growth, development and change within the program.</p> <p>Original Language: Lead Instructional Coaches ensure new teachers are part of a building or district committee &amp; will manage the mentor program with the principals.</p>	Goals 2 & 5 of our district TLC Plan focus on supporting teachers and attracting quality teachers. This can be better done through a research-based program via the New Teacher Center.	Administrator Team, TLC Planning Committee, Mississippi Bend AEA - worked in collaboration last Spring (2015) to look at additional options that were afforded to our area that had not been available when the grant was authored. The groups heard information about options for mentor/mentee support of new teachers and determined this would provide our new teachers with a solid, sound foundation for retention and quality teaching.	Approved	1/13/2016
Central Dewitt	<p>Part 5: The Site-Based Review Council, upon conducting interviews with all the Instructional Coach applicants, determined the best action to move forward would be to not appoint two instructional coach leads. Their recommendation for the first year of this new programming was to have six instructional coaches appointed. The district hired 12 model teachers, one resigned after taking a different position in a new building. The district hired 19 Professional Development Facilitators, not 20, but hope to fill the roster in future years.</p> <p>Original Language: The TLC Committee identified four teacher leadership roles for the Central DeWitt CSD: Lead Instructional Coach (2), Instructional Coach (4), Model Teacher (12 = 3 per building), Professional Development Facilitators (20).</p> <p>We believe this revises our TLC program to better fit the direct needs and culture of our district, for the reason that our SBRC said it did.</p>	The SBRC believed these modifications to our TLC program better fit the direct needs and culture of our district related to our District Goals and staff needs.	The Site-Based Review Council made these recommendations during the interview process (Spring 2015). The TLC Committee approved the changes.	Approved	1/13/2016
Central Dewitt	<p>Part 5, 7, 8 (each time referencing "Lead" Instructional Coach: The SBRC made the decision to hire six instructional coaches, not 2 leads and 4 coaches. So each entry in these two sections where the document refers to Instructional Coaches, this encompasses six individuals who were hired. "Lead Instructional Coach" should be stricken from the document, as the Instructional Coaches are doing the tasks except where indicated in the revision document.</p> <p>Original Language: Lead Instructional Coaches are referenced multiple times throughout Part 5.</p> <p>The revision was recommended by the SBRC.</p>	The SBRC believed these modifications to our TLC program better fit the direct needs and culture of our district related to our District Goals and staff needs.	The Site-Based Review Council made these recommendations during the interview process (Spring 2015). The TLC Committee approved the changes.	Approved	1/13/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Central Dewitt	<p>Part 8, Goal #1- Short Term: Six Instructional Coaching positions will be hired with a stipend of \$5000 per coach (no leads getting an \$8000 stipend).</p> <p>Original Language: 4 Instructional Coaches @ \$5000 2 Lead Instructional Coaches @ \$8000</p> <p>The revision was made because the SBRC recommended we hire 6 Instructional Coaches, no leads.</p>	<p>The SBRC believed these modifications to our TLC program better fit the direct needs and culture of our district related to our District Goals and staff needs.</p>	<p>The Site-Based Review Council made these recommendations during the interview process (Spring 2015). The TLC Committee approved the changes.</p>	Approved	1/13/2016
Central Dewitt	<p>Part 8, Goal #1 - Long Term Goals &amp; Measures (We are expanding the evaluation process to include more outputs and outcomes.) 3. Updating item #3 to be a questionnaire instead of an "interview" with exiting candidates. Add an additional measure of Goal #1: 4. The district will track teacher leader meetings and collaborations.</p> <p>Original Language: Superintendent will count the number of teacher who leave &amp; conduct exit interviews with the goal of determining whether or not factors were within our control.</p>	<p>After really reviewing how we measure our progress and success, we felt we needed to expand our evaluation process to include more outputs and outcomes to truly reflect whether or not we met our intended goals.</p>	<p>Program Lead worked with TLC Consultants at Mississippi Bend AEA to determine specific outcomes and output measures that would truly be reflective of a "successful program." The TLC Planning Committee review the additions and approved them Fall 2015.</p>	Approved	1/13/2016
Central Dewitt	<p>Part 8, Goal #2 - Long Term Goals &amp; Measures: 3. Instructional Coaches will track the number of completed 5-Step forms with the goal to increase the number of completed cycles from the '14-'15 school year as leveraged by the Instructional Coaches &amp; PD Facilitators. Add two additional measures of Goal #2: 5. Instructional Coaches with the TLC Program Lead will tabulate three items relative to change in instructional practice and collaboration: Step-4 (of 5-Step Data Team Process): Data pulled from collaborative teams will indicate 100% proficiency in Step-4 Model Teachers &amp; Instructional Coaches will report quantity of collaborations regarding instructional strategies, specifically Instructional Coach Quarterly Survey Data from teachers will show an increase in collaborations that have impacted classroom instruction to "substantially" at 75% 6. A "Mentor Survey" will be given to all 1st &amp; 2nd year teachers as an evaluation of services, including the specific questions we included in Part 4 of our TLC Grant.</p> <p>Original Language: 3. Lead Instructional Coaches will track the number of completed 5-Step forms.</p> <p>We really felt like this goal's evaluation methods were not sufficiently reflecting what we wanted and needed it to. So we are adding these additional measures of evaluation to demonstrate success (or not) of the TLC programming.</p>	<p>After really reviewing how we measure our progress and success, we felt we needed to expand our evaluation process to include more outputs and outcomes to truly reflect whether or not we met our intended goals.</p>	<p>Program Lead worked with TLC Consultants at Mississippi Bend AEA to determine specific outcomes and output measures that would truly be reflective of a "successful program." The TLC Planning Committee reviewed the additions and approved them Fall 2015.</p>	Approved	1/13/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Central Dewitt	<p>Part 8, Goal #3 - Long Term Goals &amp; Measures</p> <p>2. Instructional Coaches log visits to teacher classrooms, specifically the district will track:</p> <ul style="list-style-type: none"> <li>the number of visits total</li> <li>the number of visits per teacher</li> <li>the duration of visits</li> <li>the number of Collaboration Logs completed per teacher</li> <li>the "category" of instructional coaching (white, purple, gold)</li> <li>the number of full coaching cycles completed</li> </ul> <p>Add two additional measures of Goal #3:</p> <p>6. 100% of teachers will visit a model teacher classroom</p> <p>7. The understanding of "research-based instructional strategy" will increase from 32% to 80% "very familiar" on end-of-year teacher survey.</p> <p>The additions enhance the evaluation of our TLC program by expanding the evaluation process.</p>	<p>After really reviewing how we measure our progress and success, we felt we needed to expand our evaluation process to include more outputs and outcomes to truly reflect whether or not we met our intended goals.</p>	<p>Program Lead worked with TLC Consultants at Mississippi Bend AEA to determine specific outcomes and output measures that would truly be reflective of a "successful program." The TLC Planning Committee reviewed the additions and approved them Fall 2015.</p>	Approved	1/13/2016
Central Dewitt	<p>Part 8, Goal #4 - Long Term Goals and Measures</p> <p>Add two additional measures of Goal #4:</p> <p>3. The district will create a climate and culture conducive to teacher leadership as evidenced through:</p> <ul style="list-style-type: none"> <li>-Teacher survey Quarter 4, annually, positive response to, "Do you understand how the TLC system is operating and functioning in the district?"</li> <li>-Peer feedback on TLC positions</li> </ul> <p>We added to our original TLC grant.</p>	<p>After really reviewing how we measure our progress and success against the Framework for Learning Supports, we felt we needed to expand our evaluation process to include more outputs and outcomes to truly reflect whether or not we met our intended goals.</p>	<p>Program Lead worked with TLC Consultants at Mississippi Bend AEA to determine specific outcomes and output measures that would truly be reflective of a "successful program." The TLC Planning Committee reviewed the additions and approved them Fall 2015.</p>	Approved	1/13/2016
Central Lee	<p>Part 5b and Part 10B The original plan states that we have 5 mentor teachers with an additional 10 days being paid \$4,000 per teacher for a total of \$20,000. We want to revise the plan to include 11 mentor teachers being paid \$2,000 for a total of \$22,000.</p>	<p>Our TLC selection committee felt it was important for mentors to have only one teacher to mentor, rather than 5 teachers mentoring all of the 1st and 2nd year teachers.</p>	<p>The TLC selection committee consisting of 7 teachers and 4 administrators met to address concerns a few teachers expressed about our mentoring program. The decision to make the shift from 5 mentors to 11 mentors received a unanimous vote.</p>	Approved	8/25/16
Central Lee	<p>Part 5A and Part 10 B We would like to eliminate the TLC coordinator position for the grant.</p>	<p>It was determined that this position was not a needed position within our TLC plan.</p>	<p>The TLC committee along with our superintendent decided the position could be eliminated from within our TLC plan.</p>	Approved	8/25/16
Central, East Buchanan, Starmont, West Central	<p>We are requesting to change the stipends and time in part #5 of the grant. The original grant had hours for one position and days for the other positions. The original grant also had a solid lump sum stipend. We are requesting all positions to be extra hours instead of days. We also took part of each stipend and separated out travel expenses.</p>	<p>After talking with Kevin McDermott from the ISEA he questioned why the positions weren't paid more equally and questioned travel expenses. This change would address both his concerns without increasing our total budget.</p>	<p>The selection committee is made up of one administrator and one teacher from each of the four districts. We have been working on our MOU. When we sent our MOU out to the teacher association, ISEA challenged us on a few of the items. By allowing this change, it would address their concerns.</p>	Approved	09-14-2015
Central, East Buchanan, Starmont, West Central	<p>I highlighted all changes in red-- most of which are additions. Our positions and pay changed as well as our entire budget.</p>	<p>We changed our positions to get more teachers interested in applying and better meet the needs of our teachers and TLC program.</p>	<p>The Northeast Iowa Consortium Committee approved the changes.</p>	Denied	11/29/16
Chariton	<p>We have been unable to fill the "Lead Mentor" position due to lack of qualified applicants. We have determined to try again to fill the position for 2nd semester. The administrators and instructional coaches are filling in the role of the "Lead Mentor". We do not wish to change the language or intent of the grant - just delay the hiring of this position. Our percentage of teachers in a leadership role will be 25% vs. 26% if we were able to fill the Lead Mentor position.</p>	<p>No qualified applicants after several attempts to recruit.</p>	<p>We followed the hiring process outlined in the grant and involved the committees in the decision to wait until 2nd semester to advertise and recruit a Lead Mentor again.</p>	Approved	08-31-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Chariton	We propose to eliminate the "model" teacher position that is described in section 3 and 5 of the application.	We feel that we have an excellent staff who will serve as model teachers depending on the needs of the staff. We are using video taping and other methods of observation followed up with conversations with our instructional coaches and our data teams. We feel this is a better use of our staff's talents.	Our TLC committee reviewed the positions and the progress on the grant through 1st quarter and determined the need for this request.	Approved	11/15/2015
Chariton	We are requesting a change to part 5 of the grant application. We have struggled to hire a full release Instructional Technology Coach. The team has decided to hire 4 non-release/extended contract Building Technology Leaders. This enhances our opportunity to reach the goal of 25% of teachers in leadership positions, provides instructional technology leadership in each building, and provides a broader range of support for staff members. The TLC committee has updated the job description. The committee has set the supplemental contract amount at \$3000 for these positions, which includes 4 extended contract days and 4.5 hours beyond the regular contract time.	Lack of quality applicants who wanted to leave the classroom, anticipation of overspending the budget with a full release Instructional Tech Coach, and including more leaders to help reach the goal of 25%.	The TLC Grant committee - which includes representation from the board, administration, all buildings, and community members.	Approved	5/12/2016
Clarinda	Part 4 was accidentally uploaded into the Part 7 designation.	Human error.	<p>CCSD will continue to utilize a teacher driven leadership format to implement new initiatives, provide professional development and determine future learning. The District Instructional Leader, District Lead Teachers and Mentor Teachers will be in the driver's seat.</p> <p>For the past several years, the CCSD has intentionally focused professional development (PD) on a few critical initiatives aimed at improving student achievement: ELI, Iowa Core, Professional Learning Communities (PLCs), and Multi- Tiered Support System (MTSS).</p> <p>To properly implement these and other critical endeavors, the CCSD Teacher Leadership positions will be utilized to improve student achievement through implementation of the Iowa Professional Development Model (IPDM). Using the IPDM, teacher leaders will use all available data in a cycle of continuous improvement to plan, deliver, and re-evaluate targeted PD. The IPDM is focused on:</p> <ol style="list-style-type: none"> <li>1. Collecting and analyzing student data</li> <li>2. Goal setting</li> <li>3. Selecting content</li> <li>4. Designing the process for improving instruction</li> <li>5. Ongoing continuous cycle</li> <li>6. Evaluation</li> </ol>	Approved	3/8/2016



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Clarke Community School District	We would like to add five positions as follows: (2) Technology Integration positions (one in elementary, one in secondary); (1) Sheltered instruction/literacy across content coach (elementary); (1) literacy across content coach (secondary); and (2) Success coaches (one in elementary; one in secondary). This change would not eliminate any positions in our original TLC plan but, to fund the positions, we would like to decrease the number of PLC stipends from fourteen teachers to six teachers.	Our TLC planning team, led by the new Curriculum Director, has identified the following as the biggest areas of need within our district: literacy, effectively integrating our 1:1 technology, and understanding and utilizing teaching strategies that will lead to an increase in student achievement among our English Language Learners and our students who are at-risk. The positions added have been created specifically to address these areas.	I began as the new Curriculum Director in August after our original grant had been written and approved. As I became aware of the unique challenges of our district, I determined that the district would find greater benefit in positions that specifically address those challenges (described above). I convened the Teacher Leadership and Compensation Committee, which consists of teachers from all levels/buildings, and building and district administrators. The team discussed and revised the ideas and have recommended the changes laid out in this request.	Approved	11/7/2015
Clay Central Everly	Finances - We would like to use approximately \$1,750 of our unspent TLC balance to purchase three I pads, three covers, and two Swivels to use in the classrooms.	We believe coaching will be more efficient using an Ipad for documentation and for videoing classrooms. The I pads and Swivels will also allow the teachers to video themselves at their convenience. At this time it was decided that the positions requiring the I pads would include the instructional coach and two of the internal coaches. All teachers will have access to the I pads to help improve classroom instruction.	The DLT/TLC committee met and discussed the need for I pads and swivels in the classrooms. The committee voted with 100% agreeing that the I pads and Swivels would be beneficial for the TLC team to work with teachers on improving instruction..	Approved	2/15/2016
Clay Central Everly	We would like to re-allocate the funds for our replacement teacher to pay for our full-time Curriculum & Professional Development Leader and any surplus to go to the replacement teacher.	At the time we submitted our budget, we were told that the funding was to go to the replacement teacher and not the teacher leader. New information says that we can use funds for both.	We have discussed this at the administrative level.	Approved	3/16/2016
Clayton Ridge	We would like to change our Mentor Teacher positions to include different grade levels due to moving 4th grade to our Middle School building and 8th grade to our High School building. Currently the positions are one Mentor Teacher for PK-8 and one Mentor Teacher for 9-12. We would like to change these to be one Mentor Teacher for grades PK-7 and the other for grades 8-12.	Due to moving 4th grade to the middle school and 8th grade to the high school.	The TLC team and the Mentor Teachers that were hired into these positions were part of this decision.	Approved	4/23/2016
Clayton Ridge CSD	Section 6 a. Selection Process: We would like to change the number of teachers on the site-based selection committee from 2 teachers to 3 teachers. b. PLC Strategists: Candidates will apply by writing a letter of interest but we would also like to add that an application will be required. c. Mentor Teachers: We would like to add that those interested in the Mentor Teacher positions must apply for the positions and not have the selection committee create a potential list of potential candidates.	a. We have had 3 teachers on the TLC committee from the start of the grant writing process and would like to keep this consistency. b. We feel that the application will provide us with more evidence of the candidates skills set that is needed for these positions. c. We believe that this process would be more equitable than these positions being hand picked by the selection committee.	Our District TLC/Leadership Team discussed and recommends these changes.	Approved	1/20/2016
Clayton Ridge CSD	Section 10: Under Instructional Leaders, we have listed in the far right column that these expenses are for "Replacement Coverage for teachers (.5FTE) and this should state that this column is for "Salary of Instructional Leaders (.5FTE)	This was a clerical error and we intend to use the TLC funds to provide the salary and stipend for the Instuctional Leader positions.	Our District TLC/leadership team met and determined this error when reviewing our plan.	Approved	1/20/2016
Clear Creek Amana	Create an option to split PLC Facilitator roles and stipend. This will occur primarily with our district-wide PLC Facilitators.	A district PLC generally consists of 5-7 teachers, however, at the secondary level, there may only be two or three teachers in a particular specials area (library, art, music, etc.) The committee felt that it was not an appropriate use of TLC funding to allocate a full position to facilitate the work of 2-3 people in these areas, but wanted the option to provide some compensation through a co-facilitator relationship to guide our work. This will be strictly voluntary, and the district-wide PLC Facilitator must agree to working in a co-facilitator role.	PLC facilitators brought this idea to the district administrative team, who then brought it to the district's TLC committee for discussion. TLC Committee agreed with the rationale.	Approved	6/30/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Clear Creek Amana	Revise TLC job descriptions to provide more detail concerning scope, roles, and responsibilities for coaches and facilitators.	Our current job descriptions were created with general language based on the understanding that they would become more detailed as we went through the implementation process. This was done to allow teachers to help clearly define the needs of each position. Our TLC Committee will draft and revise the details throughout this summer with a completion deadline of August 15th. This will allow time for feedback and provide current TLs updated job descriptions before the start of the 2016-2017 school year.	Teacher leaders brought this idea to the district administrative team, who then brought it to the district's TLC committee for discussion. TLC Committee agreed with the rationale.	Approved	6/30/16
Clear Creek Amana	Adjust our application/screening/hiring timeline to include language for the replacement of TL positions when teachers take positions with another school district after being selected for a TL position.	Our goal is to clarify the current plan with a clear process for sustaining our TLC program when a teacher leader leaves the district after the TL hiring window.	Based on the number of teachers who took positions with other districts after our TL screening and hiring deadline, the district administrative team brought this idea to the district's TLC committee for discussion. TLC Committee agreed with the rationale.	Approved	6/30/16
Clear Creek Amana	Require instructional coaches to work with all teachers new to the district (regardless of time in the profession) for the purpose of receiving one-on-one coaching related to on-going district initiatives.	Our goal for this change is to continue the sustainability of current initiatives such as C4K and MTSS by helping educate new staff on district philosophies, processes and expectations.	Teacher leaders brought this idea to the district administrative team, who then brought it to the district's TLC committee for discussion. TLC Committee agreed with the rationale.	Approved	6/30/16
Clear Creek Amana	Revise the data we will collect to inform our program evaluation.	Our rationale is based on CCA's move away from the MAP assessment to using iReady for literacy and math. iReady is a standards based assessment that is aligned to the Iowa Core. CCA believes that this assessment will provided teachers, students and parents with a much clearer picture of what students can do, while providing detailed information about individual student needs in relationship to the standards. This information will directly influence the district's MTSS process.	Curriculum Director brought this idea to the district administrative team, who then brought it to the district's TLC committee for discussion. TLC Committee agreed with the rationale.	Approved	6/30/16
Clear Lake CSD	In our plan, along with a mentoring program for beginning teachers, we had wanted to have some mentoring available for teachers new to our district but more experienced. In parts 2, 3, 7 and the the Budge we talked about both a mentoring and induction program for new beginning teachers but also mentoring for experienced teachers (beyond their 2nd year) new to our district. We need to eliminate the budget for that part of the program. We will still provide a support person for teachers new to our district but they will not be a part of a formal program and will not be paid.	Our plan pays additional days on a per diem basis as required in our teacher contracts. This is taking more money than we anticipated when budgeting because we hired very experienced TLC coaches. We do not have the money to pay for mentors for teachers who are new to our district but already have more than two years of experience. Our mentors for new beginning teachers will be paid as described in the grant. We would like to make that amendment to our plan.	The TLC committee (which includes all our original members who were a part of the grant writing) met after our TLC coaches were hired and the teacher contracts with raises had been negotiated. Our business manager shared with us the lack of funds available to pay all the anticipated mentors that we had described in our plan. We decided that not including mentors for new experienced teacher would keep us within our budget. That is why we would like to make that small amendment to our plan.	Withdrawn	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Clinton	<p>[original paragraph] Mentors will also increase the time they meet with new teachers to plan for instruction, develop portfolios, brainstorm challenging disciplinary situations, implement the Iowa Core, and discuss and debrief from classroom observations. Moving more of the responsibilities for mentoring to the individual mentors/navigators will address the oft-stated need to provide more differentiated training and experiences for new teachers. Mentors will have significantly more time in meeting with 1st year teachers as release time has been built into the weekly calendar for this to happen during contract time. It is estimated that the Mentor/1st year teacher will have an additional 60-75 minutes of collaboration each week. This will allow for greater support and guidance for these pairs.</p> <p>[Adjusted paragraph - see next to last sentence with new time allotments] Mentors will also increase the time they meet with new teachers to plan for instruction, develop portfolios, brainstorm challenging disciplinary situations, implement the Iowa Core, and discuss and debrief from classroom observations. Moving more of the responsibilities for mentoring to the individual mentors/navigators will address the oft-stated need to provide more differentiated training and experiences for new teachers. Mentors will have significantly more time in meeting with 1st year teachers as release time has been built into the weekly calendar for this to happen during contract time. It is estimated that the Mentor/1st year teacher will have an additional 30-45 minutes of collaboration each week. This will allow for greater support and guidance for these pairs.</p>	<p>When the Teacher Coordinators began developing time in the building schedule for mentors/mentees to meet together, it quickly became clear that it would be unsustainable to provide 60-75 minutes of collaboration time each year. Providing 30-45 minutes is doable.</p>	<p>Building Teacher Coordinators, Mentoring Coordinator, Superintendent, Principals</p>	<p>Approved</p>	<p>07-23-2015</p>
Clinton	<p>Change in language further defines who is responsible for overseeing, monitoring and evaluating the grant and its various leadership positions.</p> <p>[old language] The District Teacher Leadership Coordinator Committee (DTLCC) will be responsible for overseeing the Clinton TLC program. The DTLCC will be comprised of three administrators and one teacher from each level, elementary, middle school, and high school. The DTLCC members will be recommended by the superintendent to the school board.</p> <p>[new language] The District Oversight Committee (DOC), which developed the grant, will be responsible for overseeing the Clinton TLC program.</p> <p>The District Teacher Leadership Coordinator Committee (DTLCC) will be responsible for overseeing District TLC positions (Lead Content Specialists, Mentoring Coordinator, and building Teacher Coordinators). The DTLCC will be comprised of three administrators and one teacher from each level, elementary, middle school, and high school. The DTLCC members will be recommended by the superintendent to the school board.</p>	<p>Upon further review of the grant, it seemed appropriate for the staff who were responsible for developing the TLC grant to be the same people/group to monitor the success of the grant. Having this group, the Oversight Committee, fill this role gives our Education Association much more input and truly creates a joint venture with mutual ownership.</p>	<p>Dialogue with members from Oversight Committee, the group that wrote the group.</p>	<p>Approved</p>	<p>07-23-2015</p>

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Clinton	<p>The proposed change in language defines exactly who group is responsible for providing the Annual Review of TLC Assignments. District Teacher Coordinating Committee will be responsible for district level positions - Coordinators, Lead Content Specialists, and Mentoring Coordinator. Building Coordinator Committee will be responsible for building-level positions of Instructional Coaches, PLC Leaders, Mentors and Navigators. New language also eliminates this sentence, "A retention decision will be made by district administrators based on input from the individual TL and the DTLCC." Having only district administrators be given this responsibility is not in keeping with the overall philosophy of shared leadership.</p> <p>[old language] The performance of teacher-leaders will be reviewed annually by the DTLCC. Each Instructional Coach, PLC Leader, Mentoring Curriculum Coordinator, Mentor, Navigator and Lead Content Specialist will submit a self-reflection based on their job description and performance to the DTLCC who will provide them with formative feedback. A retention decision will be made by district administrators based on input from the individual TL and the DTLCC.</p> <p>[new language] The performance of Lead Content Specialists, Mentoring Coordinator and building level TL Coordinators will be reviewed annually by the DTLCC. All Lead Content Specialists, Mentoring Coordinator and building level TL Coordinators will submit a self-reflection based on their job description and performance to the DTLCC who will provide them with formative feedback.</p> <p>The performance of building-level Instructional Coaches, PLC Leaders, Mentors and Navigators will be evaluated, using the same process as described above, by the building-level TLCC. Retention decisions will be made by the TLCC for building-level positions and by DTLCC for district positions.</p>	<p>1. Proposed changes better define exactly who is responsible for evaluating the various TLC leadership positions. 2. Changes also does a much better job of sharing retention decisions between administrators and TL Coordinators, rather than having only administrators making those decisions, which runs counter to the shared leadership philosophy of the TLC program.</p>	<p>Dialogue with principals, TL Coordinators, superintendent.</p>	<p>Approved</p>	<p>07-23-2015</p>
Clinton	<p>Section 7 Oversight of the TLC grant will best be provided by the same group who developed that grant. This group, the District Oversight Committee, a mixture of teachers, paraeducators, parents, and administrators, will be given the responsibility of analyzing building and district achievement, teacher survey results, and anecdotal data to determine effectiveness.</p> <p>[old language] The Superintendent, DLC, TLCs, ICs, and principals will meet annually to analyze building and district achievement data, teacher survey results, and anecdotal data to determine effectiveness of current initiatives and to identify future needs.</p> <p>[new language] The District Oversight Committee will meet annually to analyze building and district achievement data, teacher survey results, and anecdotal data to determine effectiveness of current initiatives and to identify future needs.</p>	<p>Oversight of the TLC grant will best be provided by the same group who developed that grant. The District Oversight Committee will be given the responsibility of analyzing building and district achievement, teacher survey results, and anecdotal data to determine effectiveness.</p>	<p>Dialogue with members from Oversight Committee.</p>	<p>Approved</p>	<p>07-23-2015</p>

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
College	Adjustments to budget based on student count and open-enrollment monies. Combine .5 positions to make full-time positions. Increased number of Cadre and Model Teachers. Move Tech first responder and Digital Literacy Trainers outside TLC grant. Total participation at 33.5%. Determined process to hiring staff currently in a TL position. Dropped self-assessment for screening candidates. Interviewing all candidates. Replace self-screen with evaluation document based on 7 domains of teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	4/8/2015
College Community School District	We would like to update the measures stated in Part 8 of our TL plan. We do not want to change any of our goal areas, just the measures. Specifics have been emailed directly to Becky Slater.	We had too many original data points identified in our first year and had trouble getting all of that information into our End of Year Report. We have eliminated a few measures, combined a couple, and added one new (and we feel, better) measure. Again, all specifics have been emailed to Becky Slater.	After completing the End of the Year Report, the TLS Program Lead spoke with the TLS Program Administrator and superintendent about the lack of room in the report to include all of these measures. We met as a team, along with our teacher leaders to identify what we felt were the most appropriate and best measures for each of our goal areas. Again, we do not wish to change any of our goals, just some of the measures we use to report progress on these goals.	Approved	9/19/16
Collins-Maxwell	<p>Changed name of roles:</p> <ol style="list-style-type: none"> <li>1. Systems Learning Specialist to Instructional Coach</li> <li>2. Professional Development Coach to Teacher Leader</li> </ol> <p>Data: Changed Student Data reviewed in Part 2 &amp; 3 from 12-13 and 13-14 to "Yearly"</p> <p>Number of positions:</p> <ol style="list-style-type: none"> <li>1. Changed Teacher Leaders from 10 to 6</li> <li>2. Changed Mentor Teachers from 4 to 10</li> </ol>	Clarity for staff in position names and roles.	Principals, Systems Learning Specialists, AEA personnel. We reviewed the document one day, then made revisions and met a second day to finalize for submission.	Approved	6/13/16
Collins-Maxwell	Part 8--more specifics in the goal areas. We are also updating some position titles and descriptions. I will submit the complete new form.	More specifics to get more staff on board, as well as providing better goals and guidance	Principals, Systems Learning Specialists, AEA support	Withdrawn	
Colo-NESCO	Change release time for 3 Lead Teachers; from 70%classroom/30% teacher leader to 50/50 for Literacy and Science Teachers and 80/20 for the Math Teacher.	Information not required at time of request.	Information not required at time of request.	Approved	9/8/2014
Colo-NESCO	Supplement TLC budget with \$5000 from current mentoring supplemental budget	Information not required at time of request.	Information not required at time of request.	Approved	10/12/2014
Colo-NESCO	<p>Part 5 of our 2014-2015 plan, called for three partially released Lead Teachers. The original language of the grant stated that a lead teacher "engages 70% in student instruction and 30% in teacher leadership duties". Their release time amounted to 1.25 FTE. Additionally, we had a TLC Coordinator/Coach released full time.</p> <p>We would like to make the following change for the 2015-2016 plan: Go from 3 partially released lead teachers/coaches to 2 full-time released coaches. This means the overall release time will go from 2.25 to 2.0 FTE. This would also change the lead teacher position title to instructional coach. The new description of this position would be "engages 100% in instructional coaching".</p>	During this past year, we realized that having Lead Teachers/Coaches labeled for specific content areas and having to travel between buildings was placing an unnecessary barrier in our path to get teachers on board with coaching. In the proposed change, both instructional coaches would be assigned to a building making them available to teachers throughout the day. This would decrease the amount of down time due to travel and increase the efficiency and availability of the coaches to the teaching staff.	This proposed change is a result of teacher surveys conducted this school year regarding the impact of the teacher leadership grant and discussion with administration of how to get more teachers involved in the coaching process.	Approved	09-23-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Colo-NESCO	<p>In part 3, we would like to remove the second initiative regarding the use of the Instructional Practices Inventory since it will no longer be used by our district.</p> <p>The original language of the plan is as follows: Part 3 A second initiative is the Instructional Practices Inventory. This is a teacher-led, collaborative process that quantifies how students are engaging in instruction. All classrooms are visited and engagement is categorized along a continuum. These data have shown us we rely heavily on teacher led instruction and need to increase the percentage of time students are engaged in higher-order, deeper thinking activities. Teacher leaders will provide professional development and serve as a model for how to effectively use and balance various instructional practices and incorporate higher-order, deeper thinking.</p> <p>We would also need to remove the last two sentences under goal 3 in part 8 since this also mentions the use of the inventory. I have put parenthesis around the sentences to be removed. The original grant language is as follows:  Part 8 Goal 3: Provide aligned and differentiated professional development First, we will conduct biannual staff surveys to collect feedback on the effectiveness of professional learning opportunities. Second, we will conduct learning walks to monitor implementation of the knowledge and skills acquired in professional development, coaching sessions, classroom observations, and Professional Learning Communities. This information will be linked back to the specific professional development contexts to measure their effectiveness. (Finally, results from the Instructional Practices Inventory will provide evidence of changes in instructional practice. Based on these data we can make changes to, and adjust the availability of, each type of professional development.)</p>	<p>The Instructional Practices Inventory was only done three times a year. Teachers and administration did not feel that the data from the observations was reflective of what was actually happening in the classroom due to its infrequency. The consensus of the group was that data obtained from learning walks, coaching sessions, classroom observations, biannual staff surveys, and Professional Learning Communities provided a better data source to evaluate the effectiveness of professional development.</p>	<p>Our professional development team made up of teacher leaders and administration examined the data from the Instructional Practices Inventory and the feedback from teachers to determine the effectiveness of this initiative.</p>	Approved	09-23-2015
Colo-NESCO	<p>Due to budget constraints and open enrollment, changes have been made to the 2015-16 budget. These changes have been emailed to Becky Slater.</p>	<p>Budget constraints and the loss of \$22,000 due to open enrollment mean we needed to revise allocated TLC funds. Individual allocations will be reduced to allow us to fully cover the costs of released teachers.</p>	<p>These changes are based on the \$312.68 per student state funding for 2015-2016 that was allocated by the state.</p>	Approved	09-23-2015
Colo-NESCO CSD	<p>Due to the proposed change from lead teacher to instructional coach in part 5 of our 2015-2016 plan, the language in part 7 of our plan needs to be revised. The current language is: Lead Teachers will serve as content area experts and technology integrationists. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom 70% of the time so their classrooms will serve as open observations sites and in-district laboratories for implementing new strategies.</p> <p>In the 2015-2016 plan, the following change is proposed in part 7. The lead teacher description would be eliminated and the following revision would be made to the instructional coach description: The Instructional Coaches will provide support at two levels: S/he will be responsible for guiding the professional development of teacher leaders and, with the support of the curriculum director, will lead the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, technology integration, and reflection. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching.</p>	<p>Our 2014-2015 plan called for three partially released lead teachers/coaches. We have requested a change in our 2015-2016 plan to go from 3 partially released lead teachers/coaches to 2 full-time released coaches. This changes the description of the positions in our original plan.</p>	<p>This change is a result of teacher surveys regarding the effectiveness of the teacher leadership program and administrative discussion of how to involve more teachers in the coaching process.</p>	Approved	09-23-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Colo-NESCO CSD	Because of the loss of funding due to open enrollment, adjustments need to be made to our 2015-2016 budget in section 10. Teacher leaders will have their number of additional days adjusted along with their supplements. The tables with the proposed changes in part 10 of the 2015-2016 plan have been emailed to Becky Slater.	Budget constraints and the loss of \$22,000 due to open enrollment mean we needed to revise allocated TLC funds. Individual allocations will be reduced to allow use to fully cover the costs of released teachers.	This change was determined by our previous TLC Coordinator in collaboration with district administration.	Denied	
Columbus Community School District	<p>Original Language Classroom Advisory Teacher: *Advisory Classroom Teachers will receive a \$1500 stipend. As a part of that stipend they will have 5 additional days beyond their contract and provide direct instruction to students 75% of the day. (We anticipate using 2-4 teachers). These teachers will work as mentors to new teachers and teachers new to the district as determined by the Mentoring program established by the district. The extra days will be utilized for collaboration over classroom management strategies, the professional development employed by the district and initial lesson planning. They will have the opportunity to attend professional development with Novice Teachers. Their additional planning time will be used to observe and coach Novice Teachers. In addition they will begin to set up times for observation and providing feedback to Novice Teachers. The Advisory Classroom Teachers will be in the new teacher's and new to the district teacher's rooms for observation and feedback as well as opening their rooms to all teachers. This will allow collaborative conversations to take place regarding the strategies they implement effectively and how they impact student achievement. These teachers will be a positive and valuable resource when driving the district forward utilizing best practices and research based strategies including those in SIOP, Studio Math and PBIS. The Advisory Classroom Teachers will be able to support others as others strive to develop their teaching skills using these research based strategies and best practices. They will be the relationship builders and climate and culture developers who assist to set high expectations for teaching and student learning.</p> <p>New Language Classroom Advisory Teacher This leader will be released from the classroom 100% of the day. They will receive a stipend of \$25/hour to attend all professional development outside of the contract day.</p> <p>Original Language Professional Development Leader *The Professional Development Leader will be on a leave absence from their teaching duties and will have 10 days outside of the master contract at a cost of</p>	<p>We only had two teachers apply for Leadership positions. It became necessary give the Classroom Advisory Teacher more time with in the contract day to complete their tasks. Both teachers that applied for and accepted both positions were elementary teachers and it was not possible to free up the elementary schedule 25% of the day.</p> <p>It became apparent it was much more efficient in terms of salary to pay by the hour and have more money available to use for professional development and other TLC related expenses.</p>	The TQ committee. We met to discuss the applicants available and the best way to meet the grant while using the resources available.	Denied	4/25/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Columbus Community School District (continued from above)	<p>\$3,000. This teacher will work with the district administrative team to utilize and analyze data to determine; the professional development needs of the district, the success of the district professional development and the success of the TLC program. They will collaborate with building administrators to implement the professional development (SIOP, Studio Math and PBIS). They will develop surveys after each professional development day to determine if needs were met and the “next steps” for the future professional development days. Professional Development leaders will also assist with curriculum review and adoption.</p> <p>Teacher leaders will have a firm grasp of the district goals, understand how to implement professional development and visit teachers and students to offer ideas on how to best implement instructional and classroom management strategies. They will collaborate with building principals to ensure that opportunities are available for teacher to learn, implement and refine professional development. The Advisory Classroom Teachers and the Professional Development Leader will have additional contract days utilized for professional growth, collaboration with administrators to build a system of supports for teaching staff and planning the year’s professional development opportunities. Teacher leaders will collaborate with instructional staff to align individual professional with current district/building goals and professional development.</p> <p>New Language Professional Development Leader They will receive a stipend of \$25/hour to attend all professional development outside of the contract day.</p>	(continued from above)	(continued from above)	Denied (continued from above)	4/25/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Columbus Community School District	<p>There will be two Building Leadership Teams (BLT). They will be comprised of 5-7 members and will advise the building administration on how best to implement current professional development in the district using district resources such as; professional development time, building schedules, etc. They will also help collect and interpret building level data as to the success of the professional development at the building level. They may be asked to help teach or model current professional development to building staff. They will make recommendations on the next steps of building professional development. Each member will receive an additional \$1000 for the work they do outside of the contract day. Teachers may not be members of both of the DLT and a BLT. This group will be 10-14 members.</p> <p>There are two building level Positive Behaviors Interventions and Supports (PBIS) teams. They are comprised of nine (9) teachers. They have been learning PBIS Tier 1 professional development. They are then going back to each building, teaching PBIS and how each building will implement it next year. They will be tasked to come up with PBIS lessons to model positive behavior to students and develop consistency among all staff in terms of promoting positive behavior. They will monitor the data and make recommendations to the DLT as to how to maintain a positive culture. Each member will receive an additional \$1000 for the work they do outside of the contract day. Teachers may work on the PBIS team and either the DLT or one of the BLTs. Our total count of staff holding recognized teacher leadership positions in our district and drawing some TLC monies will be at least 21 out of 65 teachers. That puts us well over the required 25%.</p> <p>The process for BLT and PBIS positions will be:</p> <p>Applicant must submit a Cover Letter and a Letter of Application, for the leadership position that they desire along with their resume. The cover letter should include: the answer to this prompt, describe their desired interest and why they are interested in seeking that role.</p>	To place more teachers in leadership positions.	Discussion with the TQ Committee and current teacher leaders as well as administrative team.	Approved	5/12/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Columbus Community School District (continued from above)	<p>The cover letter should be no longer than one page, double spaced. The Letter of Application should include completion of the following prompts: a) Describe your ability to work with adult learners and foster a collaborative culture to support educator development and student learner. Please feel free to describe past or current professional development experiences as examples. b) Describe any SIOP and/or Math Studio instructional strategies you have implemented in your classroom and explain their effect on student achievement, and how you measured that effectiveness (provide data), c) What has been and is your current availability to attend necessary professional development during and outside of the student school year to be prepared to accept this position, d) Explain how you have and will promote professional learning for continuous improvement among all staff, e) What strategies to promote collaboration, giving and receiving effective feedback and other effective communication strategies among students, staff, parents and community do you possess that make you a candidate for this position, f) How do you promoted the use of both formative and summative assessments among students, staff, parents and community as a way to measure improvement? Each prompt on the letter of application should be limited to one page, double spaced.</p> <p>The TQ Committee will review the applications and make recommendations to the superintendent on applicant's abilities to fill the position for which they applied. Revisions were also made to the Advisory Classroom Teacher role and the Professional Development Leader role. Additional details were emailed to Becky Slater.</p>	(continued from above)	(continued from above)	Approved (continued from above)	5/12/2016 (continued from above)
Council Bluffs	<p>Either due to lack of teacher applications or due to their rigorous, 2-phased selection processes, they were not able to hire teachers to fill all the roles established in their plan; the final number of teachers who were placed in these leadership positions equals 20% of the total teacher number for 2013-14. They anticipate that they will be able to move closer to the 25% teacher-leader goal for the next school year; throughout the 2014-15 school year, they will be able to encourage teachers to consider applying for the model teacher positions for the following school year; teachers will have a much better understanding of the role and its responsibilities; they will continue to use a very similar selection process.</p>	Information not required at time of request.	Information not required at time of request.	Approved	8/15/2014
Council Bluffs	<p>The proposed budget as presented was insufficient to meet the actual plan needs; the Steering Committee used an average salary for full-release positions that was considerably below the average of those experienced teachers who applied for and were placed in the positions. In order to more closely meet the amount of the award, district representatives will be coding teacher <u>replacement</u> costs to TLC rather than teacher leader positions in most cases; the budget will also pay for stipends to the extent possible; any additional costs will be charged to General Fund, Special Education funding, or Title I funding, as appropriate.</p>	Information not required at time of request.	Information not required at time of request.	Approved	8/15/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Creston School District	<p>Part 5: Roles The district planned to hire five instructional coaches. We were able to fill four of these positions. The district would like to utilize the money not spent on the fifth instructional coach position and utilize it instead to employ a Technology Integration Coach to assist with the implementation of technology integration across the district.</p> <p>Technology Integration Coach</p> <p>Job Goal: Enhance the integration of technology into instruction to increase student engagement by providing technology training and collaborating with classroom teachers in individual, small group, and whole group settings.</p> <p>Key Duties and Responsibilities: -Provides assistance and training to building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups. -Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the teachers as they implement the lessons in their classrooms. -Provide individual support to teachers as they implement the lessons in their classrooms. -Model and team teach to assist teachers as they implement new strategies. -Assists with technology training as part of collaborative school district staff development initiatives and supports regional and statewide initiatives such as the Every Child Succeeds Act, the Technology Standards for teachers and students, the Iowa Core, and 21st Century Skills.</p>	<p>The district implemented a one-to-one laptop program in 2015-2016 at the high school. The district will continue to expand the one-to-one laptop program to the middle school over the next couple of years. We will also expand technology use at the elementary level. Hiring a technology integration coach demonstrates the district's commitment to providing technology professional development on instructional strategies to integrate technology into the curriculum.</p>	<p>The administrative team met and decided to pursue a Technology Integration Coach position. This position was discussed with the Teacher Association. An update and feedback on the TLC grant and positions is also given to the School Improvement Advisory Committee and the school board.</p>	Approved	11/2/16
Creston School District (continued from above)	<p>Create learning resources for teachers, staff and students. -Articulates and promotes model instructional practices and the role of technology in them. -Conducts research about advancements in technology tools and resources to inform decision-making. -Provides leadership in developing and implementing technology plans and serves on the building/district technology committee. -Collaborates in the evaluation, selection and implementation of instructional technology materials and software. -Consult on computer resources including hardware, software, learning resources and training needs. -Coordinates technology related grant projects. -Serves on other district-wide committees and performs other tasks and responsibilities as assigned by the Superintendent of Schools.</p>	(continued from above)	(continued from above)	Approved (continued from above)	11/2/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Dallas Center-Grimes	Part 5 Leadership roles: 1 -eliminate Solution Tree Coach from the training for teacher leaders; 2 - change Building level PLC Encore Leaders (with 4 add'l contract days and \$2000 stipend ) to (with 1 add'l contract days and \$500 stipend ) increasing the number of encore leaders from 6 to 14.	1-eliminate Solution Tree Coach rationale - Written when we thought we would want and be able to access a coach. The cost was prohibitive as well as the cost-benefit analysis. 2 - The encore K-12 groups are not able to meet as often as curricular and grade level teams and needed more ongoing support especially during professional development times. They are expected to do 1/4 of the work, therefore, 1/4 of the compensation with greater support and job embedded PD.	First, the PLC leaders proposed a change in the PLC encore leader and then the original writing committee spent two - 1/2 days to review the entire grant and suggested the change. This was then taken to the District Leadership Team, which is our grant oversight committee, and they agreed with the change suggested, and finally, the School Board approved the change.	Approved	6/23/16
Danville	We would like to amend Part 5, changing the requirements for a teacher leader to 1 year of experience in the district to match the state requirement.  Requirements: K - 12 Instructional Coach (21st Century/ Technology) 9 - 12 Instructional Coach (5 Characteristics of Effective Instruction) K-2 Instructional Coach 3-8 Literacy Instructional Coach (transitional) 75% classroom teacher; 25% instructional coach 50% classroom teacher; 50% instructional coach 75% classroom teacher; 25% instructional coach 75% classroom teacher; 25% instructional coach Certified staff with two years in school district experience and 4 years overall experience 3-8 Math Instructional Coach (transitional) 75% classroom teacher; 25% instructional coach Mentor/Model Teacher • Stipend (in addition to yearly contract) = \$3000 • Added Days/Hours = 5 days/year and 2 hours/ week outside contract • Requirements: Certified staff with two years in school district experience and 4 years overall experience 7 positions based on need (mentoring/modeling) throughout K-12 campus 100% Classroom Teacher	There is a concern that the district will not fill the 25% of the leadership positions in the plan and there are some new hires this year that would be potential candidates for TLC for the 2016-17 school year. If we want to fill all leadership positions, let's match the state requirement of 1 year of district experience and increase our pool of candidates.	The district has an active PLC teacher group that wrote the original grant and met this summer to detail job descriptions, selection, and evaluation processes. There is concern by this group and myself that we will not fill all of our leadership positions to meet the 25% and have reflected on the initial thinking of two years of district experience versus the state requirement on one year.	Approved	08-17-2015
Danville	The Danville Community School District is requesting to change its proposed mentoring model. The Great Prairie AEA is forming a consortium with the support of the New Teacher Center to provide full release mentors for smaller school districts.	The reasons are two-fold. First, Danville did not receive enough applicants for mentors to cover its projected need for the 2016-17 school year. Second, GPAEA provided Danville with contacts to Grant Wood and Mississippi Bend school districts that provided superior feedback on its affect on beginning teachers with this model.	GPAEA held an half day introduction to the NTC mentoring model and its support for districts considering the consortium. Next, Danville contacted superintendents, principals, mentor teachers, and beginning teachers currently being served by the Mississippi Bend (DeWitt Central, Andrew, and Delwood). Given that feedback, the decision was made to join the consortium.	Approved	3/30/2016
Davenport	Modify TLC plan from Model 1 to Model 3; Selected Model 1 originally because their pain is similar to the Task Force recommendations; the district was not able to provide as many addiitonal contract days, as much supplemental salary, and as much release time as required; Model 3 will allow more flexibility in how to work with the teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	4/1/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Davenport	Transfer money from their Instructional Fund to their Professional Dvelopment Fund to purchase laptops for Lead and Mentor Teachers who will be expected to script lessons for career and initial teachers.	Information not required at time of request.	Information not required at time of request.	Not Approved (still have not achieved the 25% target for teachers in teacher leader roles)	10/7/2014
Davenport	Create three new teacher leadership positions - Technology Integration Coaches	Information not required at time of request.	Information not required at time of request.	Approved	10/15/2014
Davenport	Proposed Budget change for funds not designated.	Information not required at time of request.	Information not required at time of request.	Approved	1/4/2015
Davenport	Add a third District TLC Lead Support Teacher using the same hiring process outlined in grant with annual review. Brings percentage up to 23%.	Information not required at time of request.	Information not required at time of request.	Approved	5/20/2015
Davenport Community School District	Addition of Tech Integration Model Teachers at each of our elementary sites. Job description - <a href="https://goo.gl/QdPtJE">https://goo.gl/QdPtJE</a> 17 elementary schools = 17 TIMS	1) Tech integration support at the elementary level continues our model for tech integration support that we provide with TILTs at the secondary level. 2) Fits in with the long range Teaching and Learning plan for DCSD. 3) Tech integration is a growing need. 4) Include more teachers in the DCSD TLCS.	1) Determine need in our elementary buildings. 2) Develop job description draft to be discussed and approved in our oversight committee. 3) Balance budget to ensure sustainability 4) Present final proposal and budget to oversight committee. 5) Submit a state waiver to the state. 6) Develop and submit an MOU for our teacher contract. 7) Enact SBRCs to complete a rigorous review and selection. 8) Tech Integration Model Teachers are to start in Fall of 2016.	Approved	4/11/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Davenport Community School District	<p>This plan change is to update the current number of TLCS positions at DCSD as well as increase the number of Model Teachers. The executive summary states the following numbers:                      140 Model Teachers                      71 Mentor Teachers                      60 Lead Teachers                      11 Literacy Coaches                      10 Technology Integration Lead Teachers</p> <p>The expected numbers after the additional hiring of models this fall:                      160 Model Teachers                      53 Mentor Teachers including 4 vacant positions                      59 Lead Teachers                      22 Literacy/Math Coaches                      9 Technology Integration Lead Teachers including 1 vacant position                      17 Technology Integration Model Teachers including 3 vacant positions</p>	<p>JB Young was closed after the 2015-2016 school year. Most of our positions are building specific so we the positions in this building. The seven positions were 3 Lead Teachers, 3 Mentor Teachers, and 1 Technology Integration Lead Teachers. We decreased our Mentor positions in buildings that do not have a history of hiring teachers from outside the district. Our Mentors spend the majority of the time working closely with Beginning Educators. In the past two years, we have increased the number of Literacy and Math Coaches. This was as a result of adjusting our system to meet the needs of our district. Model Teachers are the foundation of our TLC system. They are living examples of teaching standards and connect teaching practices to the NIET Best Practice indicators. Adding these additional leadership positions would bring our total Model Teachers to 160.</p> <p>Additional teacher leadership positions strengthen our system and increases the resources available to students and staff in Davenport. With these changes we will be at the goal of 25% of our teachers in the Teacher Leadership System.</p>	<p>The Lead Support Teachers along with the Executive Directors used historical hiring data and projected hiring for the next year to determine whether to post a Mentor Teacher position when it was vacated by the previous Mentor Teacher. These adjustments were also reviewed and approved by the TLCS Oversight Committee. The additional Literacy and Math Coaches were added based on the needs of the district using Resource Allocation Committee procedures. All increases to TLCS personnel were reviewed by the budget specialist to ensure it was sustainable.</p>	Approved	9/23/16
Davenport CSD	<p>In Part 8, we would like to change the measures for our goals as follows:</p> <p>Goal 1: Remove objective 2: Obtain a Memorandum of Understanding for support from the post-secondary schools of all first teachers each year.</p> <p>Goal 2: Change the measures from weekly meeting ratings aggregated by BSAT and compared to baseline data; CTQ survey; and district developed matrix tool to data team schedule/minutes; model teacher visits; TLCS peer review; roster data; and coaching logs.</p> <p>Goal 3: Remove the CTQ survey and add number of TLCS positions, TLCS exit survey, and retention rate for TLCS positions.</p> <p>Goal 4: Remove SRI/SMI data; DIBELS data; CTQ survey; and anecdotal evidence from BLTs and add FAST data.</p>	<p>The changes in the measures more accurately assess the desired outcomes as a result of the TLCS implementation. In addition, Davenport no longer uses SRI/SMI, DIBELS, BLTs, or the CTQ survey. Davenport attracts teachers from a wide variety of universities and not all universities would be able to provide the support to all of the first year teachers, therefore this would not be possible to accomplish under Goal 1.</p>	<p>The Lead Support Teachers worked with the Mississippi Bend AEA consultants to review the current measures and how well they measured the the goals. The Lead Support Teachers used the information to create new measures for part 8 and then brought the proposed new measures to the weekly TLCS Review meeting to review and refine.</p>	Approved	5/18/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Davenport CSD	<p>The original grant: DCSD will continue the support of the existing 11 Literacy Coaches already serving in elementary and intermediate schools and provide them additional professional development with compensation.</p> <p>Since then, the coach model had expanded to include Math coaches as well. We currently have 14 Reading Coaches and 8 Math Coaches. We are proposing to add two English Language Learner Literacy Coaches serving the K-12 teachers. The English Language Learner Literacy Coaches would operate almost exactly like our existing Secondary Math Coach. They would attend the same trainings, have the same support, and use the same review process as our existing coaches.</p> <p>The English Language Learner Literacy Coach Responsibility:                      -Work with teachers to develop how to incorporate strategies beneficial to ESL students into their classroom instruction.                      -Provide Building/Teacher PD when needed.                      -Attend ESL Conferences and upon return develop PD modules for buildings to use/have access to coach teachers (ESL and classroom) on new strategies to use in classrooms with ESL Students based on current research and best practice.                      -Work with ESL teachers to create rubrics based on the new ELP standards and ensure alignment of the pull-out ESL Instruction to the standards as well as support the CORE.</p>	<p>As a district we are on 4+ years of being on a Corrective Action Plan from the State of Iowa--meaning we have not met the goals required of ESL for over 4 years. Goal #1 on the CAP is directly related to providing professional development for teachers. There are three goals districts have to meet in order to not be on a CAP Plan: Growth and Proficiency on the Language Assessment and AYP on Iowa Assessment. Dr. Tate has made increasing the academic achievement of our ESL students one of his top priorities this school year.</p>	<p>Dr. Tate, our superintendent, saw a need to increase the ESL scores after review the data from the last school year. He worked with ESL Specialist to brainstorm ways to increase the scores. What was discovered was a need for an instructional coaches to work with teachers who work with ESL students. These Instructional Coaches were added based on the needs of the district using Resource Allocation Committee procedures. The plan was also reviewed and approved by the TLCS Oversight Committee. The increase to TLCS personnel was reviewed by the budget specialist to ensure it was sustainable.</p>	Approved	9/30/16
Davenport CSD	<p>Original Language-Data Teams- DCSD teachers are very good at collecting and analyzing data through data teams; however, they need support to effectively use this data to advance student achievement. Lead Teachers will work to strengthen data teams by serving as an instructional expert to facilitate the analysis of current practice. Lead Teachers will assist data teams in the identification of appropriate, field-tested instructional strategies that lead to improved student achievement. By strengthening the data team process, Lead Teachers will move the District from being data driven to being data informed in their instructional practice.</p> <p>Proposed Change: Collaborative Teacher Teams Purpose: Comprised of educators who share curriculum and thus take collective responsibility for students learning their common essential learning outcomes.                      Clearly define essential student learning outcomes                      Provide effective Tier 1 core instruction                      Assess student learning and the effectiveness of instruction                      Identify students in need of additional time and support                      Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team's identified essential standards.</p> <p>Lead teachers and instructional coaches will strengthen CTTs by serving as a support in the process and conversations and an additional resource for instructional strategies which lead to student achievement.</p>	<p>This is a change in a district initiative. Teachers need more time to collaborate around the standard and how to teach each specific standard so that students master the essential learning outcomes. . Discussions have shifted towards the idea that teachers have a shared ownership of all student learning. Data is used to help inform teachers on which instructional strategies and practices to incorporate in their planning and teaching, but authentic collaboration responsive to student needs is the desired outcome for teacher teams.</p>	<p>District Leadership completed a book study around Simplifying Response to Interventions and knowledge was gained around the Collaborative Teacher Teams as well as at the RTI at Work workshop from Solution Tree. Feedback from teachers about the data teams process was also used to make this decision. During the summer, groups of teachers practiced and refined the protocol to make it more effective to accomplish the goal of collaborating around student learning.</p>	Approved	10/26/16
Davis County	<p>We would like to remove "Student Centered Coaching Rubric review" and "PD feedback" as measures for determining achievement of goals.</p>	<p>The Students Centered Coaching Rubrics were not introduced last year.                      The PD feedback we received was not in a form that was useful in making determinations for achievement of goals. We believe we have enough data collected from other sources to meet our needs.</p>	<p>These decisions were made through conversations with coaches and district leadership team members.</p>	Approved	8/26/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Decorah (continued from above)	<ul style="list-style-type: none"> <li>•Assist in the implementation of initiatives that serve to integrate quality pedagogy into the instructional programs.</li> <li>•Work with principals and other staff members to ensure a systematic process for initiatives deemed as goals at the district and state levels.</li> <li>•Model effective instruction incorporating integration strategies and team teach with those interested in effectively integrating strategies into lessons.</li> </ul> <p>Revisions- This position was eliminated from the original plan.</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/13/2017 (continued from above)
Decorah (continued from above)	<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> <li>• Communicate and demonstrate differentiated and personalized instructional practices that result in student growth.</li> <li>• Provide support in analyzing student assessment data and assist teachers with designing instructional decisions based on assessment data.</li> <li>• Work directly with the Director of Technology, Technology Integration Specialist, Principals, Instructional Coaches, Teachers, and support staff as needed.</li> <li>• Develop instructional technology solutions and related training materials for the purpose of providing users with tools needed to support student growth.</li> <li>• Actively meet with staff to plan the integration of technology into core instruction.</li> <li>• When appropriate, lead class instruction in support of curricular objectives.</li> <li>• Instruct and support teachers with curriculum hardware, software, &amp; traditional resources, and classroom/curriculum/instructional related technologies and practices.</li> <li>• Identify and support teacher integration of technology at the augmentation, modification and redefinition layers of the SAMR framework.</li> <li>• Facilitate the professional development of teachers and support staff through building positive relationships and providing instructional coaching to teachers, support staff, and administrators.</li> <li>• Conduct appropriate training for teachers and staff on the use and integration of educational technology.</li> <li>• Communicate effectively with all members of the school district and community.</li> <li>• Develop and maintain a confidential, collegial relationship with staff members.</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	2/13/2017 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Decorah (continued from above)	Respect and maintain confidentiality in the performance of all assigned duties. <ul style="list-style-type: none"> <li>• Encourage ongoing professional growth for all teachers through the development of a Professional Learning Network.</li> <li>• Co-teach and model lessons as needed.</li> <li>• Assist with development, refinement, and implementation of district curriculum, instruction and assessments.</li> <li>• Assist with the identification, selection, and development of resources to support learning.</li> <li>• Attend workshops/conferences to learn about new innovative instructional strategies.</li> <li>• Support teachers, staff members, and students with the identification and implementation of instructional and assistive technology.</li> <li>• Assist in the maintenance of the main school website, including maintenance and periodic updating of information.</li> <li>• Work with volunteers when appropriate.</li> <li>• Utilize emerging instructional technology to enhance student learning.</li> <li>• Participate in meetings, workshops and/or trainings for the purpose of conveying and/or gathering information required to perform job functions.</li> <li>• Prepare documentation (e.g. user guides, recommendations, lesson plans, reports, instructions, memos, instructional videos, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.</li> <li>• Research instructional technology related student achievement for the purpose of making recommendations and assisting with the design and implementation in order to meet the District master plan for instructional technology.</li> <li>• Meet regularly with the Director of Technology and Technology Integration Specialist.</li> <li>• Assist in the planning of technology professional learning.</li> <li>• Attend Technology Committee meetings.</li> <li>• Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.</li> <li>• Other duties as assigned.</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	2/13/2017 (continued from above)

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Decorah (continued from above)	<p>Develop and maintain a confidential, collegial relationship with staff members.</p> <ul style="list-style-type: none"> <li>Respect and maintain confidentiality in the performance of all assigned duties.</li> <li>Lead professional development as appropriate.</li> </ul> <p>Revised Version- Section I: General Information Position Title: Collaborative Teacher Classification: Certified FTE/Contracted Days/Salary: Full-time in the Classroom; 1 additional day Stipend: \$1,500 Immediate Supervisor: Facilitator of Assessment &amp; Instruction and Building Level Principal</p> <p>Section II: Essential Duties and Responsibilities Basic Function: The Collaborative Teachers will open their classrooms for colleagues to observe delivery of instruction focused on district and building initiatives. They will attend and help plan and/or deliver professional development activities designed to improve instructional strategies, including contributions to the DCSD Professional Development Library, while working collaboratively with Administration and other Teacher Leaders. Roles and Responsibilities:  <ul style="list-style-type: none"> <li>Attend quarterly Coach/Collaborative Teacher meetings.</li> <li>Have an open door for those wanting to visit their class to observe effective teaching practices in action.</li> <li>Serve as a spotlight classroom, hosting a building learning lab at least once per school year.</li> <li>Model, support, and give feedback on newly-learned strategies and skills.</li> <li></li> </ul> </p>	(continued from above)	(continued from above)	Approved (continued from above)	2/13/2017 (continued from above)
Decorah (continued from above)	<p>Collaborate with District Teacher Leaders.</p> <ul style="list-style-type: none"> <li>Be willing to become a “pilot” classroom for implementing district initiatives.</li> <li>Establish and maintain a system of ongoing communication with teachers and building principals, including administering of a building level blog in collaboration with coaches.</li> <li>Lead professional development as appropriate and regularly add to building level meetings.</li> <li>Share resources and information to support district and building initiatives.</li> <li>Contribute to the DCSD Professional Library by recording exemplary lessons for use by other teachers and encouraging and assisting colleagues in recording their own exemplary lessons, including examples of the various levels of SAMR.</li> <li>Respect and maintain confidentiality in the performance of all assigned duties and a collegial relationship with colleagues.</li> <li>Update and promote the Pineapple Chart observations, including listing observation opportunities within your own classroom.</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	2/13/2017 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Delwood Community School District	<p>Changes desired pertains to Section 5 &amp; 10 of our original TLC Plan.</p> <p>Old Language: Section 5: Instructional Coach 80% teacher leader duties Research-Based Strategies Model Strategy for Teachers Collaboration with Teachers during planning periods Address Common concerns in Professional Development Atmosphere Aware of transition from grade-to-grade instruction 20% in the classroom with student instruction Teaching MTSS group Pull Struggling Students in a Specific Area Cover Classroom to watch Model Teacher</p> <p>Model Teacher 95% in classroom with student instruction Teaching their own classroom Observed for particular strategies Teaching is aligned to the core Assessing frequently the core standards Research Based strategies 5% teacher leader duties Meeting with teachers for reflection on strategy taught Instructional Coach directs colleagues to the model teacher for exemplary examples</p> <p>Mentor 95% in classroom with student instruction Teaching their own classroom Observed for teaching techniques within the classroom 5% teacher leader duties</p>	<p>Our budget will be less this year as more of our surrounding districts will be receiving the TLC grant in year 2, which means we will need to send TLC dollars with any of our open enrolled out to Central-Clinton and to the Northeast districts. The district that has our largest number of open enrolled "in" students will not receive the TLC grant in year 2, thus we will not receive any dollars for these open enrolled "in" students.</p> <p>Our instructional coach attended 15 days of training last summer preparing for her new position in our district and felt she had enough training and support through the New Teacher Center training schedule, that she did not need as many extra contract days for year 2 of the grant.</p> <p>Our district supplies multiple opportunities for peer observations and thus our model teacher did not find her role being utilized by other teachers like we had originally thought would happen, so we decided to make this position more of a professional development assistant/organizer, working with other teachers in the building to make sure our professional development was a quality program that met the needs of all teachers.</p> <p>Also, we have partnered with our AEA and several surrounding districts to offer a Mentoring and Induction Consortium program for our 1st and 2nd year teachers, thus our local mentor will not have the amount of work that she did last year, helping our new teachers. Her role will change to deal with more local/community issues and be a professional partner for our new teachers.</p>	<p>We did multiple teacher surveys throughout the school year (one each quarter) and asked for teacher input as to the success of our TLC program. At the end of the school year we sat down with all teachers and administrators to discuss how to make our TLC program even better. Proposed changes grew from this group discussion.</p> <p>We met with our AEA consultants, teachers and parents to discuss the changes to our mentoring program and how it would affect the TLC program in our district and asked for feedback from this group as to their thoughts on our proposed plan.</p> <p>We met with our District Advisory Group, which includes teachers, parents, students and administrators, to discuss proposed changes to our TLC Program to make it a more purposeful program for our teachers and to increase student achievement.</p>	Approved	08-13-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Delwood Community School District (continued from above)	<p>Refers mentee to model teacher and instructional coach for advice in teaching strategies Meets with mentee to discuss: goals, daily routines, classroom management, teaching strategies, etc.</p> <p>Old Language Section 10: Instructional Coach - Teacher Salary Supplement of \$6,000 Hired at their regular salary on the district's scale, plus an additional \$6,000 for contract days</p> <p>Model Teacher - Teacher Salary Supplement of \$2,800 Will teach full or part-time and serve as models of teaching practice and also support the development alignment collaboratively with our instructional coach. * One or two positions, depending on number of teachers employed and number of applications. (7 additional contract days beyond career teacher)</p> <p>Mentor Teacher - Teacher Salary Supplement of \$2,800 Will teach full or part-time and support the professional development of initial and career teachers. (7 additional contract days beyond career teacher)</p> <p>New Language Proposed for Section 5 and Section 10 - Changed to: 3 Roles &amp; Stipends for the Delwood Community School District:</p>	(continued from above)	(continued from above)	Approved (continued from above)	8/13/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Delwood Community School District (continued from above)	<p>1. Instructional Coach                      80% teacher leader duties                      Provide research-based strategies for teachers                      Model strategies and work with teachers in classrooms                      Collaborate with teachers, through observation and debriefing, to provide effective instructional strategies                      Address common concerns in professional development atmosphere                      Assist with any transition issues                      Work with individual or small group of students for 20% of time                      Assist with MTSS processes in classrooms                      Work with TLC Committee to develop professional development opportunities for teachers</p> <p>*7 additional contract days for professional learning and professional development planning working with the TLC Comm.                      *Stipend - \$2,800</p> <p>2. Professional Development Organizer                      100% in classroom with student instruction (own classroom)                      Helps plan and present professional development training for teaching staff                      Assists the instructional coach with student data analysis                      Helps develop student, teacher and parent surveys for TLC program</p> <p>*2 additional contract days for professional development planning and organizing with the TLC Committee.                      * Stipend - \$800</p>	(continued from above)	(continued from above)	Approved (continued from above)	8/13/2015 (continued from above)
Delwood Community School District (continued from above)	<p>*Our Mentoring Program will be a regional mentoring program that hires a full-time mentor for 1st and 2nd year teachers in the Andrew, Central-Clinton and Delwood Districts. There will be approximately 15-20 teachers mentored under this program and the New Teacher Center will be doing the training at Grant Wood AEA. Our district's mentoring role will be more of a professional partner to answer questions about local community and district issues or activities.</p> <p>3. Professional Partner /Mentor                      100% in classroom with student instruction                      Serve as a professional partner for 1st and 2nd year teachers (local/district information)                      Assist beginning teachers with district MTSS processes                      Works with TLC Committee to help develop professional development opportunities for beginning teachers</p> <p>*2 additional contract days for professional development planning working with the TLC Committee                      * Stipend - \$800</p> <p>*Stipends are based on extra contract days required for roles plus time during the school year working with administration, the instructional coach or with the TLC Committee.</p>	(continued from above)	(continued from above)	Approved (continued from above)	8/13/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Delwood Community School District	<p>Request for Changes to TLC Program for FY16 Delwood Community School District</p> <p>We have changed our Mentoring and Induction Program from an in-house responsibility to joining a newly developed AEA Consortium Mentoring and Induction Program that will have a full-time Mentor for our 1st and 2nd year teachers. We also put in a lot of extra training days/opportunities for our TLC teacher leaders and we have the same three teachers that have stepped forward and want to continue in the leadership positions for FY17. Thus, we would like to change the "Titles" of a couple of our positions, to more clearly explain the teacher's TLC roles for 2016-17. The stipends are also reduced according to the extra days required for additional training required by the position.</p> <p>1. Instructional Coach</p> <ul style="list-style-type: none"> <li>80% teacher leader duties - working with teachers</li> <li>Provide research-based strategies for teachers</li> <li>Model strategies and work with teachers in classrooms</li> <li>Collaborate with teachers, through observation and debriefing, to provide effective instructional strategies</li> <li>Address common concerns in professional development atmosphere</li> <li>Assist with any transition issues</li> <li>Work with individual or small group of students for 20% of time</li> <li>Assist with MTSS processes in classrooms</li> <li>Work with TLC Committee to develop professional development opportunities for teachers</li> </ul> <p>*1 additional contract day, with time scheduled each month, for planning and implementing district initiatives, with TLC committee members and the district administrator. This Building Leadership Committee work will analyze data and plan for district needs. *Stipend - \$300 for extra time each month on BLT Committee</p>	<p>We have taken into account the work of our full-time instructional coach and find that the instructional coach is meeting most of our teacher's needs, and the roles of our other teacher leaders need to be tweaked, as everyone felt that these other two positions could have a bigger impact on the district if they would serve on the Building Leadership Team and help meet with our AEA consultant and administrator on a monthly basis to determine district needs and offer their input and expertise in this area. The teachers want to be a part of the Building Leadership Team, which includes our administrator, our AEA external consultant for C4K work, our instructional coach and then two additional teachers to work with this BLT Committee to help analyze data and help make decisions for the district work. We had a BLT Committee last year, but teachers were only able to make some of the meetings, and then were not compensated for their extra time. If these roles are included as part of the TLC Plan, then we can have teachers working with the district leadership to determine direction of the district, analyze teacher and student data and drive professional development and possible resources or interventions, based on teacher and student needs.</p>	<p>All teachers and the administrator were involved in coming up with the TLC roles for the district that made the most sense for our small rural district and offered teachers a compensated role for the work they do on the Building Leadership Team. We also had two students, our 6th grade student council members, and 2 parents that attended the meetings that discussed TLC roles for FY17. We have been tweaking our roles to try to meet our district's needs and we believe that the roles and role responsibilities will be a good match for our district's needs.</p>	Approved	6/14/16
Delwood Community School District (continued from above)	<p>2. Building Leadership Team Members (2 teachers)</p> <ul style="list-style-type: none"> <li>100% in classroom with student instruction (own classroom)</li> <li>Meets monthly with other TLC committee members and administrator to analyze data, plan for PD and initiatives to meet district needs.</li> <li>*1 additional contract day, with this time scheduled each month, for 60 minutes to plan and implement district initiatives, with TLC other committee members and the district administrator. This Building Leadership Committee work will analyze data and plan for district needs based on teacher need and student achievement.</li> <li>*Stipend - \$300 for extra time each month on BLT Committee</li> </ul> <p>*Our Mentoring Program will be a regional mentoring program that hires a full-time mentor for our 1st and 2nd year teachers at Delwood CSD. There will be approximately 15-20 teachers mentored under this program and the New Teacher Center will be doing the training at MBAEA and Grant Wood AEA.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/14/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Des Moines PS	This email is to request an amendment to the Des Moines Public Schools Teacher Leadership and Compensation Plan. DMPS has decided that instead of hiring 12 new technology integration coaches that would have been supported by TLC funds, we would transition the base salaries of 12 induction coaches currently paid with general funds to be paid via TLC funds. DMPS has a very comprehensive induction and mentoring program in place (see Part 4 of our TLC application). This reallocation is due to the predicted General Fund appropriations and the desire to be fiscally responsible and to assure a sustainable program over time. This change will not alter the required 25% threshold stipulated by the TLC guidelines.	Information not required at time of request.	Information not required at time of request.	Approved	2/9/2015
Des Moines Public Schools	Addition of 58 PLC Leaders for Demonstration Site Schools of Rigor Original language: None New language: PLC Leaders for Demonstration Site Schools of Rigor (N=58) PLC Leaders in the 6 Demonstration Site Schools of Rigor (4 elementary with a total of 28 leaders, 1 middle school with 15 leaders, and 1 high school with 15 leaders) will be 100% in the classroom with a \$3,300 salary supplement and additional contract days for training up to \$900 funded by TLC. Base salaries are funded by DMPS. These positions provide leadership in each of the 6 schools selected to be Demonstration Site Schools of Rigor work to carry out the critical function of effective PLCs focusing on rigorous standards-based teaching and learning in all phases – planning, delivery, reflection, and adjustment. PLC leaders may be expected to organize and catalog the PLC evidence including, but not limited to: PLC agendas, notes, data examined, common formative assessments, responses to four essential PLC questions. They also assist PLCs with identifying norms, priorities, and guidance for all PLC members.	Beginning in the 2016-17 school year, in partnership with Learning Services International and a Wallace Foundation Grant, DMPS will begin rolling out the Schools of Rigor initiative to tightly align standards-based teaching, learning, and assessment in all 60 of our schools. This will begin in the fall of 2016 with six Demonstration Schools chosen for the resilience and growth-mindedness of their leaders and faculty. Demonstration Schools will be the means by which this change is begun and spread. These PLC Leaders will support the 6 Demonstration Schools.	This was discussed and reviewed with the DMPS Educator Quality Committee which serves as the TLC Advisory Committee.	Approved	4/11/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Des Moines Public Schools	<p>From 18 Induction Coaches to 250 Mentors, Part 5</p> <p>Original language: 18 Induction Coaches. Base salaries for 15 existing Induction Coaches funded by DMPS; 3 new Induction Coach base salaries funded by TLC. Induction Coaches will work to accelerate the competence and confidence of novice teachers as reflective and effective professionals. DMPS established a new teacher mentoring program in collaboration with The New Teacher Center to provide all first and second year teachers new to the profession job-embedded coaching and mentoring. Core responsibilities:</p> <ul style="list-style-type: none"> <li>• Assist new teachers in reflecting on their practice and reviewing student work to inform instruction and enhance student achievement</li> <li>• Model appropriate, innovative teaching methodologies through co-teaching and demonstration lessons, providing opportunities for new teachers to observe exemplary practice</li> <li>• Incorporate technology and analysis of data to advance beginning teacher learning and classroom practice</li> </ul> <p>New language: During the 2016-2017 school year, the beginning teachers (1st and 2nd year teachers) will be a part of a triad of coaching support that includes the Beginning Teacher, TLC Instructional Coach, and TLC Mentor. The TLC Mentors are full-time classroom teachers within the school who, after successfully completing the TLC application and hiring process, are assigned to a beginning teacher by the school principal.</p> <p>The triad is important for the success of the beginning teacher because it allows for flexibility of support and time with the inclusion of a TLC Mentor and TLC Instructional Coach in a Beginning Teacher Triad.</p>	A number of positions were excessed from the 2016-17 DMPS budget in order to stay within our spending authority. This moves the work of supporting 1st and 2nd year teachers from full-time induction coaches to classroom teachers who are provided a salary supplement and additional PD days to support new teachers.	This was discussed and reviewed with the DMPS Educator Quality Committee which serves as the TLC Advisory Committee.	Approved	4/11/2016
Des Moines Public Schools (continued from above)	<p>Within the triad of support, the TLC Mentor will:</p> <ul style="list-style-type: none"> <li>• Provide support to the beginning teacher in a variety of ways including co-planning lessons and observing/providing feedback.</li> <li>• Help the beginning teacher understand and implement strategies related to the signature elements of the Instructional Framework.</li> <li>• Help the beginning teacher learn and understand programs and policies of the school and district (email, benefits, district resources, etc.).</li> </ul> <p>Within the triad of support, the TLC Instructional Coach will:</p> <ul style="list-style-type: none"> <li>• Work with the Mentor to provide school and in-classroom support to beginning teachers.</li> <li>• Support the triad by dedicating the days between learning cycles to beginning teacher development.</li> <li>• Support beginning teachers through interactions, observations, and co-planning sessions.</li> <li>• Support all teachers by engaging in the study of Instructional Elements from the Marzano Instructional Framework through the learning cycle process.</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	4/11/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Des Moines Public Schools	<p>Requested change: PLC Facilitators from \$1,000 salary supplement to \$600 salary supplement Section: Part 5 Original language: 120 PLC Facilitators. 100% in the classroom with a \$1,000 salary supplement and additional contract days for training up to \$450 funded by TLC. Base salaries funded by DMPS. PLC Facilitators will plan and lead eight focused learning sessions on school improvement initiatives on early-release Wednesdays, as part of the district's PD system. Core responsibilities: •Provide 10 structured hours of professional learning •Attend monthly PLC planning sessions with Curriculum Coordinators (CC) •Present content co-constructed with CC Communicate common questions/concerns to CC New language: 120 PLC Facilitators. 100% in the classroom with a \$600 salary supplement and additional contract days for training up to \$450 funded by TLC. Base salaries funded by DMPS. PLC Facilitators will plan and lead five focused learning sessions on school improvement initiatives on early-release Wednesdays, as part of the district's PD system.</p>	<p>The number of focused learning sessions in 2016-17 will decrease from 8 to 5</p>	<p>This was discussed and reviewed with the DMPS Educator Quality Committee which serves as the TLC Advisory Committee.</p>	Approved	4/11/2016
Des Moines Public Schools	<p>Requested change: Change TLC Coordinator PD days from 20 to 30 Section: Part 5 Original language: 2 TLC Coordinators. 100% out of the classroom with a \$7,000 salary supplement and additional contract days up to \$3,000 funded by TLC. Base salary funded by TLC. Coordinators will orchestrate the implementation, facilitation, and evaluation of the TLC plan to insure the proposal is implemented with fidelity and integrity. New language: 2 TLC Coordinators. 100% out of the classroom with a \$7,000 salary supplement and additional contract days up to \$4,500 funded by TLC. Base salary funded by TLC. Coordinators will orchestrate the implementation, facilitation, and evaluation of the TLC plan to insure the proposal is implemented with fidelity and integrity.</p>	<p>The professional development needs associated with supporting the TLC system require additional PD planning days than anticipated. This will increase the number of these days from 20 to 30.</p>	<p>This was discussed and reviewed with the DMPS Educator Quality Committee which serves as the TLC Advisory Committee.</p>	Approved	4/11/2016
Des Moines Public Schools	<p>Part 10: Budget - Professional Development</p>	<p>This is further clarification of the Professional Development budget line item more than it is a change in our original application. The original application indicates in the budget line item "Professional Development" that funds will be used for "consultants, PD development &amp; materials for participants." We are proposing to spend approximately \$4,000 to purchase additional cameras to be used to video Demonstration Teachers. TLC Demonstration Teachers have established and are continuing to add to an Instructional Framework Video Library. This online library houses videos of TLC Demonstration Teachers demonstrating their use of and reflection on a specific element in the Marzano Instructional Framework. Individual teachers, PLCs, or schools can access these videos for use in supporting professional development. Additional cameras are needed in order to most effectively share them among Demonstration Teachers for videoing in their classrooms.</p>	<p>DMPS cameras have been distributed among schools with Demonstration Teachers. Teachers at some of our schools with multiple Demonstration Teachers have specifically requested additional cameras in order to be able to most effectively share them for videoing.</p>	Approved	9/20/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Des Moines Public Schools	Part 5: Teacher Leadership Roles Part 10: Budget – Professional Development 2 TLC Coordinators. 100% out of the classroom with a \$7,000 salary supplement and additional contract days up to \$3,000 funded by TLC	<p>The original TLC application reflected the 20 contract days to be paid at \$150 per day (2 TLC Coordinators. 100% out of the classroom with a \$7,000 salary supplement and additional contract days up to \$3,000 funded by TLC). In the spring of 2016, an amendment was submitted and accepted to extend the additional contract days from 20 to 30.</p> <p>When the application was submitted, it was anticipated that these additional contract days would be utilized for attendance at professional development workshops; therefore, the pay was calculated based on the DMPS negotiated pay rate for PD attendance of \$150 per day. In reality, the majority of additional contract days for our two TLC coordinators during the summer of 2016 were utilized for many of the same types of activities they do during the school year: planning and delivery of professional development, TLC program evaluation, and development of the TLC mentor program.</p> <p>We are proposing to amend our application as such: up to 30 days for work beyond the contract paid at \$150 per day for attendance as a participant in professional development and paid at the beyond the contract hourly rate of \$29.37 for the planning and delivery of professional development or other TLC related work.</p>	The DMPS Chief Academic Officer and Executive Director of Academics, who have direct responsibility for implementation of the TLC system, reviewed the summer work of the two TLC coordinators and their pay scale and are requesting this amendment.	Approved	9/20/16
Dubuque	Grant Section: 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. We would like to change from the New Professional Residency Program to the New Teacher Center Mentoring and Induction Program.	As we pursued the New Teacher Professional Residency Program that we proposed, we could not find a suitable collegiate partner and one who would be able to implement on our timeline. The program also lacked the replication easily to our setting. The New Teacher Center offered the professional learning program and implementation coaching model that we desired in order to deliver quality service.	Our goals and beliefs for a mentoring program, which were originally crafted by our stakeholder groups, remain the same. In the original plan we referenced the New Teacher Center model when we described our plan. With more research we found it fit better with our vision for our new program. Since this change fit with the intent of our plan, and changed only the implementation portion, the Sub-Committee of the TLC Core Team and the teacher leader for mentoring made the decision to contract with the New Teacher Center.	Pending	

TLC Plan Amendments

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Dubuque	<p>Grant Section: Part 5) Describe each of the proposed teacher leadership roles in your plan. The Dubuque Community School proposal establishes 3 categories of Teacher Leaders which deletes the Community of Practice and changes the Mentor program component.</p> <p>1. Content Leader/Initiative Leader Description: Content/Initiative Leaders collaborate with teachers for the purposes of sharing information regarding standards, connecting the Iowa Core and program materials, developing program resources and practices and building knowledge of evidence-based strategies to raise student achievement. Content Leaders support the instructional program through curriculum and program review, unit design, assessment writing, and delivery of professional learning. Initiative Leaders support implementation of district instructional strategies or protocols (eg. CGI Leader, House Leader) Released Time: PK-8=0%; 9-12=30% Position: Revised and Expanded</p> <p>2. New Professional Mentor Description: The New Professional Mentor provides a two-year experience for new teaching professionals. Mentors are trained by the New Teacher Center. Released Time: 100% Position: New</p> <p>3. Teacher on Special Assignment Description: Teachers on Special Assignment (TOSA) are full-release teachers who currently exist in the district and support the instruction and professional learning in schools. The grant enhances and supports these positions: •Curriculum Coordinators •Instructional Coaches •Technology Coaches •Student Needs Facilitators/Graduation Coach</p>	<p>As we have grown in our understanding of teacher leadership as a system integrated with our school district and coordinated among the teacher leader roles, we have seen the need to make adjustments. The Communities of Practice is a deleted component in our system for the future, but the concepts have been incorporated into the work we have done with collaborative inquiry and carried out by our instructional coaches. For the past two years we have worked with Loras College to implement our Community of Practice with middle school math and science teachers. That project will reach completion at the end of the 2016-17 school year. The New Teacher Center Mentoring and Induction Program (as mentioned in Part 4) was an implementation change we made because it became a much better fit for our district needs.</p>	<p>These changes were taken to the TLC Core Team at a meeting held in October 2016.</p>	<p>Pending</p>	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Dubuque (continued from above)	<p>Released Time: 100% (and part-time in some cases) Position: Current and Expanded</p> <p>Program Description: Content Leaders and Initiative Leaders This section remains the same except for a few adjustments of specific leader positions.</p> <p>Program Description: New Teacher Center Mentoring and Induction Program The New Teacher Center Mentoring and Induction Program builds a network of new professionals and mentors dedicated to accelerating new teacher effectiveness, improving teacher retention, and strengthening teacher leadership in order to increase student achievement. The conditions for our success include:</p> <ul style="list-style-type: none"> <li>• Carefully selected, full-release mentors (who receive rigorous two-year training including work with equity and content standards)</li> <li>• Systemic approach (which integrates a mentor program into our district/school goals and sets annual program goals with clear measures)</li> <li>• Strong site leaders (including administrators and other teacher leaders)</li> <li>• Engaged stakeholders</li> <li>• Supportive context for teaching and learning (with the use of tools for lesson planning, assessing student work, and classroom observation and feedback)</li> </ul> <p>Program Description: Teacher on Special Assignment (TOSA) This section remains the same as in the original proposal.</p>	(continued from above)	(continued from above)	Pending (continued from above)	(continued from above)
Dubuque	<p>Grant Section: Part 6) Describe how teacher leaders will be selected. Please include descriptions of how the district will determine and evaluate the following in selected teacher leaders: a) Measures of effectiveness, b) Professional growth. We have maintained the teacher leader selection process. We have deleted the ITPDP as part of the teacher leader evaluation. We have also deleted the Standards for Professional Learning as part of the individual teacher leader evaluation. We have focused on the Teacher Leader Model Standards as the individual teacher leader measure of effectiveness and determination for professional growth. The annual discussion between evaluator and teacher leader will be documented with the Human Resources Office. In addition, once per year, the teacher leader will use a peer feedback protocol established by the district, and will share the results with the evaluator. None of this individual teacher leader data will be aggregated or shared as previously planned. We have kept the Standards Assessment Inventory 2 (SAI-2) as a school-based tool for evaluating and strategically improving professional learning.</p>	<p>Data collection is cumbersome and must be very purposeful. Though we value the Standards for Professional Learning and have provided professional learning about the standards and the Iowa Professional Development Model, we have found the SAI-2 most helpful in assessing school growth in professional learning. Individual teacher leader growth and performance seems more effective when matched to the Teacher Leader Model Standards.</p>	<p>We have gathered feedback from teacher leaders, teachers who have given feedback to teacher leaders, and administrators. We needed to streamline our evaluation and focus upon our level of effectiveness, or how we could make the greatest impact. These changes were taken to the TLC Core Team at a meeting held in October 2016.</p>	Pending	

TLC Plan Amendments

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Dubuque	<p>Grant Section: Part 8) Given the state and school district goals, please provide the following information: a) Description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and long-term measures, b) Description of how the district will monitor and adjust the TLC plan based upon the results of these measures.</p> <p>We have re-written our two long term impact goals with two new essential questions. How does the Teacher Leadership System assist our district in meeting our Strategic Plan goals and the individual school goals? How does the Teacher Leadership System contribute to increasing student achievement? We will use Strategic Plan Priority Initiative Updates (presented three times per year to the Board) to answer these questions. We annually monitor and adjust the Priority Initiatives annually or as needed. Evidence used includes: SAI-2 data, school plan reports, and other data deemed necessary for the Sub-Committee of the TLC Core to make decisions or recommendations to the TLC Core Committee.</p>	We needed a simpler evaluation system that could be more easily (and meaningfully) communicated to stakeholders.	These changes were taken to the TLC Core Team at a meeting held in October 2016.	Pending	
Earlham	Due to the number of new staff in the district and the goals of our district's Mentoring & Induction program, they needed to provide 12 mentors to support Year 1 & 2 teachers, as well as veterans new to the district, rather than the five positions that were estimated in their original proposal. Nine teachers were interested in filling the mentor role which will be funded with TLC grant money. Two of these nine teachers are mentoring two new staff members. The Curriculum Director is serving as an in-house mentor for the new secondary school counselor (and is not compensated via TLC funds), and an informal counselor network has been established to provide job-specific support for her.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Earlham	Due to staff interest, only seven of the anticipated 10 CLT Facilitator roles (which we now refer to as PLC Facilitators) were filled by teachers.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Earlham	They only needed to hire 2.25 FTE positions to replace teachers who vacated classroom positions in order to fill leadership roles, and our estimate for that line item was slightly above what actual costs were for the FTE positions. Those small changes allowed for a small increase in funds reserved for training leadership roles.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Earlham	Our original plan included (2) FTE instructional coaches, (1) .5 FTE technology integrationist, (8) mentors, and (10) PLC Facilitators. Our plan for the 2015-2016 school year adds (1) .5 FTE technology integrationist, and reduces (3) mentors.	<p>The addition of a .5 FTE technology integrationist provides more support for staff due to increased availability. It also provides an opportunity for collaboration between the technology integrationists.</p> <p>The reduction of mentors to (5) is due to the need in the district. The number of mentors matches the number of 1st, 2nd, or new-to-district veteran teachers in the district for this school year.</p>	<p>Data from program and teacher leader role surveys completed by staff members and teacher leaders indicated the need for more support in the area of technology integration. Additionally, logs from the teacher leader during the 2014-2015 year, as well as staff performance evaluations and classroom walk-throughs indicated a need for increased support. The changes were presented to and approved by staff, the District Leadership Team, the Administrative Team, and the School Board.</p> <p>Mentor changes were determined strictly on a 1:1 ratio of need.</p>	Approved	09-07-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date																																																												
Earlham	<p>Funding resources will be re-allocated for the 2015-2016 school year according to the estimated budget linked here:  <a href="https://docs.google.com/a/ecsdcards.com/presentation/d/1vcsBC-bl61D6oUfVGJQyVcutOO47Fa747UB9mxiC5E/edit?usp=sharing">https://docs.google.com/a/ecsdcards.com/presentation/d/1vcsBC-bl61D6oUfVGJQyVcutOO47Fa747UB9mxiC5E/edit?usp=sharing</a></p> <p>The budget in the original TLC application was allocated as follows:</p> <table border="1"> <thead> <tr> <th>Position</th> <th>Method</th> <th>Stipend</th> <th>QTY/FTE</th> <th>(Column D * E)</th> <th></th> </tr> </thead> <tbody> <tr> <td>Instructional Coach</td> <td>\$10,000 + 10 Days</td> <td>\$14000</td> <td>2</td> <td>\$28,000</td> <td></td> </tr> <tr> <td>Technology Integrationist</td> <td>\$3,500 + 10 days</td> <td>\$5500</td> <td>1</td> <td>\$5500</td> <td></td> </tr> <tr> <td>Mentor Teacher</td> <td>\$1500 + 2 days</td> <td>\$2000</td> <td>5</td> <td>\$10,000</td> <td></td> </tr> <tr> <td>CLT Leader</td> <td>\$1800 + 1 day</td> <td>\$2000</td> <td>10</td> <td>\$20,000</td> <td></td> </tr> <tr> <td>Minimum Salary Increase</td> <td>\$1000 increase</td> <td>\$1000</td> <td>10</td> <td>\$10,000</td> <td></td> </tr> <tr> <td>New hires to replace 2.5 FTE positions vacated by teacher leaders</td> <td>2.5 FTE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>positions</td> <td>\$50,000</td> <td>2.5</td> <td>\$125,000</td> <td></td> <td></td> </tr> <tr> <td>Potential Training Costs</td> <td>\$2000</td> <td>\$2000</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total Estimated Costs</b></td> <td></td> <td></td> <td></td> <td><b>\$200,500</b></td> <td></td> </tr> </tbody> </table>	Position	Method	Stipend	QTY/FTE	(Column D * E)		Instructional Coach	\$10,000 + 10 Days	\$14000	2	\$28,000		Technology Integrationist	\$3,500 + 10 days	\$5500	1	\$5500		Mentor Teacher	\$1500 + 2 days	\$2000	5	\$10,000		CLT Leader	\$1800 + 1 day	\$2000	10	\$20,000		Minimum Salary Increase	\$1000 increase	\$1000	10	\$10,000		New hires to replace 2.5 FTE positions vacated by teacher leaders	2.5 FTE					positions	\$50,000	2.5	\$125,000			Potential Training Costs	\$2000	\$2000				<b>Total Estimated Costs</b>				<b>\$200,500</b>		<p>These changes are made to provide compensation commiserate with role expectations and time commitment, as well as to provide more funding for on-going training to support teacher leaders in their roles.</p>	<p>Program and teacher leader role survey data completed by staff was analyzed, along with student achievement data, to guide these changes. The staff, District Leadership Team, Administrative Team, and School Board provided input and approved these budget changes.</p>	Approved	09-07-2015
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Earlham	<p>Add a TLC Coordinator position as a teacher leader role. This person will provide district-wide leadership to all teacher leaders to improve teaching, learning and the capacity of the staff which increases achievement and promotes success of all students. Performance responsibilities include:</p> <ul style="list-style-type: none"> <li>Provide orientation and ongoing training and mentoring for teacher leaders.</li> <li>Facilitate regular meetings and trainings for all teacher leaders.</li> <li>Coordinate differentiated district professional development for all teacher leaders.</li> <li>Support district and curricular initiatives.</li> <li>Support teacher leaders in the use of adult learning theory and the art of coaching</li> <li>Be available to model teaching and coaching routines for other teacher leaders.</li> <li>Provide overall coordination of all TLC positions from posting positions, conducting interviews, coordinating mid-year and end-of-year evaluations of all TLC positions to providing ongoing feedback throughout the year to all teacher leaders regarding their position and effectiveness.</li> <li>Coordinates district evaluation of the TLC program and positions (plan effectiveness) and data collection and completes any required state reporting regarding the TLC grant's use within the district.</li> <li>Oversees the TLC budget and allocation of resources.</li> <li>Work collaboratively and communicate effectively with administrators, teachers, and across staff to strengthen all aspects of the instructional program.</li> <li>Leads communication about the TLC program and position to all stakeholders including the staff, School Board and community at large.</li> <li>Work collaboratively with Professional Learning Communities (PLCs) Facilitators to develop and implement goals related to continuous professional growth and improved student achievement.</li> <li>Assist in the development, implementation, and evaluation of a building's professional development plan.</li> <li>Assist with staff development at the building level.</li> <li>Participate in District Leadership Team meetings.</li> </ul> <p>The TLC Coordinator will receive a \$10,000 stipend and 10 additional days (any additional days that are needed as approved by the Superintendent at a per diem rate).  An amended budget will be emailed to Becky Slater.</p>	<p>Feedback from District Leadership Team members and staff indicated that a TLC Coordinator role was needed to officially recognize and compensate an individual for overseeing the implementation of the TLC Program and the training and evaluation of teacher leaders.</p>	<p>The District Leadership team discussed and voted to make this adjustment to the TLC plan for the 16-17 school year. The administrative team and School Board also agreed with this change. Feedback was solicited from staff, who agreed with adding this role.</p>	Approved	6/30/16																																																												
Earlham	<p>Remove "Skills Iowa" as a performance measure for the "Student Performance Goal".</p> <p>The indicators for success for this goal should include the following measures: MAP; Iowa Assessments; Common formative assessments; Classroom assessments performance and growth between testing periods; Building Goals, District Goals</p>	<p>Skills Iowa is no longer used as an assessment by the district. The other measures are currently in use to measure student achievement.</p>	<p>This is a minor change in language of the grant, so the administrative team made the decision to remove Skills Iowa and add the district and building goals since they are currently used in the district as measures of student success.</p>	Pending																																																													

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Earlham CSD	<p>Adding 10 District Leadership Team (DLT) members as teacher leader roles. DLT Members are responsible for providing input on district professional development and assist in planning of district initiative implementation to increase teacher effectiveness and raise levels of student achievement. Performance responsibilities include:</p> <ol style="list-style-type: none"> <li>1. Share information and resources relating to professional development and district/building goals with colleagues.</li> <li>2. Participates in DLT meetings by researching educational topics, analyzing data, providing feedback from colleagues, assisting in planning professional development, and assisting in the development of action plans to achieve district and building goals.</li> <li>3. Utilizes processes to cultivate a collaborative culture within the DLT.</li> <li>4. Communicates the DLT's mission, goals, and work to colleagues and serve as an advocate for school improvement.</li> <li>5. Helps administrators and teachers to keep the focus on teaching, learning, and continuous improvement.</li> </ol> <p>Compensation for this role is a \$250 stipend and 1 additional contract day.</p>	<p>District Leadership Team members have taken on a key role in planning and analyzing professional development at the building and district level, as well as planning initiative implementation, such as that relating to MTSS. To provide them with compensation for their work, as well as provide transparency to the DLT member selection process and communication about the work they do, the will be added under the TLC umbrella.</p>	<p>The administrative team discussed adding DLT members to the TLC plan, then took the idea to the DLT and the staff discussion, input, feedback, and approval. The School Board was in agreement with this change.</p>	Approved	6/30/16
East Marshall	<p>The number of "mentor" teacher leaders will need to fluctuate each year depending on the number of 1<sup>st</sup> and 2<sup>nd</sup> yr. teachers to be mentored. They needed more to accommodate the mentoring of the new teachers in the district so we used the Model and Master Teachers to mentor some of the new teachers.</p>	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
East Marshall	<p>The "regularly-scheduled" PLC group of teachers is led by the model teacher through the implementation of the MTSS method.</p>	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
East Marshall	<p>Model Teachers will be "assisting" in organizing Cluster Groups and "supplying suggestions" to the Master Teacher.</p>	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
East Marshall	<p>Mentor and model teachers meet with new professional district-wide for two hours quarterly (instead of monthly). The Master Teacher will facilitate a monthly "building-wide" two hour meeting of professional development for new professionals and their mentor. The Master Teacher #3 will facilitate the district-wide mentoring meeting. Master Teacher Role, #10, will conduct at least "7" (was 14) informal observations a week and 1 formal observation with the TAP rubric per week. Aug-Oct. are all informal, invited observations. They will train the teachers about the TAP Rubric during the Cluster Groups. Nov. – April is 1 formal observation weekly per teacher with TAP Rubric. There will be follow up conferences after the observations. These observations will be of evidence- based instructional practices.</p>	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
East Marshall	<p>"The principals" on the Selection Committee observe the candidates teaching in their classroom and collaborating in PLC groups of teachers. (Initially it was to be all members of the Selection Committee, but it is best if the principals observed the candidate teaching students and observed collaboration in their PLC work.)</p>	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
East Marshall	The surveys to measure the effectiveness of the TLC Plan will be given to students and parents in <u>the spring</u> of the school year. They are <b>not sure of the grade level of students</b> that would be completing the survey. The initial grant states 4-12 grade students. The surveys for the new professionals, career teachers, teacher leaders and administrators will be completed mid-year and at the end of the school year to be sure we are identifying all roadblocks to the effectiveness of our TLC Plan at East Marshall. The initial grant stated “quarterly” surveys taken by this group of people. The TLC Leadership Team now believes twice a year will be sufficient to lend us help in working through the roadblocks. The NIET Consultant observes the Cluster Groups, visits with teacher leaders and administrators and recommends changes three to four times a year.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
East Marshall CSD	Added a technology integrationist to the TLC Plan and budget.	One Technology Integrationist will enhance technology integration and instruction by providing job-embedded training in whole group, small group, and individual settings. By collaborating with classroom teachers to co-teach and model uses of instructional technology, s/he will help teachers effectively use the technology resources that are abundant in our district with the intention of boosting student engagement. This will support the technology initiative as well as the technology components of the Everyday Math, standards-based grading, and the Iowa Core. Initially, the technology supports were provided by the Technology Director, and teachers who volunteer time to facilitate technology trainings during PD. Adding this role will provide more consistent and focused support for instructional technology integration.	The Administrative Team with the District Leadership Team input made a decision to provide support to the technology department in order to increase support for teachers in the area of tech integration.	Approved	5/26/2016
East Marshall CSD	1. Added a tech integrationist position to the TLC Plan. 2. (Clarified who received this training) ALL teachers receive cluster training by the Master Teachers and modeling by several teacher leaders.	1. Teachers needed additional assistance with integrating instructional changes through technology. 2. Clarification on who was receiving the training.	The District Leadership Team which includes the Master Teachers, Teacher Emeritus and Administrators re-evaluated the writing of the TLC Plan. They realized clarification was needed and very slight changes were submitted. The plan has been sent to Becky Slater with all changes in green highlights.	Approved	5/26/2016
East Union	Additionally, we anticipated hiring two Instructional Coaches for Drexler Middle School which is a 5-8 building attached to one of our K-4 elementary buildings (Farley Elementary). We decided it would be more efficient to restructure this and hire one IC for grades 6-8 at DMIS, and add the 5 <sup>th</sup> grade to the IC’s role at Farley Elementary. This was decided because the 5 <sup>th</sup> grade follows the same curriculum and common assessments as grades 1-4, so the IC at the elementary would be a stronger support with instructional decisions and data coaching than the 6-8 coach. Additionally, Farley Elementary is one of our smaller buildings, so the IC at Farley Elementary had more time/room in the schedule to take on additional teachers.	Information not required at time of request.	Information not required at time of request.	Approved	6/9/2014



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
East Union Community Schools	After two years of working in the TAP system and experiencing significant turnover each year the district is looking to make a change to the TLC system for the 16-17 school year for the Middle School and High School. The Elementary has embraced the TAP system and will continue using the system going forward. The TLC team met and discussed what a successful TLC support for the MS/HS would look like and it was decided that the Instructional Coach Model would best fit the culture and approach of the staff involved.	Staff attitude towards TAP has not been welcoming - it's been adversarial. The rigorous observation notes and requirements have been more daunting than our personnel had anticipated and this has led to high rates of turnover in the leadership roles. We believe the Coaching model with a more cognitive approach would be welcomed rather than the "evaluative" nature of the TAP system. Teachers have not bought into the importance of the observation process as it does not tie to evaluation, nor does it tie to any sort of bonus pay structure. Improving instructional practice is the primary purpose behind the work we are doing and we believe this is the right approach for the MS/HS staff.	During my first year as superintendent I've met with staff members, individually, in small groups and in large groups to get feedback about what we are lacking for instructional supports and how we can make a change to be successful. The TLC Leadership group has overseen the process and believes in the change we are suggesting.	Approved	3/31/2016
Eastern Allamakee	Part 10 Adjustments Item 1, (33,500.00 min) to increase from 18,250 to 28,285 Item 4 (PD) to decrease from 6855 to 0 Other three areas: minor adjustments to reflect accuracy (Actual Budget Sheet emailed separately)	Rationale: Staff changes increased funds needed to reach the 33,500.00 target. Lead Teachers and Mentors did extensive professional development; however Keystone AEA provided Knight and Sweeney Training at minimal cost to the district. Other professional development was done with regular classroom teachers, and Professional Development funds were used. The other three budget areas had minimal change; however the requested change will reflect accuracy. - (Actual Budget Sheet emailed separately).	Discussion held with Business Office and myself.	Approved	8/16/16
Emmetsburg	Emmetsburg is looking to amend Part 10 (Budget) of our TLC Grant. We currently have \$15,000 allocated to miscellaneous funds, as well as, an additional \$5,000 for unforeseen costs, including substitutes, more trainings, a change in FICA or IIPERS, or health insurance costs. In the bottom of Part 10 of our grant, we would like to change this statement to the following:  "We have estimated \$20,000 for training, including substitutes, technology purchases for our TLC Staff, a change in FICA or IPERS, or health insurance costs."  Emmetsburg left \$6,023.38 in our budget to ensure we do not overspend our TLC funds. We did not receive as much as originally computed so this amount is not this high. We will leave the amount remaining to ensure we do not overspend.	As Emmetsburg Schools prepares for the 2015-16 school year and our first year with the TLC Grant, we have determined that our TLC Staff is in need of funds to purchase technology items to ensure the effectiveness of their positions. This amendment will allow us to purchase iPads and projectors for our Instructional Coaches to videotape teachers and work with them.	We have a designated TLC Committee that met to discuss this change and all were in agreement that these individuals are in need of these items to help them perform the duties expected in our TLC Plan.	Denied	07-21-2015

TLC Plan Amendments

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Emmetsburg	<p>Emmetsburg is requesting a change to Part 10 (Budget) of their TLC Grant. We currently have \$15,000 allocated to miscellaneous funds, as well as, an additional \$5,000 for unforeseen costs, including substitutes, more trainings, a change in FICA or IIPERS, or health insurance costs. In the bottom of Part 10 of our grant, we would like to change this statement to the following:</p> <p>“Miscellaneous Expense: We have estimated \$17,000 for training, including substitutes, a change in FICA or IPERS, or health insurance costs.</p> <p>Other: We have estimated \$3,000 for technology equipment to be utilized by our Instructional Coaches.</p> <p>We have also left \$6,023.38 in our budget to ensure we do not overspend our TLC funds.”</p>	<p>As Emmetsburg Schools prepares for the 2015-16 school year and our first year with the TLC Grant, we have determined that our Instructional Coaches and Technology Integrationist are in need of funds to purchase technology items to ensure the effectiveness of their positions. Emmetsburg currently has 62 teachers employed at the District with 17 teachers (27.4%) in leadership roles under the TLC Grant.</p> <p>This amendment will allow us to purchase iPads and projectors for our Instructional Coaches to record teachers as they are instructing in their classrooms and allow our Instructional Coaches the resources to share these videos with the teachers and coach them on effective instructional strategies to improve student achievement. These resources will allow our Instructional Coaches the opportunity to give immediate feedback and the ability to demonstrate effective strategies and compare the changes as they happen in the classroom.</p> <p>Emmetsburg's 2nd Goal under the TLC Grant is “Creating a collaboration among all grade and content area teachers within the District.” By having the equipment to allow our Instructional Coaches to record effective instructional strategies and be able to share this with Model Teachers and other teachers in our District, they will have a visual of what the strategy looks like. While these individuals could explain the strategies, it will be effective to demonstrate what it looks like in a classroom and how it impacts student achievement. Our Instructional Coaches will be the only individuals taping classroom instruction and will work with these teachers to ensure they are okay with the Instructional Coaches sharing their videos with others to improve overall instruction in our District.</p>	<p>The District TLC committee, consisting of Administrators and Teachers, have discussed the processes the Instructional Coaches will use to ensure improvement in student achievement in our District. We agree that the use of iPads and projectors with all of the Instructional Coaches will help to effectively implement this process. This Committee will continue to monitor the TLC processes and recommend changes as our District implements the processes identified in our TLC Plan.</p>	Approved	07-23-2015
Fairfield	Adjusted budget due to errors in initial submission. Results in higher supplements and additional release time.	Information not required at time of request.	Information not required at time of request.	Approved	5/11/2015
Fairfield CSD	Per approval of Ryan Wise, we would like to move the full salary of our Technology Integration Specialist to the TLC grant.	Within our TLC structure, we have two full release specialists. When we first wrote the grant, we simply had our Literacy/MTSS Specialist funded entirely out of the grant. Now, we would like to move our TLC Technology Integration Specialist salary entirely to the grant for the 2016-17 school year.	The Spring 2016 Selection/Review committee approved the change. In addition to that committee, The TLC specialists, district administration, and Fairfield Education Association were part of the decision making. I will send a copy of the amended budget and the letter of approval from Ryan Wise as well.	Approved	11/8/16
Fairfield CSD	For the 2016-17 school year, we had no one interested in applying for the HS Literacy coach position. We would like to re-open it as another elementary literacy coach position for Pence Elementary.	We are receiving intensive assistance via the differentiated accountability plan for ESSA requirements. Pence Elementary literacy scores are severely below the district average, as well as the target 80% reading at or above grade level as determined by FAST. We have an opportunity to have a LETRS trainer serve as a literacy coach working directly with teachers during their literacy instruction in the afternoons, if we can get this position change approved.	Involved: TLC specialists, administration, literacy coaches, superintendent and business manager. Process: Our literacy/mtss specialist had determined Pence elementary to be an area of high need for more instructional coaching. Observation, coaching cycle, and student achievement data was analyzed and supports that although not equal (one elementary literacy coach per building), this is an equitable change in our plan.	Approved	11/8/16

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Forest City Community School District	Part 5 of TLC Plan * Instructional Coach and Model Teacher positions will move from an extended day contract based a per diem rate of compensation to a stipend rate of compensation.	Moving from a per diem rate of compensation to a stipend rate of compensation allows for the opportunity to make this plan financially viable in the long term.	Upon the advice from the Iowa Department of Education to make the above change, the Forest City TLC team met to discuss the revision. The team agreed that this change was a positive step in making the TLC plan financially viable in the long term.	Approved	1/14/2016
Forest City School District	The Forest City School District is requesting to expand its Model Teacher role from 6 Model Teachers to 7.	Equal access to Model Teachers in each of our buildings is an important part of our plan. By adding one more Model Teacher we will be better served each staff.	The Forest City Teacher Leadership Team met on several occasions to discuss the best and most equitable way to make Model Teachers available in each building. Unanimously it was decided to add a Model Teacher to our high school.	Approved	4/23/2016
Fort Dodge	Mentor / Induction: Roles and responsibilities stayed the same -- moved to two full time positions instead of doing a stipend for many teachers.	After being at training with the New Teacher Center we uncovered research showing that mentoring can be much more impacting if our mentors can focus on their new teachers. We wanted to build in the most supportive layer of support for our new staff as we could.	The district TLC team came together and listened to the rationale of changing from multiple teachers getting a stipend to two mentor/induction coaches moving into full time roles. Administrators not on the TLC team were also in agreement.	Approved	11/7/2015
Fort Dodge	In section 4 and 5 of our grant application we describe our mentoring plan. While the big ideas of the plan will not change, we took out stipend mentors last year and added two full time mentor induction coaches. This next year we are proposing that all instructional coaches support our mentoring plan by serving as mentors for our new teachers. This year we have guaranteed 1 hour of support each week to first year teachers with 2 hours per month guaranteed to second year teachers. We would like this to increase significantly and want to expand our mentorship beyond new teachers. First we will provide the same level of support as described from this year but we would like to additional 3rd year of support for brand new teachers. All new teachers will then get 3 years of guaranteed support. In addition, all new veteran teachers will get two hours per month of guaranteed support in their first two years in the district. Finally, all teachers that take new positions in within the district will be guaranteed two hours of support each month for their first year in their new position.	We are convinced this will establish relationships that will last through time. No longer will we pass new teachers from the mentor coach to a veteran coach only to establish new relationships, now those will remain fluid. By opening up the mentoring to all instructional coaches, we will be able to guarantee support to all teachers new to positions for a length of time. We are confident that this will increase the likelihood that teachers will see value in coaching and seek it out in the future. We know that strengthening relationships between colleagues will likely be the linchpin to our success with our program. This is one more entry point we can take with coaching to continue to get more teachers involved.	Conversations about this change began in December as we watched our new teachers engage in coaching but not as many of veteran teachers engage in the coaching process as they didn't yet trust that this wouldn't be evaluative. 94% of our teachers that engaged in coaching report they would love to work with a coach again, now we just need to continue grabbing entry points with other teachers. The coaching team, administrators and TQ committee came together to determine these changes.	Approved	4/23/2016
Ft. Madison	Other Budgeted Uses - Description Item Description We were asked to submit a more itemized list for the Equipment, Supplies, materials fees.....\$50,000. Here is the itemized list. This link should allow you to see the Google Document. <a href="https://docs.google.com/spreadsheets/d/1RPTCUSO7xnfXmHWVerS46yqgdoyF-18ge2z11oCpM7E/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1RPTCUSO7xnfXmHWVerS46yqgdoyF-18ge2z11oCpM7E/edit?usp=sharing</a> 7/19/16: Budget updated and ammended - sent as email attachment. Technolgoy amount changed to \$14,350	We are providing this information as requested by the Iowa DE. The application lacked the details which they need.	This isn't really applicable. The document provides more details which were lacking in the application.	Approved	7/19/16
George-Little Rock CSD	Part 5: The original grant application calls for two instructional coaches, six model teachers, and mentor teachers for each 1st and 2nd year teacher. The revision includes one instructional coach and three model teachers.	We were unable to garnish any interest in one of the instructional coaching positions and given the ratio of veteran teachers to new teachers the demographics of the teaching staff does not allow for six model teachers. Although each of our three buildings will have a model teacher.	All eligible teachers were provided an equal opportunity to apply for an instructional coaching position. Following strict guidelines to the procedure we did not have anyone apply for the elementary position. Our SIAC was informed and determined that we would start our TLC program with one. Also, given the large number of mentor teachers required we needed to limit the model teachers to three. Using the selection process we hired one model teacher for each of our three buildings.	Approved	5/5/2016

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George-Little Rock CSD	Part 10: Budget - Salary supplement originally was 40,803, which includes FICA and IPERS. Model teachers originally were to be compensated \$2000, since we reduced the number we increased this compensation to \$3000. Also, we will require eight mentor teachers next year. This would cost a total of \$32,642.4. The savings will be used for professional development opportunities for our TLC team.	Given the demographic of our teaching staff we reduced the number of model teachers from our original grant application. Also, given that with state funds for mentors our original compensation for model teachers would be less than what a mentor teacher would get. The savings will be used for professional development opportunities for our TLC team.	We looked at the number of people needed to fill our TLC positions and modified the plan to meet the district's need. Administration, teacher leaders, SIAC, and Board were involved.	Approved	5/5/2016
Gilbert	Modify TLC plan from Model 2 to Model 3; school district marked Model 2 in error.	Information not required at time of request.	Information not required at time of request.	Approved	3/15/2014
Gilbert	One of ten model teachers left unexpectedly in August. The TLC leadership recommended not filling the position as other salary expenditures cam in higher than expected. The district still meets the 25% target.	Information not required at time of request.	Information not required at time of request.	Approved	9/28/2014
Gilbert	Move the (now) excess salary funds to professional development/materials line item.	Information not required at time of request.	Information not required at time of request.	Approved	9/28/2014
Gilbert	Section 5: Teacher Leadership roles Adding one more Grade-Level Team Coordinator. instead of 13 we will now have 14. We have added a preschool Grade-Level Team Coordinator. There will now be a leader in each grade level prek-12.	Originally we were under the impression that preschool could not receive TLC funds. During training, networking, and research we found that to be false.	It originally came through the TLC lead team. It was then channeled through our leadership team, administrative team, and finally the school board.	Approved	09-02-2015
Gilbert	Section 5 Teacher Leadership roles: Grade Level Team Coordinator We are adding this bullet point to the job description: Monthly building PLC meetings with Instructional Coach and TLC Coordinator.	We found that during our TLC quarterly leadership meetings it was difficult to get our team members to discuss what was going well and what areas our teams needed to work on. This in part was because they hadn't developed the trust to have those sort of conversations. The decision was made to have PLC building meetings to develop trust and PLC leadership across grade levels and ultimately buildings.	It originally was discussed by the TLC lead team. It was then channeled through the leadership team, the administrative team, and finally the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Model Teacher Changing additional contract days from 2 days to 1 day	Last year we found that we could get all our professional group learning for model teachers into 1 full day. We already have quarterly meetings built into the plan, so we were able to utilize that time for new learning also. Model teachers are meeting with instructional coaches and/or the TLC coordinator to refine exemplar lessons.	This was discussed first as a TLC lead them, then discussed with the 2014-15 Model Teachers. It was then taken to the original grant writing team and finally taken to the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Model Teacher Job description Bullet point 2 Change "share a minimum of two exemplar lessons per quarter" to "share a minimum of one exemplar lesson per quarter."	The position of model teacher was the least utilized last year. Staff members were not sure of what the role was about. The process of getting the videos edited and choosing a platform for viewing was a larger task than anticipated. The decision was to take all the focus off the video taped sessions and spread this among live and taped lessons.	This was discussed first as a TLC lead team and then with the original grant writing team. The 2014-15 model teachers gave input, along with staff surveys. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Part 5 Teacher Leadership roles Model Teacher Job description Add this bullet point: Partner with instructional coach and /or TLC coordinator as a learning partner in the coaching cycle.	Model teachers are members of the TLC district leadership team. As members of this team, it is important that all are working together to grow and learn professionally. Model teachers are just that, models to their colleagues of what TLC is all about. Part of the modeling is working hand in hand with instructional coaches, having reflective conversations and setting goals for their students, what Gilbert is calling working through the coaching cycle.	This was discussed first as a TLC lead team, then with the original grant writing team. The 2014-15 model teachers gave input. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Model Teacher Job Description Add this bullet point: Utilize Defined STEM website, as appropriate, and incorporate into lessons for recording or live observations.	Last year our model teachers stated they would like more guide lines for the live lessons. Gilbert received a grant this year for access to the Define STEM website. Model teachers will be able to showcase implementation of STEM lessons, either through live lessons or video taping.	This was discussed first as a TLC lead team, then with the original grant writing team. The 2014-15 model teachers gave input. Finally it was taken to the school board.	Approved	09-02-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Gilbert	Part 5: Teacher Leadership roles Model Teacher Job Description Add this bullet point: As appropriate, demonstrate infusion of technology within lessons and/or student involvement with the use of technology for recording and/or observation.	Last year our model teachers stated they would like more guide lines for the live lessons. Gilbert is a 1:1 district grades 6-12 and have ample access to technology k - 5. Through staff surveys we have found that teachers are looking for ways to infuse technology into their lessons in a meaningful way, using the SAMR model.	This was discussed first as a TLC lead team, then with the original grant writing team. The 2014-15 model teachers gave input. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Mentor / Instructional Strategist Change the title of Mentor/Instructional Strategist to Mentor/Instructional Coach	The trainings/workshops that the instructional strategists have attended all focused on how to utilize the coaching cycle. Gilbert wants to emphasis the partnership involved in coaching. Coaches are part of the team, asking reflective questions and helping with the setting of goals. We feel the word coach better reflects the position.	This was discussed first as a TLC lead team. Then moved to the district TLC leadership team. The original grant writing team gave their input, along with the administrative team. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Mentor/Instructional Strategist job description add this bullet point: Partner with model teachers as a learning partner in the coaching cycle.	Instructional Strategists are members of the district TLC leadership team. As members of this team, it is important that all members are working together to grow and learn professionally. Model teachers are also members of the same team. Part of the modeling piece is to work hand in hand with instructional strategists, having reflective conversations and setting goals for their students. This is what Gilbert is calling, working through the coaching cycle.	This was discussed first as a TLC lead team. It was then taken to the district TLC leadership team and the 2014-15 model teachers. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Part 5: Teacher Leadership roles Mentor/Instructional Strategist job description Add this bullet point: Co-plan and co-facilitate professional development at the building and district level.	Over the last year, we found that Instructional strategists are vital members of both building and district leadership teams. As members of these teams, they are partnering with building and district level administrators to plan meaningful professional development. They bring the teacher voice to the table.	This was discussed first as a TLC lead team. Surveys were used to get teacher input. It was taken to the district TLC leadership team. It was then taken to the administrative team. Finally it was taken to the school board.	Approved	09-02-2015
Gilbert	Section 5: Teacher Leadership roles Changing the Title of Grade-Level Team Coordinator to Grade-Level Leader.	The word coordinator brought a description that was more than the position required. This position is facilitating PLC meetings not coordinating all grade level issues.	This change was taken to the original grant writing team, then the TLC leadership team, our administrative team, and finally to our school board.	Approved	09-02-2015
Gilbert	Section 5 Teacher Leadership Roles: Grade Level Team Coordinator will go from 1 additional contract day to 1/2 an additional contract day	Last year we found that we could get all our professional learning for this role, into a 1/2 day. We have added an additional monthly meeting in place of the extra 1/2 day.	It originally came through the TLC lead team. It was then channeled through the leadership team, the administrative team, and finally the school board.	Approved	09-02-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Gladbrook-Reinbeck Community School District	<p>Our change pertains to section 10 (budgeting) of the TLC grant. The request is to modify budget numbers to reflect our PK-12 Instructional Coach's salary difference from the budgeted salary numbers. We are adding two more mentor teachers (total of four) to accommodate new teacher hires, and need to increase the money budgeted for mentor teacher stipends.</p> <p>As the committee has been made aware of Mentoring options and the rewriting of the district mentoring and induction plan, we are adjusting the number of extra days for Mentor Teachers to increase from zero to three. Additionally, with four new teacher hires and a base salary below the \$33,500 threshold, we need to modify funding to meet the base salary. Our line item for new teacher mentoring and training will be rolled into the Mentor teacher training line items.</p>	<p>Currently, our TLC budget reflects a salary for the PK-12 Instructional coach at \$55,860 with FICA/IPERS at \$16,562. The teacher hired into the position will be at a salary of \$48,437 with FICA/IPERS at \$16,855. The stipend of \$6,000 and \$2,000 for training will remain as budgeted. The difference in salary will allow us to stipend additional Mentor Teachers, due to an increase in new teacher hires.</p> <p>We've hired four new teachers below the base salary of \$33,500. Each teacher will need a \$550 supplement to meet the base salary. This will increase our budgeted amount from \$650 to \$2,200.</p> <p>Finally, we are expanding the number of Mentor Teacher roles, and increasing the stipend, to meet the needs of four new teacher hires. Our previous budgeted amount for two Mentor Teachers was \$4,564. The addition of two Mentor Teachers, and increased stipend, will require a budget amount of \$11,128.</p> <p>Our initial budget included \$4,000 into New Teacher Orientation and training, which will be added into the Supplies, Training, travel line item, bringing the new total to \$13,570. We felt we did not need an additional line item for new teacher orientation, now that we have a better understanding of how the AEA will partner with us on our new Mentoring and Induction plan.</p> <p>The addition of two mentor teachers brings our total percentage of teacher leaders to 34.8% of certified staff.</p>	<p>After hiring the Pk-12 Instructional Coach role, the Curricula Director reviewed the budget. With new hires, the Director, Superintendent, and building administrators discussed the greatest need in terms of teacher leadership. In collaborating with the Business Manager, we were able to fine tune the TLC grant budget items. Finally, our TLC grant application committee was made aware of the requested changes and encouraged the Director to submit a change request to reflect our new budget items. Both the initial Section 10 of the TLC application and the revised Section 10 have been submitted to Becky Slater.</p>	Approved	4/23/2016
Glenwood	<p>Change from 4 full-time and 4 part-time coaches to 5 full-time and 2 part-time coaches. Change selection process from 3 Phases to 2 Phases. This eliminates survey of colleagues in Phase 1 and site based selectin and review council to interview, select, and place teacher leaders.</p>	Information not required at time of request.	Information not required at time of request.	Approved	5/12/2015
Glenwood Community Schools	<p>Goal 1 section a states "Evaluation data on our Journey to Excellence Mentoring program - Interviews will be conducted with all new staff members during the first and second quarters to evaluate their experiences with mentoring and induction. Data will be used to differentiate for the needs of staff."</p> <p>We would like to change quarters to semesters.</p>	When the grant was written it was a typo and should have been semester from the beginning.	When going through the grant to make sure we were compliant, the mistake was noted. I and my secretary, Amber Farnan were working on the grant.	Approved	1/13/2016
Glidden-Ralston	<p>This change would pertain to part 3 of our grant. We would like to add the position of Professional Development/PLC coordinator and eliminate one of our lead teacher positions. This would leave us with 2 instructional coaches, 11 lead teachers and 1 PD/PLC leader. This would alter our budget, as we would allow for a stipend of 7500.00, just as the instructional coaches make for 10 days of additional time on contract. We will save the 2500.00 allotted for the lead teacher position. Our budget will still allow for this.</p>	Since hiring and placing our instructional coaches and lead teachers, we have found it difficult to account for all of the time needed for the organization and planning of our Professional Development activities as well as our PLC's. We know that this is a very integral part of the success of our plan and believe we need to dedicate the time needed to one person.	This request came from our leadership group which is made up of our instructional coaches, selected lead teachers, and building principals. They will follow the same rigorous selection process as stated in our original grant.	Approved	8/31/16
Glidden-Ralston/Paton-Churdan	<p>In part 5 of our grant we had planned for 2 instructional coaches and 12 lead teachers. We would like to reduce the lead teachers to 11 and use the compensation we planned for that lead teacher to add additional days to our already shared Curriculum Directors contract for her to spend additional time working with our Instructional coaches.</p>	WE could identify only 11 lead teachers from the applicant pool we had. We have already found that our shared curriculum director is playing a large role in the TLC program and want to be able to compensate her equally with our instructional coaches.	This change has been identified over the course of the last 6 months of preparing to implant in the fall of 2016 by all administrators and instructional coaches involved.	Denied	
GMG	<p>We would like to increase the "Curriculum and Professional Development" Leader position from 0.5 to 1.0 FTE. We would also like to change the required time employees have worked in the district to be eligible for TLC positions to be 2 years, in order to potentially increase the number of applicants.</p>	In our budget, GMG did not initially plan for all of the current open enrolled in student population, and subsequent funds available. Those numbers have increased significantly, and if all surrounding districts having an approved TLC plan, we will be able to increase this position from 0.5 to 1.0 FTE.	The TLC committee met Oct. 21 to review the approved plan and discuss potential changes, and came to consensus to make these changes.	Approved	11/7/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Greene County	Hired replacement teachers for less money than anticipated. Amend budget to move money to professional development and resources for teacher leaders (e.g. send TLs to PD opportunities, purchase technology for TLs and resources/supplies).	Information not required at time of request.	Information not required at time of request.	Approved	9/11/2014
Greene County	We would like to change the roles identified in Part 5 of our grant application. In our grant, we identified the role of Curriculum Leader: "5 Curriculum Leaders (teachers that spend 100% of their time engaged in student instruction and also assist beginning and career teachers with content specific resources and strategies)" The process we used to come to this conclusion is explained below, but we would like to eliminate this role and add to the number of model teachers we have for our system.	Based on the findings from the program evaluation and the feedback from teachers and administrators across the system, we found that this role is not utilized and would could use an increase in the number of model teachers in our system. Since the entire system is centered around teachers' growth plans and observing model teachers to help facilitate that growth, we need more model teachers for our system.	Since we are completing year 2 of TLC implementation, we started using an evaluation protocol in November to see if the teacher leadership system in our district was meeting our intended outcomes and goals. As a part of this protocol, we assembled a team with representation of administrators, teachers with a current defined teacher leadership role, and teachers who do not currently have a defined teacher leadership role. This team followed the protocol to identify the original goals, determine what data needed to be collected to evaluate progress, gather the data and then analyze the data. Through this process, we determined that the original goals are being met but the curriculum leader role is one that has not been utilized over the two years of implementation. We determined that this is because the instructional coaches are actually filling the responsibilities that we originally defined for the curriculum leaders. After follow-up conversations with the curriculum leaders, the district leadership team, and surveying all teachers and administrators in the system, we determined that our system would be better served by eliminating this role and adding more model teachers. Therefore, this request would eliminate the 5 curriculum leader positions and add 5 more model teachers, bringing our total model teachers to 20.	Approved	6/23/16
Greene County CSD	Part 4 of the grant calls for 15 Model Teachers (teachers that spend 100% of their time engaged in student instruction and invite colleagues to observe a demonstration of best practice strategies and teaching strategies).  With this being the last year of Teacher Mentoring, we are officially rolling our Mentoring program into the Teacher Leadership Grant. Some of the Model Teachers will serve as Professional Partners. We will have 15 Model Teachers/Professional Partners. The numbers of each will be dependent upon the number of 1st and 2nd year teachers. The role of the Model Teacher will remain the same. The Professional Partner will fill a similar role but will also assist 1st and 2nd year teachers with organization, management, P/T conferences, grades, basic day to day operations, etc.	The current mentoring program will not longer be funded by the state after the current year. Mentoring is a natural function of Teacher Leadership.	The idea for the change emerged from reading Year 2 grant proposals. The idea for the change was discussed with teachers across the school district in building meetings and the District Leadership Team ultimately approved of the change.	Approved	10-04-2015
Greene County CSD	Part 4 of the grant identifies 4 "Mentor Teachers" (teachers that spend 50% of their time engaged in student instruction and 50% of their time providing feedback and coaching teachers with best practice strategies).  The requested change is to change the name from "Mentor Teachers" to 1/2 Time Instructional Coaches.	The role of a mentor teacher and instructional coach is exactly the same. The mentor teacher was working 1/2 time compared to the instructional coach full time. The titles became confusing as the two roles were doing the same thing. It makes much more sense to have 1/2 time and full time instructional coaches.	This change came about through a number of meetings/conversations with the "Mentor Teachers" and "Instructional Coaches." This group ultimately felt it made the most sense.	Approved	10-04-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Greene County CSD	Part 8 of the grant called for weekly Teacher Leadership meetings for 90 minutes after school. "For the first hour, teacher leaders will meet in groups based on their roles. The curriculum director will facilitate the meeting with the Curriculum Leaders, the elementary and middle school principals will facilitate the meeting with the Model Teachers, and the intermediate principal and high school principal will facilitate the meetings with the Mentor Teachers and Instructional Coaches....The last half hour will involve all teacher leaders meeting with the administrative team...  1/2 Time and Full Time Instructional Coaches will meet weekly for 30 minutes with the Curriculum Director and for 90 minutes with the entire administrative team for professional development and data analysis. The entire Teacher Leadership Team which also includes Model Teachers and Curriculum Leaders will meet one time per month.	Meeting weekly after school with the entire teacher leadership group was proving to be very challenging. It was difficult to get everyone at the meetings. The Teacher Leadership Group felt meeting one time per month for the entire group and meeting all together was better. It was still felt that 1/2 time and full time instructional coaches needed to meet on a weekly basis. They also felt it was important to have all coaches and administrators meet together for ongoing professional development and data review. They felt it was important to make sure everyone was on the same page and there was consistency across the district.	The entire Teacher Leadership group met and made the decision to make this change.	Approved	10/25/2015
Grinnell-Newburg School District	Primary Contact change to Heidi Durbin, 1333 Sunset Grinnell, IA 50112	Chris is not the contact any more.	Grant writing sub committee	Approved	6/30/16
Grinnell-Newburg School District	Recipient Information: Dr. Janet Stutz, janet.stutz@grinnell-k12.org, 1333 Sunset Grinnell, IA 50112	We have a new superintendent.	TLC Grant Writing Committee met	Approved	6/30/16
Grinnell-Newburg School District	TLC Application Contact: Ms. Heidi Durbin, 641-236-2725, heidi.durbin@grinnell-k12.org, 1333 Sunset, Grinnell, IA 50112	Chris no longer does this job.	TLC Grant Writing Committee met	Approved	6/30/16
Grinnell-Newburg School District	Section 5: last sentence in the narrative that says "33.5 positions involve 28% of our FTE," needs to say "45 positions that involve 32% of our FTE."	increased number of mentors and PLC facilitators are needed	TLC Grant Writing Committee met	Approved	6/30/16
Grinnell-Newburg School District	Section 5: Change Middle School Instructional Coach to 1.0 instead of 1.5; Change PLC Facilitators to 26 instead of 16; Change Mentor Teachers to 12 instead of 6; Change Model Teachers to 2 instead of 6; Change in Instructional Coach narrative salary supplement to \$6500 from \$7500.	Need for increased positions; money was a typo	TLC Grant Writing Committee met.	Approved	6/30/16
Grinnell-Newburg School District	Section 10: I will have Lisa Johnson our financial officer email our updated budget.	Need to update budget based on the changes in the number of positions.	TLC Grant Writing Committee met.	Approved	6/30/16
Grinnell-Newburg School District	Section 5: We have 3 model teachers, not 2.	typo	TLC Grant Writing Committee met	Approved	6/30/16
Grisowld School District	The district added the following wording into the hiring process. If a position opens up after initial appointment, the administration will make a recommendation to the TLC committee for approval.	The district had resignations from our district and it became necessary late in the summer to make a new recommendation for a needed position. The team was comfortable allowing a recommendation from the administration back to the TLC team.	MS/HS Coaches, 3 PD Facilitators, 1 mentor teacher and 3 administrators met to go over necessary changes.	Approved	9/12/16



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Griswold Community School District	Abstract - Our plan consists for the following positions: 2 Instructional Coaches - In Classroom 0%, 100% full time leaders, 15 Days (flexible hours to work beyond school day and during summer with PD/Collaboration Facilitators and Mentor Teachers, Stipend beyond contract pay for 15 days). Data Coach - In classroom 100%, 10 days, \$2500 stipend 8 PD/Collaboration Facilitators - In Classroom 100%, Work closely with Instructional Coach, Can go into classroom to demonstrate, Stipend beyond contract pay for 10 days. 4 Mentors - 100% in Classroom, Work with Year 1 & 2 Teachers and veteran teachers as appropriate, Works in conjunction with Instructional Coach, Stipend beyond contract pay for 5 days.	Our abstract that was submitted did not match our grant. The abstract was changed to match our grant in number of days required and the stipend.	Instructional Coach from Elem. and HS, PD Facilitators from MS/HS and Elementary, Elementary Principal, HS Principal, Superintendent	Approved	9/12/16
Griswold School District	Feedback indicated this did not meet the needs of the district. In the spring of 2016, the district elected to begin participation in the Journey to Excellence mentoring program through GHAEA.	Due to staff feedback, and previous mentor feedback the district elected to use "Journey To Excellence" as our mentor and induction program.	MS/HS Instructional Coach, 3 PD Facilitators, 1 Mentor Teacher and the 3 administrators	Approved	9/12/16
Griswold School District	In part III - The SDI instruction only had AIMSweb data to monitor students. We also use FAST data to monitor.	We use both AIMSweb data and FAST data to monitor our students.	MS/HS Instructional Coach, 3 PD Facilitators, 1 Mentor Teacher and the 3 administrators	Approved	9/12/16
Grundy Center	Change the title of Professional Learning Coordinator to Student Achievement Coordinator.	More effectively describes role and duties. The new name takes away the misconceptions from previous title (PLC, teacher oriented).	TLC team and administration discussed the change due to confusion following spring kick-off. Our district uses the PLC process, and teachers may have perceived the TLC role to be directly tied to this. The new title will help teachers better understand how the role fits into all of the district's goals.	Approved	10/5/16
Hinton	In part 8 of the document, please take out the following data sources: attract and retain- take out "classroom data", student achievement- take out "PD participation rates", Other 2- take out "teacher implementation data" and "achievement data".	This information was determined to be unnecessary in evaluating the goals described.	The change was suggested by DE staff after turning in a draft of the EOY TLC report. After looking more closely at the measures listed, this change makes sense.	Approved	5/26/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Hinton Community School	<p>In Part 5, we would like to change the leadership title from MTSS/PBIS coach to Instructional Coach. We would also like to change the title of the "AIW" coach to an "Instructional Coach".</p> <p>We would also like to change the required number of days for these positions from "10 Days" to, "up to 10 days".</p> <p>Under the specific responsibilities for Mentors, we'd like to add the bullet: Mentors will collaborate with the TLC Coordinator and other coaches in planning and delivering professional development activities.</p> <p>Under the heading "MTSS/PBIS Instructional Coaches" We'd like to take out MTSS/PBIS, leaving "Instructional Coach".</p> <p>The 3rd bullet down, "Facilitate PLC team meetings for MTSS or PBIS, we'd like to take out the "For MTSS or PBIS".</p> <p>4th bullet down, "Oversee testing, implementation, and data collection of the MTSS or PBIS initiatives" we'd like it to say, "Oversee testing, implementation, and data collection of district initiatives"</p> <p>Under the heading "AIW Coaches", we'd like to take out the AIW and add "Instructional Coaches"</p> <p>We would like to take out the first bullet- "Attend training in becoming and AIW coach from the Center for AIW"</p> <p>The 2nd bullet should read, "Provide guidance and support regarding district initiatives to PLCs, including the modeling of strategies and 1/1 collaboration."</p> <p>The 5th bullet down should read, "Lead PLC team members in collecting and analyzing data."</p> <p>The TLC Coordinator job description should have an additional bullet that says, "TLC Coordinator will research interventions and share learnings with teacher leaders."</p>	<p>We have found that listing specific initiatives (MTSS/PBIS/AIW) on the TLC plan doesn't allow our program to grow and change as we need it to. We still plan on maintaining the current initiatives in our district, we just want the flexibility to add/change initiatives as we see fit. Changing the titles to "Instructional Coach" better reflects the way we see the leaders in our district.</p> <p>We also want to include all of our leaders in the planning and delivery of professional development, including mentors. We want PD to be reflective of what all teachers in the district need- including new teachers.</p> <p>Moving ahead, we'd like to change the number of days from a set amount (10 days) to an "up to" because we don't want to attempt to correlate leadership roles and responsibilities with a set number of days. Leadership roles may require 10 days, as determined by the district, or they may not. We want the TLC plan to be reflective of the needs we have as a district.</p>	<p>Hinton has a TLC Site committee consisting of administrators, some TLC members, and some non-TLC staff members. This committee weighs in on decisions regarding the evaluation of the TLC program, and any proposed changes to the plan. This team ensures we have a representation of the needs of the administration, TLC members, and staff.</p>	Approved	5/31/2016
Hudson	<p>From section 2</p> <p>Goal #1: Development and implementation of a teacher leadership and compensation system that is teacher and student centered and designed to strengthen instruction and student performance in the Hudson Community School District by providing enhanced career opportunities for teachers to assume leadership roles as instructional coaches, model teachers, and mentor teachers to assist in curriculum and professional development leaders.</p> <p>Goal #2: Build strong relationships between resident teachers and teacher leaders that will enhance student achievement through collaboration and the exploration, implementation, and monitoring of instructional strategies and/or tools. Build strong mentoring relationships between resident teachers/teacher leaders and new teachers so as to bolster entry into the profession by implementing teacher leadership roles that work in tandem with those new to the profession.</p> <p>strike: mentor/model teachers designed to bolster entry into the profession by implementing a teacher leadership role that works in tandem with those new to the profession. At the same time, providing a laboratory environment district wide whereas new teaching strategies can be field tested prior to full implementation.</p>	<p>Below you will find some suggested revisions that our elementary TLC team developed in regards to our existing TLC goals. The revisions suggested are in response to the Student Centered Coaching training and to the work that we have done with the NYCLA team this year.</p>	Model teachers and instructional coaches	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Humboldt	Amend to say "Any of our TLC positions could be shared positions and staff members may hold multiple positions." Due to the lack of current applicants: 1) their Elementary Technology Internationalist will be shared: 50% for Taft, 20% for Mease, 20% for Twin Rivers Elementary; they will NOT be teaching in the classroom; and 2) one of their Instructional Coach Positions will include 40% teaching in the classroom, 20% Twin Rivers Elementary, 20% Humboldt Elementary and 20% combined MS/HS.	Information not required at time of request.	Information not required at time of request.	Approved	10/8/2014
Humboldt	The site-based selection committee decided to omit Resume and Credentials as application requirements.	Information not required at time of request.	Information not required at time of request.	Approved	10/8/2014
Humboldt & Twin Rivers Consortium	15-16 Budget (part 10)	Some changes were made in positions, supplemental days, sub days, and additional roles were added. I will send a copy of the budget to Becky Slater	Any change was voted on by the TLC Leadership Committee	Approved	6/23/16
Humboldt & Twin Rivers Consortium	15-16 New Positions added: AIW Anchors (Part 1/Part 5)	It is requested to add 10 AIW anchors to our TLC positions. These anchors will provide guidance to AIW groups when they meet and score. The primary focus for the Anchors is to help understand questions to be filled out by the presenter and to help guide discussions during the scoring session to help deepen knowledge of Higher Order Thinking, Substantive Conversations, Value Beyond School, and Depth of Knowledge.	The TLC committee met to review the needs of the consortium. The budget would allow us to add extra support to our AIW initiative. The committee decided that Anchors would be the best way to provide this support to AIW teams that meet on a regular basis within the district.	Approved	6/23/16
Humboldt & Twin Rivers Consortium	15-16 Changed in sub days/Supplement for Mentor Coordinator (part 5)	The number of sub days for the Mentor Coordinator was decreased because the need for these days was no longer there.	The TLC Committee was looking at the budget and looking to see how many days were actually used compared the amount given. It was decided by the committee that they days need to be decreased in order to match the actual amount used.	Approved	6/23/16
Humboldt & Twin Rivers Consortium	16-17 Full Time Literacy Position (part 5)	With the new Early Literacy Intervention law for the State of Iowa has to be implemented in the elementary. This position was increased from 50% to 100% to give teachers the support they will need.	Administrators met and discussed this change and why it needed to happen. After the amount was decided, it was sent to the TLC Committee to vote on. It passed without any no votes.	Approved	6/23/16
Humboldt & Twin Rivers Consortium	16-17 Adjusted % of Specialized Instructional Coach (part 5)	The Specialized Instructional coach time was decreased due to shifting of responsibilities and opportunities for this position. The move provided more opportunities for a person in this specialized position.	Administrators met and discussed this change and why it needed to happen. After the amount was decided, it was sent to the TLC Committee to vote on. It passed without any no votes.	Approved	6/23/16
Humboldt & Twin Rivers Consortium	Part 6: Interview Process---For Year 2 and 3	We scaled the interview process back for those that reapplied for the position that they currently held or if there were no other candidates for that position	The TLC Committee discussed and revised and approved the process	Approved	6/23/16
Humboldt & Twin Rivers Consortium	Data-Drive Action Plan (part 8)	Changed Program Analysis Rubric to State TLC Evaluation Tool	To more directly align with what the state is requiring in the year end evaluation.	Approved	6/23/16
Humboldt & Twin Rivers CSD	16-17 Adjusted % of Literacy Coach (part 5)	The Literacy Coach position at the MS/HS Level had not been filled for two years. One of the current instructional coaches was interested in taking this position, but wanted to be in the classroom part time also. In order to make this happen, the % out of the classroom was changed.	Administrators met and discussed this change and why it needed to happen. After the amount was decided, it was sent to the TLC Committee to vote on. It passed without any no votes.	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
IKM-Manning CSD (continued from above)	(continued from above)	<p>Model Educators will further support the IKM-Manning teachers by providing opportunities for staff to observe lessons incorporating the current professional development focus strategies of substantive conversation and higher order thinking questioning. Model Educators will also help teachers transition to a learning environment that incorporates technology to positively impact student learning. The Model Educator also has an important role in strengthening the district's mentoring and induction program, another important goal of our TLC grant. The Model Educator will partner with the Instructional Coach and Mentors to provide appropriate modeling and resources to new teachers. This teacher leader will also help beginning teachers by sharing instructional and professional resources. The Model Teacher will work together with the Mentors and Instructional Coaches to provide a strong system of support for beginning teachers at IKM-Manning. Finally, Model Educators will coordinate their efforts with other TLC personnel to blend best practice and building initiatives to provide recordings of exemplar lessons for other teachers within our district. This way, all teachers within our district can view the Model Educators when teaching and gain insight into classroom management and strategy use. With Model Educators' help, teachers might also begin to incorporate some of these practices into their own teaching.</p> <p>The Model Educator position plays a crucial role within our TLC system. We hope that having more Model Educators will allow our TLC system to be more successful in all areas.</p>	(continued from above)	Approved (continued from above)	1/4/2017 (continued from above)
Indianola	Combine 14 half-time positions to make 7 full-time positions. Leave unfilled one half-time position. Participation rate is still at 27%.	Information not required at time of request.	Information not required at time of request.	Approved	4/22/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District	<p>ORIGINAL LANGUAGE----- -----</p> <p>Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)</p> <p>a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.</p> <p>b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures. ICSD will use several measures to determine the effectiveness of its TLC program.</p> <p>Student Achievement Data - ICSD sets student improvement goals on state standardized tests, which will be monitored for improvement over time. Additionally, the district will analyze the number of students showing proficiency on essential standards in each course with common assessments developed by teacher PLC teams. Concurrent with MTSS, we expect 80% of the students in each K-12 course to show proficiency by the end of the year. It is expected that courses where teachers have collaborated with teacher leaders will show ever-increasing growth towards 80% proficiency.</p> <p>Teacher goals - Teacher leaders will maintain a log of their work by teacher, time, and task (Killion &amp; Harrison, 2006). This log will show goals set by individual teachers with whom they have collaborated; at the end of the semester, teacher leaders will determine how many teachers met their goals. This raw data will be available by building to determine if additional support is needed for teacher leaders.</p> <p>Teacher leader goals - Teacher leaders will develop a portfolio of products of their work, work logs, a reflective analysis, professional development goals, and a plan for development for the following year if they apply again for this position.</p>	<p>This change is proposed in order to bring the text of our grant and the data used for the end-of-year report in alignment. It was discovered that Part 8 of our grant was not particularly helpful in determining whether benchmark goals for the program were met.</p>	<p>This change was discussed with the Director of Curriculum and Instruction and superintendent, based on recommendation from Becky Slater.</p>	Approved	6/28/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>Teacher leader scale data - Instructional coaches, teacher partners, mentor coordinators, and AIW mentors will determine the best practices for their positions and create a scale for these practices. Data on teacher interactions will then be collected to determine if these highest-yield practices are consistently used. This information will be reviewed quarterly by the district administration and the teacher leadership coordinator. Based on findings, practices used by each position may be adjusted for maximum effectiveness.</p> <p>Administrator walk through - A walk through template based on practices consistent with ICSD's 5 PLC questions will be used by administration to measure increase in the use of best practices.</p> <p>Evaluation of teacher leaders - ICSD will establish standards that explain what positions sound and look like when put into practice. These standards will reflect expectations both the district and principals will hold for each teacher leadership role.</p> <p>Formative feedback - The teacher leadership coordinator will observe teacher leaders in action and provide non evaluative formative feedback on an ongoing basis. Additionally, the district's electronic PLC log will document each team's work with an instructional coach, teacher partner, mentor coordinator, AIW mentor or lead teacher to improve instruction.</p> <p>Staff feedback - Staff surveys will be conducted at least yearly to gain information about the teacher leadership program. The teacher leadership coordinator will conduct focus groups to determine whether teachers have the necessary support from teacher leaders in the district. Short-term goals will be made using the survey and focus group information about teacher satisfaction when working with teacher leaders.</p> <p>b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.</p> <p>Student Achievement Data - Standardized scores will be reviewed in the fall and spring while benchmark assessments will be reviewed three times a year.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>If it is determined the district instructional strategies are not showing improvements, the leadership coordinator and curriculum director will review the fidelity of this implementation or look to other research based strategies. The teacher leadership coordinator will be responsible for training teacher leaders to ensure they are district experts.</p> <p>Teacher Goals - If data related to teacher goals shows a pattern of need, the TLC plan will be adjusted to support particular buildings, teacher teams, or the district through targeted professional development. If data shows that few teachers in a building meet their goals, teacher leaders may be temporarily reassigned to help with that building's needs.</p> <p>Teacher Leader Goals - Based on teacher leaders reaching their personal professional goal, action plans will be developed as needed. The teacher leader coordinator will be responsible for providing professional development for teacher leaders to address gap areas.</p> <p>Walk through Data - Administrators and the teacher leadership coordinator will use walk through observation data to make adjustments to the amount of teacher leadership support provided to particular buildings, content areas and to the training provided to the teacher leaders.</p> <p>Staff Feedback- A staff survey and focus group information will be collected and synthesized by the teacher leadership coordinator and presented to administrators. This team will determine what improvements need to be done short-term and long-term to make positive adjustments. The teacher leadership coordinator will ensure teacher leaders have the skills in place to work successfully with teachers. Administration will make certain teacher leaders have the resources and support they need to be successful.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>Administrative Measures - Every other week the administration meets at the district level. At each meeting each building principal reviews the collaboration log of teacher teams in their building. With the addition of the teacher leader positions, the collaboration log will now include not only the work the collaborative team accomplished, but how teacher leaders were used. This information will be monitored by the building principal. Using classroom data, principals will know if there are staff members who might benefit from instructional coaching, teacher partners, or mentors. The building principal will work with the TLC coordinator to ensure classroom based support to teachers is provided.</p> <p>Consistent with the ICSD's professional learning community belief that failure is not an option, the plan will be adjusted if any piece of the teacher leadership plan is ineffective as indicated by the above measures.</p> <p>REVISION----- -----</p> <p>To determine the effectiveness of the TLC plan, Indianola Community School District will use the following information for each goal:</p> <p>Goal 1 - Attract and Retain Teachers Indianola CSD will retain its new staff members at a rate equal to retention of all its staff members.</p> <p>To review this goal, we will examine our list of new hires at the end of each year and determine how many of these staff members signed contracts for the subsequent school year. We should retain as many or more of the teachers in our "new staff cohort" as we do in the general teaching population. We want to keep the staff members we have, which provides a return on the investment in training and offers stability for students.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>If we find the retention rate of our new teachers is less than the general teaching population, or is progressively declining, we will:                      Conduct surveys with our cohort of new teachers at the end of the year to determine their perspective on their needs and the support they received.                      Convene our TLC Advisory Team to redesign how support is offered to new staff members, with input from administrators, teachers, TLC leaders, and the TLC Coordinator.</p> <p>Goal 2 - Collaboration                      Involvement of TLC teacher leaders will enhance professional development and support teachers' integration of new learning into the classroom.</p> <p>To review this goal, we will examine building professional development plans for the following school year and determine the level of input that TLC leaders had on these plans. In addition, a survey that we send to staff will ask for feedback about the role of TLC leaders in providing professional development.                      If we find that TLC leader involvement in professional development is minimal or that staff feedback about their role in PD is negative, we will:                      Meet with individual administrators or teams of administrators as needed to review the involvement of TLC leaders in the professional development process.                      Meet with the TLC Advisory Team to gather input about how to tailor professional development to meet the needs of teachers more effectively.                      Ask for feedback from teachers about how to more effectively meet their needs in professional development.</p> <p>Goal 3 - Reward Professional Growth                      At least 75% of Indianola TLC teacher leaders will re-apply for a subsequent year of appointment.                      TLC leader positions will be awarded to those who have demonstrated excellence with their instructional practices, as determined by a comprehensive selection process.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>To review subgoal "a," we will examine the re-application rate of TLC teacher leaders for a position in the subsequent year. For stability in the program, it is desired that at least three-fourths of the TLC leaders in a current year would reapply and be re-appointed for the following year. If we find that fewer than 75% of TLC leaders reapply for a position in the following year, we will:</p> <p>Interview those leaving TLC leader positions to learn about their reason for leaving and look for trends that may impact the program.</p> <p>Increase levels of training for TLC leaders to ensure the program continues to operate successfully.</p> <p>Meet with the TLC Advisory Team to problem-solve.</p> <p>To review subgoal "b," we will examine our hiring process each year with the TLC Advisory Team. If we find that our application process is overly burdensome to the point that we cannot fill advertised TLC leader positions, then we will work with our TLC Advisory Team to adjust the process, while still maintaining integrity of awarding positions to those who demonstrate excellence in instructional practice.</p> <p>Goal 4 - Student Achievement Teacher leadership positions will have a positive impact on student performance.</p> <p>To examine this goal, data will be reviewed from Iowa Assessments, FAST, internal assessments on math fact fluency, and Classroom Implementation Protocol (CIP). This data should show an upward trend of student performance.</p> <p>If we find that an area does not show positive student growth, this area will be examined by district administration, the TLC Coordinator, and the TLC leaders at that level, and a plan will be discussed to provide building and teacher support in that area.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola Community School District (continued from above)	<p>Goal 5 - Meaningful, Authentic, Individualized Professional Development Through Coaching Teachers will meet their own instructional goals 75% of the time as a result of TLC support.</p> <p>To review this goal, surveys from staff will indicate if they met their instructional goals as a result of working with TLC leaders. Additionally, we will review survey results about small-group, informal PD tailored to "just-in-time" teacher needs by TLC leaders within their buildings. If we find that teachers are meeting their own instructional goals less than 75% of the time when they work with TLC leaders, we will increase the training provided to TLC leaders through conjunction with outside resources, such as Heartland AEA. We will also ask for more thorough written feedback from teachers about what is impeding their ability to meet their own goals when working with TLC leaders, in order to adjust the program accordingly.</p> <p>Goal 6 - Meaningful, Authentic, Individualized Professional Development through Coaching TLC teacher leaders will engage in actions that impact teacher instructional behaviors.</p> <p>To review this goal, we will examine TLC leaders' coding of their teacher interactions using the Woodruff scale. This scale of 10 actions shows a progression to more impactful coaching actions. If we find that coaching actions are focused on low-impact types of activities, we will collaborate with TLC leaders to set goals for the next year to increase the amount of time spent at the upper end of the scale. In addition, structures at the district and building level will be examined to see if they are encroaching on the time available for TLC leaders to engage in this type of work.</p> <p>We will also examine the type of activities engaged in during TLC PLC time by reviewing the agenda at the end of each year. The work that takes place during TLC PLC time should further TLC leaders' abilities to support adult learners with instruction of students. If we find that TLC PLC time is not engaging in this work, then the TLC Coordinator will adjust the following years' TLC PLCs accordingly.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/28/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Indianola CSD	<p>We propose to remove "teacher mentors" from our TLC plan and replace this position with "collaboration and innovation teachers." This would expand and enhance the reach of these positions to support new as well as veteran teachers.</p> <p>The original grant text is formatted in a table which unfortunately will not cut and paste into this form very well. A copy of the information from Part 5 of our grant, with applicable changes, has been emailed to Becky Slater. It is also available at this link: <a href="https://docs.google.com/document/d/18STcaC0UPMHZgtg2AiKQBhLn6KweM6KJy467pKWxXQw/edit?usp=sharing">https://docs.google.com/document/d/18STcaC0UPMHZgtg2AiKQBhLn6KweM6KJy467pKWxXQw/edit?usp=sharing</a></p>	<p>This change arose from a desire to expand and enhance the role of our new teacher mentors. In addition to more effectively supporting veteran teachers that join our district, we want a place where innovative and research-based teaching practices can be put into place for the benefit of all of our teachers. These positions will provide points of contact where other teacher leaders can try out new approaches before taking the work to all educators.</p> <p>Indianola has a very high teacher retention rate and does not have very many new teachers each year. Although we brought on 30 new staff members in the 15-16 year due to an early retirement package and the addition of the TLC program, we don't anticipate needing many new teachers moving forward. This would result in positions within our TLC plan that would sit idle in several buildings.</p> <p>Transitioning the role of "teacher mentor" to "collaboration and innovation teacher" expands the reach of these positions to have a greater impact on individual schools, while still providing support to new teachers as part of the position's duties. In addition, we can tailor these positions to particular areas of need. For example, out of 12 positions, we propose:</p> <ul style="list-style-type: none"> <li>* Two lower elementary (K-2) C&amp;I teachers</li> <li>* Two upper elementary (3-5) C&amp;I teachers</li> <li>* Two middle school (6-8) core area C&amp;I teachers</li> <li>* Two high school (9-12) core area C&amp;I teachers</li> <li>* A K-12 special ed C&amp;I teacher</li> <li>* A K-12 vocal/instrumental music C&amp;I teacher</li> <li>* A K-12 physical education C&amp;I teacher</li> <li>* A K-12 CTE C&amp;I teacher</li> </ul>	<p>The conversation about these positions arose from our weekly TLC PLC meetings, in which teacher leaders had discussed the mentoring program and a need to reach out to veteran teachers joining the school district as well as teachers new to the profession. From these meetings, the Teacher Leadership Coordinator and Teacher Mentoring Coordinator worked together to draft positions that would retain support of new teachers (if new teachers were hired in their buildings) but also provide model classrooms for all teachers and cooperative opportunities for other teacher leaders wanting to try out new teaching approaches.</p> <p>After preparing a draft proposal, the positions were shared with the Director of Curriculum and Instruction to ensure they fit within the scope of the TLC program and aligned well with the vision of teacher professional development. Next, the School Business Official was consulted to ensure that placing 12 "C&amp;I teacher" roles was feasible within the TLC funding allocation (each with a \$500 stipend).</p>	Approved	5/12/2016
Indianola CSD (continued from above)	(continued from above)	<p>We have found a need to support these specialized areas as we apply new teaching practices across the district. Placing C&amp;I teachers in these departments would allow us points of contact to collaborate in best applying research and instructional routines to their particular disciplines and teaching approaches. These positions also allow the addition of more classroom-based leadership options, beyond current District Leadership Team positions, further diversifying opportunities available for teachers to remain classroom-based but still expand their influence on other teachers and instructional practices of the school.</p> <p>These teachers will need to be forward-thinking, growth-minded educators willing to be on the cutting edge of educational practice.</p>	<p>Finally, this proposal was taken before our TLC Advisory Team, which consists of teachers and administrators, some of whom were on the original grant writing committee. This team met, reviewed the job description and duties, and provided feedback about the role and its fit within buildings. From this team came the idea to change the term "Model Teacher" to the current "Collaboration and Innovation Teacher," as well as feedback about the specifics of duties for mentoring teachers new to the profession. In addition, the idea to specialize some of the C&amp;I teacher roles to specific disciplines was shared. Approval from this team led to the proposal currently submitted.</p>	Approved (continued from above)	5/12/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Iowa City	<p>We propose to add 2.0 FTE Instructional Design Strategists (IDS) – Mentoring, to provide mentor support for new teachers. This modification would begin the transition of the ICCSD Mentoring Program from a stipend-only mentor program to a release-time mentor-coach program.</p> <p>(The stipend-only mentors who worked with a first year educator in 2015-2016 will continue in that role in 2016-2017. These new IDS-Mentoring positions will support teachers hired on an initial license in 2016-2017.) (Stipend and extended days will align with the existing IDS positions in the plan.)</p>	<p>With increasing numbers of new educators, there has been difficulty filling the mentor stipend positions in many levels, disciplines and buildings. In addition, the lack of release time for the stipend-only mentors has been a barrier to classroom visits, observations and feedback, or providing modeling and co-teaching support. Providing the necessary professional development for mentors, outside of the contract day, has also been a challenge. Moving mentoring within the IDS model will align this work with other supports and professional development in the district, providing direct instructional coaching support for all of our teachers in the mentoring program.</p>	<p>The TLC Work Group (Assistant Superintendents, Association Leadership, and Program Facilitator) reviewed the TLC plan, budget, District needs, mid-year program data and survey feedback to develop these proposed modification(s). The District TLC Advisory Committee then reviewed the proposals and moved the process forward, directing the Program Facilitator to seek feedback on the plan changes from the Building Administrators, current Teacher Leaders and teachers in the District. As a result of that process, the TLC Work Group has approved and is requesting this change.</p>	Approved	7/21/16
Iowa City	<p>We propose to add approximately 3.0 FTE Instructional Design Strategists (IDS) - Innovation &amp; Technology, to provide instructional coaching support in the area of innovative practices and technology implementation across the District.</p> <p>(This modification would increase the overall TLC support for innovation through the use of release-time IDS. The new IDS positions would replace the stipend-only Innovation Specialists positions (32) and the Innovation PD Facilitators (1 FTE) in the original plan.) (Stipend and extended days will align with the existing IDS positions in the plan.)</p>	<p>Our original plan included stipend positions for Innovation Specialists who attended monthly PD outside of the contract day. The Specialists felt this PD was valuable in developing their own instructional practices but found the lack of release-time to be a barrier to providing support to other teachers. Also, not all buildings were represented so many teachers and Leadership Teams interested in receiving support did not have access. This change will combine the resources previously allocated to the stipend positions and the Innovation Facilitators into a team of 6 partial-release IDS positions, collaborating to support Instructional Leadership Teams and classroom teachers across the District. Moving Innovation within the IDS model will align this work with other supports and professional development in the district.</p>	<p>The TLC Work Group (Assistant Superintendents, Association Leadership, and Program Facilitator) reviewed the TLC plan, budget, District needs, mid-year program data and survey feedback to develop these proposed modification(s). The District TLC Advisory Committee then reviewed the proposals and moved the process forward, directing the Program Facilitator to seek feedback on the plan changes from the Building Administrators, current Teacher Leaders and teachers in the District. As a result of that process, the TLC Work Group has approved and is requesting this change.</p>	Approved	7/21/16
Iowa City	<p>We propose to add a Leadership Support and Development Strategist position to focus on supporting all of our teacher leaders with PD related to adult learning and designing effective professional development. As part of the TLC Core Leadership Team, this position will collaborate with the TLC Program Facilitator and the Lead Instructional Design Strategist to provide ongoing leadership development for nearly 300 Teacher Leaders. (Stipend and extended days will be aligned with the Lead IDS position in the existing plan.)</p>	<p>During Year 1, our District filled 357 leadership roles with 301 individual Teacher Leaders (30.6% participation). Mid-year surveys and feedback indicated a strong need/desire for additional district-level support related to adult learning theory, designing professional development, leadership development for PLC leaders and increasing opportunities for collaboration. Specific needs were identified for the building-level Instructional Leadership Teams, Curriculum Coordinators and the Cultural Competency Team. This position will provide opportunities for professional learning and greater clarity and consistency regarding roles and expectations.</p>	<p>The TLC Work Group (Assistant Superintendents, Association Leadership, and Program Facilitator) reviewed the TLC plan, budget, District needs, mid-year program data and survey feedback to develop these proposed modification(s). The District TLC Advisory Committee then reviewed the proposals and moved the process forward, directing the Program Facilitator to seek feedback on the plan changes from the Building Administrators, current Teacher Leaders and teachers in the District. As a result of that process, the TLC Work Group has approved and is requesting this change.</p>	Approved	7/21/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Iowa City	We propose the addition of a budget line for Professional Development expenses in the amount of \$50,000. These funds will be used to directly support the professional learning of approximately 300 Teacher Leaders by providing leadership workshops, attendance at AEA sponsored PD, substitute expenses to attend professional learning opportunities and/or books and materials related to leadership and adult learning.	Our original plan committed all of the TLC funds to salary and stipends to ensure in Year 1 we would exceed 25% participation while developing a robust, fully-funded, Teacher Leadership Program. To support professional learning for Teacher Leaders, we committed Teacher Quality funds to support the PD expenses (primarily for the IDS roles) for workshops, registrations, substitute fees and materials. While all of these goals were met, program data has identified the need for additional professional learning beyond what the available Teacher Quality funds are able to support. Budget projections for next year will allow us to continue to fund the salary/stipends and commit approximately 1.5% of the TLC budget to expanding professional learning opportunities to include more of our Teacher Leader positions. Plans are underway to expand the level of leadership development and professional learning opportunities through a targeted and differentiated approach.	The TLC Work Group (Assistant Superintendents, Association Leadership, and Program Facilitator) reviewed the TLC plan, budget, District needs, mid-year program data and survey feedback to develop these proposed modification(s). The District TLC Advisory Committee then reviewed the proposals and moved the process forward, directing the Program Facilitator to seek feedback on the plan changes from the Building Administrators, current Teacher Leaders and teachers in the District. As a result of that process, the TLC Work Group has approved and is requesting this change.	Approved	7/21/16
Iowa Falls and Alden School Districts	We would like to remove 'student behavior' and 'attendance' as listed as an area of short-term measures: Student Success Coach Short-term impact will be measured through three strategies: the use of quarterly teacher perception surveys on how supportive the coach has been in assisting with reducing student behavior problems and improving student attendance and achievement; an on-going analysis of student behavior, attendance, and achievement data; and a completion of the *Leadership Log. Long-term impact will be determined with respect to all TLC goals, especially success in "improving student achievement by strengthening instruction."	The focus of this TLC position is on increasing student achievement rather than behavior. Multiple measures are already included for this goal area.	Site based review committee and administrative team discussions, warranting that this data falls outside of the focus of the TLC program.	Approved	8/16/16
Iowa Valley	Part 5- Describe each of the proposed teacher leadership roles in your plan.  We would like to change the number of model teachers from eight to six with three within each building.	We are requesting this change due to a loss of over 20 students in our district and reduced funding. Also, we are not seeing the need for this position as we had earlier thought.	The TLC administrative team and Iowa Valley Educational Association met during the afternoon of April 5, 2016 to determine what changes would be beneficial for staff and students during the FY17 school year. It was determined, by mutual consent, that reducing the number from eight to six would have the least impact on student achievement from the TLC position we currently have and will fit our budget for the upcoming school year.	Approved	4/8/2016
Jesup CSD	Section 10: We will start the year with 8 Specialist Teachers rather than the 11 listed in the grant. We will have 9 Mentor Teachers and our grant was budgeted for 4. We will still meet the 25% of teaching staff in leadership positions with this change.	Our district has a high number of first and second year teachers for the 2016-17 school year which necessitates a higher number of Mentor Teachers. In regards to the reduced number of Specialist Teachers, the district conducted numerous information and question/answer sessions over the past years and through the application process on the entire TLC program. Additionally, the TLC committee encouraged and "recruited" applicants through two different application periods this spring. However we were not able to secure 11 qualified candidates for the positions of Specialist Teacher. It is our expectation that once the program is underway this fall to conduct a mid-year hire of additional Specialist Teacher to meet the 11 as outlined in the grant. It is also our intention to target the elementary and high school level as the program is already adequately represented at the middle school level.	The members of the TLC committee were involved with the decision making process along with the newly hired Connector Teachers. See previous response outlining the process followed.	Approved	4/8/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Johnston	Provide a \$200 stipend for 3 teachers serving on the Site-based Review Council; there will be more work involved than was anticipated; the Council will now be meeting through the school years to address TLC issues that arise.	Information not required at time of request.	Information not required at time of request.	Approved	5/2/2014
Johnston	Hire a 1/2-time teacher leader to coordinate mentoring efforts; this will shift duties from the Director of Professional Dvelopment because of an increase in workload due to TLC; \$45,000 to cover salary/benefits.	Information not required at time of request.	Information not required at time of request.	Approved	5/2/2014
Johnston	They still have about \$100,000 that is not budgeted as the result of over estimating costs for salaries in the grant. Their site council has discussed and approved the request to use \$18,000 to purchase 5 IPADS for the leadership teams in our buildings. They will use the IPADS to conduct the Instructional Practices Inventory which monitors student engagement which is a grant goal and to conduct learning walks. They will also use them as they plan professional development and work with individual teachers.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Johnston	Add a teacher leader position that will be responsible for coordinating/facilitating the project; this has been explored and approved by the site committee and even discussed this with a larger working committee of administrators and teacher leaders; the teacher facilitator would work collaboratively with a central office administrator to manage the teacher leadership project.	Information not required at time of request.	Information not required at time of request.	Approved	12/11/2014
Johnston	Use TLC funds to pay for .58% of salary and benefits for a principal to receive training and providing coaching to other principals on working in/with a teacher leadership system.	Information not required at time of request.	Information not required at time of request.	Approved	4/21/2015
Johnston	<p>Part 4: We would like to add two full time Instructional Mentors to support our first and second year teachers. This would simply be an addition to our plan laid out in part 4 of our grant. The Instructional Mentors would plan new teacher induction days as well as our additional learning days throughout the year for our first and second year teachers. They would also coach, co-teach with, and otherwise support our new teachers.</p> <p>Part 5: We would like to increase our number of Instructional Coaches from 10 to 12. We will also be decreasing our number of Lead Teachers from 32 to 24. In addition we would like to add a new layer to our teacher leader roles. We will create a series of K-12 teams that will tackle topics such as unpacking the new science standards, studying literacy, studying student well-being (through PBIS and other means), as well as many other district issues. These teachers will be paid hourly for their work. This will increase our number of teacher leaders significantly.</p>	<p>There are several reasons for making these changes. First, our data and feedback has told us that we should invest more resources in supporting and retaining our new teachers. The creation of the Instructional Mentor roles will go a long way towards building capacity in our first and second year teachers.</p> <p>Our changes in numbers for Instructional Coaches and Lead Teachers came from feedback that said that we were getting more impact from our fully released coaches than from our .25 released Lead Teachers at the Secondary Level. We believe that the fully released coaches will be easier to access for professional learning for our staff.</p> <p>The addition of K-12 teams will serve a variety of purposes. First, it will include significantly more teachers in our teacher leadership program. We believe that over 60 new teachers will now support teacher leadership efforts in the district. In addition, these teams will provide teacher voice to a variety of important district work.</p>	<p>I will send the timeline we used to go through our review and revision process. It included surveying our entire staff, surveying our teacher leaders, meeting with a 34 person Advisory Team that was made up of teacher leaders, career teachers, and administrators, and our 8 person TLC Site Committee. The TLC Site Committee shared a proposal to the whole staff who were asked to provide feedback. That feedback was used to create our recommendation for revision. We believe this recommendation reflects growth in our grant and is responsive to some of the challenges we have encountered.</p>	Approved	3/9/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Keokuk Community School District	<p>Keokuk would like to expand its leadership role capacity to include a new role titled: Iowa Core Implementation Specialist. This position will be a stipend position. We will hire 24 of these positions. There will be a stipend of \$3,000/year. There will be an application and evaluation process for this position. It will be a one year position. The duties will include: Continued Iowa Core leadership professional development, Ensuring district accountability regarding Iowa Core implementation as a district, etc.</p> <p>Another aspect we would like to amend is in Part 5 of the application we originally planned for full release positions to be titled School Improvement Specialist and Intervention/Curriculum Specialist. We would like to amend our plan to simply title these positions Instructional Coaches. Nothing else will be modified other than the titles of the positions.</p>	<p>The rationale for the first requested change is to meet the requirements of the legislation ensuring we have 25% of our staff involved. With our original plan we would have needed to utilize a large number of staff to be Peer Mentors and due to the size of our district we would not need as many Peer Mentors.</p> <p>The rationale for the second change is to avoid confusion on titles and stress the aspect of instructional coaching.</p>	<p>The Teacher Leadership and Compensation leadership team was involved throughout this whole process and recommends we modify our original plan.</p>	Approved	11/15/2015
Lake Mills	<p>Adding a technology integrationist to assist our instructional coaches. Title: Technology Integrationist</p> <p>Reports To: Administration &amp; Selection Committee</p> <p>Job Goal: Work as a colleague with classroom teachers to support technology integration. The technology integrationist will focus on individual and group professional development that will expand and refine the understanding about effective and appropriate use of technology to enhance the Iowa Core. The technology integrationist will provide personalized support that is based on the goals and identified needs of individual teachers. Utilize .5 of the day to work on technology integration.</p> <p>Qualifications:</p> <ol style="list-style-type: none"> <li>1. Current Iowa Teaching License on file in Central Office</li> <li>2. Minimum of five years of successful teaching experience</li> <li>3. Detailed experience delivering and integrating technology in instructional programs</li> </ol> <p>Performance Responsibilities:</p> <ol style="list-style-type: none"> <li>1. Facilitates technology integration training and professional development opportunities for staff members.</li> <li>2. Implements knowledge about current ideas, trends, methods, programs, materials, and equipment for technology integration to ensure optimum instructional delivery.</li> <li>3. Collaborates with teachers and provides support as they implement technology-rich lessons in their classrooms.</li> <li>4. Provides technology and digital citizenship instruction to students (as schedule allows).</li> <li>5. Coordinates the development and implementation of district technology plans and serves on the technology committee.</li> <li>6. Conducts research in technology tools and resources to enhance instruction.</li> </ol>	<p>The requested change came through a staff survey that told us we need more support in technology support. We are not a 1:1 school yet but are starting to move that direction. Before we jump into the 1:1 we need to make sure our staff are ready for that change. The integrationist will work independently as well as in conjunction with the instructional coaches. We are not a large staff but for some staff this is 2nd order change and therefore requires more groundwork and structure to ensure the overall goal of increased student engagement is successful.</p>	<p>The process was through regular discussions during professional development with all staff, technology committee meetings, TLC selection committee, and also through a staff survey. One of our district initiatives is increasing student engagement through the use of technology so started those conversations with staff and then with our school board.</p>	Approved	12/7/16



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Lake Mills (continued from above)	<p>7. Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.</p> <p>8. Collaborates with school leaders and colleagues to address instructional issues.</p> <p>9. Performs other duties as assigned.</p> <p>Stipend: \$3,000 that includes the expectation of 7 days beyond contract.</p> <p>Meeting Requirements:</p> <ul style="list-style-type: none"> <li>● Be available to meet with staff before or after school hours based on needs.</li> <li>● Attend individual district leadership/administrative team meetings as requested.</li> </ul> <p>Evaluation:</p> <p>Those in teacher leadership positions will be evaluated in accordance with the Teacher Leadership and Compensation Law and the job description for that position. The Selection Committee will evaluate all TLC positions annually with input from the employee in the TLC position, teachers, and administration. An employee holding a TLC position that receives a negative evaluation will be subject to the removal procedures set forth in the Memorandum of Understanding.</p> <p>I have read and understand the job description of the Technology Integrationist position.</p> <p>Name: Date:</p> <p>Technology Integrationist (1 position - .5 FTE)</p> <p>One for K-12 half time position: Engages 50% of the day as technology integrationist</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/7/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Lake Mills (continued from above)	<p>7 additional contract days \$3,000 supplement (for both additional days and hours)</p> <p>The Technology Integrationist will work as a colleague with classroom teachers to support technology integration. The technology integrationist will focus on individual and group professional development that will expand and refine the understanding about effective and appropriate use of technology to enhance the Iowa Core. The technology integrationist will provide personalized support that is based on the goals and identified needs of individual teachers. -Facilitates technology integration training and professional development opportunities for staff.</p> <p>Implements knowledge about current ideas, trends, methods, programs, materials, and equipment for technology integration.</p> <p>Collaborates with teachers and provides support as they implement technology--rich lessons.</p> <p>Provides technology and digital citizenship instruction to students (as schedule allows).</p> <p>Coordinates the development and implementation of district technology plans and serves on the technology committee.</p> <p>Conducts research in technology tools and resources to enhance instruction.</p> <p>Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.</p> <p>Collaborates with school leaders and colleagues to address instructional issues.</p> <p>Performs other duties as assigned.</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/7/2016 (continued from above)
Laurens-Marathon	Moving to facilitator positions as opposed to a full time instructional coach	No qualified applicants for the instructional coach position	Teachers and administrators met to revise the TLC plan. The changes were communicated to staff with the board's approval pending for June 13. I will send the updated plan to Becky Slater.	Approved	6/2/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Lewis Central	<p>Budget adjustments:</p> <ul style="list-style-type: none"> <li>--Increase overall program budget from \$1,218,913 to \$1,230,692.</li> <li>--Increase budget for "New teachers to Lewis Central" from \$10,620 to \$10,857</li> <li>--Increase budget for "Peer and Induction Mentors" from \$15,930 to \$22,733</li> <li>--Increase budget for "Instructional Coaches" from \$804,323 to \$928,736</li> <li>--Decrease budget for "Model Classrooms" from \$28,320 to \$27,979</li> <li>--Decrease budget for "Professional Development" from \$135,520 to \$75,000</li> </ul>	<p>Increase overall program budget from \$1,218,913 to \$1,230,692.</p> <ul style="list-style-type: none"> <li>--The increased per pupil allocation (from \$308 to \$312.68) along with the inclusion of open enrolled students from a second funded district (Glenwood) results in an additional \$11,779.</li> </ul> <p>Increase budget for "New teachers to Lewis Central" from \$10,620 to \$10,857</p> <ul style="list-style-type: none"> <li>--We had more teachers new to the district than we anticipated which resulted in increased costs</li> </ul> <p>Increase budget for "Peer and Induction Mentors" from \$15,930 to \$22,733</p> <ul style="list-style-type: none"> <li>--We had more teachers new to the district and new to the profession than we anticipated which resulted in increased costs</li> </ul> <p>Increase budget for "Instructional Coaches" from \$804,323 to \$928,736</p> <ul style="list-style-type: none"> <li>--The total cost for hiring replacements for coaches taking full-time release positions was considerably more than anticipated.</li> </ul> <p>Decrease budget for "Model Classrooms" from \$28,320 to \$27,979</p> <ul style="list-style-type: none"> <li>--Adjusted to reflect more accurate costs of benefit calculations</li> </ul> <p>Decrease budget for "Professional Development" from \$135,520 to \$75,000</p> <ul style="list-style-type: none"> <li>--In order to make room in the budget for the increased costs for funding the leadership positions we must reduce our budget amounts for substitute release time from \$60,000 to \$35,000 and for Professional Development from \$75,520 to \$40,000.</li> </ul>	<p>The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed the costs and anticipated revenue and approved the budget adjustments to be made on November 19, 2015.</p>	Approved	11/22/2015
Lewis Central	<p>Change "Model Teacher/Classroom" to "Model Learner/Lab Classroom" throughout the application for the 2016-2017 school year.</p>	<p>This more accurately describes the role of these teacher leaders and the use of their classrooms. Our work with Diane Sweeney directly supports this minor yet symbolic change in title.</p>	<p>The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed the proposed change in language and approved the proposed amendment to be made on February 25, 2016.</p>	Approved	3/2/2016
Lewis Central	<p>Decrease the number of content teams by one, eliminating the Assessment Content Team. This will decrease the number of teacher leaders by 4 teachers (25 total). The remaining Content Teams will include Literacy (5 TLs), Math (4 TLs), Science (4 TLs), Social Studies (4 TLs), Fine Arts (4 TLs), and Career and Technical Education (4 TLs).</p>	<p>We have had this team for multiple years and believe that a better alignment to district goals and more effective functional structure is to have assessment live within each of the other content teams as well as our District Leadership Team. This will also free resources to be used for other positions.</p>	<p>The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed and debated the proposed change in language and approved the proposed amendment to be made on February 25, 2016.</p>	Approved	3/2/2016
Lewis Central	<p>Increase the number of Model Learners/Lab Classrooms by one in each building, raising the total number of Model Learners/Lab Classrooms from 13 to 17.</p>	<p>The opportunity for teachers to learn from teachers will be increased by adding another lab classroom to focus learning on building priorities in instruction.</p>	<p>The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed and debated the proposed change in language and approved the proposed amendment to be made on February 25, 2016.</p>	Approved	3/2/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Lewis Central	Increase our number of Instructional Coach positions by one to a total of 12. To which building this position would be assigned needs to be based on student data, SINA/DINA, the early literacy legislation.	Just as the increase in Model Learners/Lab Classrooms, an additional Instructional Coach will give the district an additional set of hands/expertise to increase teacher learning/expertise/confidence thus enhancing the probability of increasing student achievement and decreasing our achievement gap in special populations.	The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed and debated the proposed change in language and approved the proposed amendment to be made on February 25, 2016.	Approved	3/2/2016
Lewis Central	Increase our number of Program Champion positions by eight to a total of 16 (four per building) for the 2016-17 school year.	Just as the increase in Model Learners/Lab Classrooms, the addition of Program Champions will give the district additional sets of hands/expertise to ensure implementation of building level initiatives thus enhancing the probability of increasing student achievement and decreasing our achievement gap in special populations.	The Teacher Leadership Oversight Committee which includes Teacher Leaders, administrators and community members reviewed and debated the proposed change in language and approved the proposed amendment to be made on February 25, 2016.	Approved	3/2/2016
Linn-Mar	Increased the number of teachers in leadership positions.	Information not required at time of request.	Information not required at time of request.	Approved	9/30/2014
Linn-Mar	<p>~Instructional Strategist will now be called Instructional Coach</p> <p>~ Add two Instructional Coaches in the area of Student Support Services (Special Education) for Instructional and Behavioral Support</p> <p>~Add 4 Curriculum Facilitators at the middle school level to include science and social studies at both buildings</p> <p>~ Name change the HS Team Leader to HS PLC Facilitator. Position will work with content departments as described in plan. (Changing the name to fit job description in plan)</p> <p>~Increase model teachers K-12 from 20 to up to 35. Approximately 10 at the High School, 10 at the Middle School, covering all content areas and special areas. At the elementary we will have approximately 15-with the intent of having at least 2 per grade level, PreK-5th.</p> <p>~Decrease number of Induction Specialists. We will provide an Induction Specialist only for Year 1 teachers who are not supported by a like content PLC in their own building. from 150 to 129</p>	Information not required at time of request.	Information not required at time of request.	Approved	3/10/2015
Linn-Mar	This change is in regard to our 25% rule. (outlined in part 5)	<p>For the 2015- 2016 year we needed 122 teachers participating in TL roles to fulfill our 25 % rule. We currently have 118 of those positions filled.</p> <p>We had one model teacher quit due to her mother's illness and her absence the first few months of the school year. This brought the total from 36 to 35 model teachers.</p> <p>We had reserved 10 spots to utilize as Induction Specialists to work with teachers who are new to teaching at Linn-Mar, but not new to teaching. This position has been fulfilled by our 3 full-time mentor coaches, so we didn't have a need to fill them. Feedback from our surveys from stakeholders supported this decision. This may change from year to year. so we want to keep the position, but it just didn't get filled this year.</p> <p>In addition to this form, I have attached a detailed table to an email to Becky Slater.</p>	This change is necessary because we didn't get our 25%. This has been discussed with our direct supervisor, Shannon Bisgard, Associate Superintendent, the HR Director, Karla Christian, and with our Teacher Leadership Advisory Committee.	Approved	1/13/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Linn-Mar	<p>We would like to add the below information to Part 8a of our grant application. We are adding this information after the first paragraph that ends with this sentence: We believe that we can measure the Impact and Effectiveness of the program using short-term and long-term measures. So we would like the below text to go right after the first paragraph.</p> <p>Linn-Mar Community Schools will determine the impact effectiveness of our TLC plan by the following Goals and Measures:</p> <ol style="list-style-type: none"> <li>1. Attract and Retain: We will attract and retain new teachers by providing ongoing professional development, classroom support, and a comprehensive mentoring program for first and second year teachers. We will measure the success retaining and supporting new teachers through stake holder surveys, and data from HR showing percentage of teachers retained after participating in mentoring program.</li> <li>2. Collaboration: We will provide increased opportunities for collaboration between teachers. We will measure the success of collaboration by data from our model teacher website, and stakeholder surveys.</li> <li>3. Reward Prof. Growth: We will increase professional development and leadership opportunities for staff. We will measure the professional growth opportunities by documentation from meetings, PLC time, and TQSA data from Linn-Mar University.</li> <li>4. Student Achievement: Teacher leadership will Improve instruction and increase student achievement. We will measure the impact on student achievement and the effectiveness the TLC Plan by Iowa Assessments; MAP data; Gallup Poll Survey; Iowa Youth Survey; Stakeholder surveys (2-3 times per year); Various summative and formative assessments; PBIS data, and feedback from parents, teachers, and administrators.</li> </ol>	<p>Based on the four goal areas that were given to us from the Department of Education, we felt it was in our best interest to work toward meeting those goals. We felt the goals were covered in our plan in other places, but weren't specifically listed in part 8. We just wanted to clean that up and make it part of our focus.</p>	<p>This plan change was discussed, shared, and debated by the two program coordinators, Erin Watts, and Debra Barry, the district assistant Superintendent, Shannon Bisgard, and our TLC advisory Committee that we meet with quarterly. All were in agreement that if the state has these goals, we need to make them part of our plan.</p>	Approved	5/5/2016
Linn-Mar Schools	Number of positions Part 5A of Grant	<p>We have met our 25% but have changed the numbers within the original grant application and wanted to update the DE of the changes.</p>	<p>The changes were discussed within the TLC program Coordinators, their supervisor, Shannon Bisgard first. Information was then taken the the TLC Advisory Committee discussed and brainstormed for solutions. The information/changes were agreed upon and then taken our to staff, and administrators. The general consensus was that these would be welcomed, necessary changes to insure the work was representing all teachers and working to build capacity in our schools. (See Table explaining changes in email)</p>	Approved	10/13/16
Lisbon Community Schools	<p>Lisbon would like to update our application to reflect the position change from 3 IDS positions (K-4, 5-8, 9-12) to 3 IDS positions (K-6, 7-12, and 1/2-time tech integrationist).</p>	<p>Through conversations with staff members at Lisbon as well as administrators, we feel a K-6, 7-12 and 1/2 time tech integrationist position would better fit the district goals and needs.</p>	<p>Staff members were involved in PD explaining the districts plan and then discussing what changes could be made to ensure the plan is written specifically to the districts's needs.</p>	Pending	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Logan-Magnolia CSD	<p>For Part 10, we revised the part that would pay the leadership team per diem. The change will make pay each of the leadership the same amount.</p> <p>Original Copy: Amount designated to fund leadership team. (10 members) Stipend will be per diem Est. stipend. (\$240 a day X 5 days)           \$12,000.00</p> <p>Amount designated to fund leadership team. (10 members) Stipend rate will be \$300.00 per day, per person Est. stipend. (\$3000.00 a day X 5 days)       \$15,000.00</p>	<p>Per request from Ryan Wise, through Becky Slater, it was recommended to switch from per diem to a consistent rate so all of the leadership team receives an equal amount.</p>	<p>The process included;</p> <ol style="list-style-type: none"> <li>1. Received message from Becky Slater.</li> <li>2. Discussed changes with members of the TLC committee and our business manager.</li> <li>3. Made changes to our plan on website and in official documentation.</li> </ol>	Approved	3/2/2016
Logan-Magnolia CSD	<p>Part 10.</p> <p>The pay for the leadership team and the Instructional and Literacy Coaches would be on a per diem basis for summer workdays.</p>	<p>We had put down \$20.00 per hour as a pay rate. This is not in line with the responsibilities that they would be responsible for.</p>	<p>At our Avoca AEA TLC Becky Slater recommended that we make the change from hourly pay to per diem. After visiting with her I discussed the changes with our TLC committee which included our Instructional Coach and Literacy Coach. They were supportive of the change.</p>	Withdrawn	
Madrid CSD	<p>In part 5 of the plan there is a .25 Professional Learning Coordinator at the K - 6 building and .25 Professional Learning Coordinator at the 7 - 12 building. These two positions were combined into a .5 job. The time is still split as focusing .25 at each building, but one person was selected. Because of this an additional mentor teacher was added so the 25% of the staff being in the TLC system rule is maintained.</p>	<p>The hiring committee felt one person was the best selection. This was the only .25 position in our original plan. Adding an additional mentor teacher maintained the 25% of staff in the TLC system as required.</p>	<p>The planning committee that developed the application always expressed a need for flexibility with the positions since none of the positions were full time and that there may be a need to combine positions when trying to hire the very best candidates, due to number of applicants, etc. The positions were actually made as .25 and .5 to allow such flexibility. The planning committee had a lot of discussion on benefit and need in this flexibility for a successful program. It was discussed that if combinations were to occur additional mentors will be added to maintain the 25%. The interview team was the main driving force in the eventual outcome of the successful candidates for the positions.</p>	Approved	9/12/16
Maple Valley-Anthon Oto, Charter Oak - Ute, Schleswig	<p>Our change request pertains to Part 5 of the original plan. The original language stated, "Mentor teachers will carry a full time teaching load and will be compensated an additional \$2000.00 for four additional contract days." The new language will state, "Mentor teachers will carry a full time teaching load and will be compensated an additional \$1000.00 for 2 additional contract days." In addition, new language will be added to section 5 to include a new position called STEM Model Teachers. "STEM Model Teachers will carry a full time teaching load and will be compensated an additional \$1000.00 for 2 additional contract days. STEM Model Teachers duties include serving as models for exemplary teaching in one or more of the STEM areas. The STEM Model Teachers will deepen their own and others' knowledge and understanding of the Iowa Core Science and Math Standards, as well as the 21st Century Skills. STEM Model Teachers will model lessons and will assist in the planning and delivery of professional development."</p>	<p>During the first year of implementation of our TLC plan, we have discovered that Mentor Teachers utilize more release days for mentoring than additional contract days. The Mentor Teachers have expressed the need for modeling during the school day and attend AEA Mentoring and Induction during regular contract hours. Reducing the Mentor Teachers to two additional contract days and \$1000.00 compensation allows us to create the STEM Model Teacher position. The need for STEM Model Teachers is evident with the adoption and implementation of the Iowa Core Science Standards and the ongoing efforts to deeply implement the Iowa Core Math Standards and 21st Century Skills.</p>	<p>We gathered feedback from Mentor Teachers and Initial Teachers. Feedback was also gathered from the TLC Leadership Team and the Consortium Administrative Team. Our decision was made collectively in the best interest of the consortium.</p>	Approved	12/7/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa	We would like to make a slight change to Part 5 where teacher leader roles are described. When we first submitted the grant we were planning on a .5 FTE Director position. We would like to make this a 1.0 FTE position.	After meeting with the TLC Committee and realizing the amount of work it is going to take to run a quality TLC program with fidelity, we would like to make this a 1.0 FTE position. We do not feel that a part time position would be sufficient for a school district our size.	The TLC Committee that was comprised of teachers and administrators made the collective decision to make our TLC Director position a 1.0 FTE position instead of a .5 position. We realized that with the size of our district and the amount of organization and work it will take to run the program with fidelity, we needed someone that could be dedicated to the program on a full time basis.	Approved	10-25-2015
Maquoketa	Part 5- Mentors We were going to have our own mentors but now would like to contract with Mississippi Bend AEA through the New Teacher Center in order to provide much more comprehensive support for our 1st and 2nd year teachers.	It is going to give our first and second year teachers much more concentrated support on a weekly basis. Research shows that one of the top reasons teachers leave the profession within the first 5 years is due to lack of support. We believe the New Teacher Center will be able to provide the much needed support for these beginning teachers.	Our TLC Committee made up of teachers and administrators met to discuss this change. Overwhelmingly, the group wanted to move forward with the New Teacher Center through MBAEA.	Approved	3/23/2016
Maquoketa	Section 10- Budget  Compensation amounts for Data Coaches and Induction Coaches.  Data coaches from \$2,000 to \$1,000  Induction coaches from \$500 to \$250	In looking over the job descriptions for these positions the TLC Committee felt these positions were over paid.	TLC Committee discussed and came up with a determination for pay scale changes.	Approved	3/23/2016
Maquoketa	Section 5  We want to add an Induction Coach going from 3 to 4.	Moving to 4 induction coaches would give us 1 per building within our district.	The TLC Committee met to discuss the change and decided this would be best for the district.	Approved	3/23/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa Valley	<p>Section 8 State goal #1 - attract able and promising new teachers</p> <p>Original Language for that we would like to eliminate or revise:</p> <ul style="list-style-type: none"> <li>• Quarterly review of mentor/mentee logs</li> <li>• Immediate review of feedback and reflection sheets from professional development sessions</li> <li>• Bi-Yearly review of feedback and reflection forms from professional development sessions by the District Leadership Team</li> <li>• Bi-Yearly review of mentor/mentee logs and survey data about effectiveness of mentor program by the District Leadership Team</li> </ul> <p>Requested Change - revised statement we would like to add :</p> <ul style="list-style-type: none"> <li>• Annual review of data about effectiveness of mentor program (may include review of logs, survey data, etc.) by District Leadership Team</li> </ul> <p>Original language that we would like to keep:</p> <ul style="list-style-type: none"> <li>• All staff at least minimum salary of \$33,500</li> <li>• Annual review of staff retention rates by District Leadership Team</li> </ul> <p>State Goal #2 - Promote/Increased Teacher Collaboration</p> <p>Original Language for that we would like to eliminate or revise:</p> <ul style="list-style-type: none"> <li>• Review PLC and AIW Teams SMART Goals</li> <li>• PLC minutes, PLC team products &amp; AIW minutes</li> <li>• "Usage" logs - Teacher Leaders code time spent in collaboration activities</li> <li>• Teacher survey data</li> <li>• Annual review of PLC and AIW SMART Goals by District Leadership Team</li> <li>• Annual review of PLC minutes, PLC team products and AIW minutes by District Leadership Team</li> <li>• Annual review of Usage logs by District Leadership Team</li> <li>• Annual review of teacher survey data by District Leadership Team</li> </ul>	<p>After reviewing the evaluation measures for the leadership system, several artifacts listed did not truly measure the goal and the quantity listed would overburden our leadership team to review with fidelity.</p>	<p>Input was provided by those in the teacher leadership positions as well as the subcommittee of the original group that drafted the teacher leadership plan.</p>	Approved	2/15/2016



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa Valley (continued from above)	<p>Requested Change - revised statement we would like to add :</p> <ul style="list-style-type: none"> <li>• Measure impact of teacher leadership program by reviewing number of collaborative opportunities (coaching cycles, consults, MTSS cycles, etc.) noted in teacher leaders' time logs.</li> <li>• Annual review of teacher survey data (feedback forms, district survey, etc.).</li> </ul> <p>State Goal #3 - Promote/Increased Teacher Collaboration</p> <p>Original Language for that we would like to eliminate or revise:</p> <ul style="list-style-type: none"> <li>• Feedback data on process for selecting teacher leaders</li> <li>• Annual review of retention rates by District Leadership Team</li> <li>• Annual review of survey data concerning job satisfaction by District Leadership Team</li> </ul> <p>Requested Change - revised statement we would like to add :</p> <ul style="list-style-type: none"> <li>• Annual review of retention rates of both staff and teacher leaders by District Leadership Team</li> <li>• Feedback on process for selecting teacher leaders from the selection committee.</li> </ul> <p>Original language that we would like to keep:</p> <ul style="list-style-type: none"> <li>• Retain teacher retention data in leadership positions</li> </ul> <p>State Goal #4 - Improve Student Achievement by Strengthening Instruction</p> <p>Original Language for that we would like to eliminate or revise:</p> <ul style="list-style-type: none"> <li>• Implementation of content area reading and literacy strategies and mathematical practices PD</li> <li>• Implementation of PLC and AIW PD</li> <li>• Implementation of MTSS PD</li> <li>• Analysis of student data to gauge instructional effectiveness through the use of MAP Data, Iowa Assessment Data, Universal Screening Data, Dibels Next Data, Fountas and Pinnell Data, and local formative and summative assessment data.</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	2/15/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa Valley (continued from above)	<ul style="list-style-type: none"> <li>• Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC &amp; AIW minutes &amp; products, unit plans, and Curriculum Manager Reports.</li> <li>• Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC &amp; AIW minutes &amp; products, and unit plans.</li> <li>• Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC &amp; AIW minutes &amp; products.</li> <li>• Bi-Yearly review by the District Leadership Team of selected MTSS data plans, tools, and progress monitoring used.</li> <li>• Analyze MAP Data, Iowa Assessment Data, Universal Screening Data, Dibels Next Data, Fountas and Pinnell Data, and local formative and summative assessment data for trends over time.</li> </ul> <p>Requested Change - revised statement we would like to add :</p> <ul style="list-style-type: none"> <li>• Implementation of Iowa Core standards and professional learning (content area reading strategies, evidence-based literacy strategies and mathematical practices, etc.)</li> <li>• Continued implementation of PLC and AIW</li> <li>• Continued implementation of MTSS</li> <li>• Annual review of number of students on MTSS plans and number exited.</li> <li>• Analyze standardized district assessment data for trends over time.</li> </ul> <p>Original language that we would like to keep:</p> <ul style="list-style-type: none"> <li>• Implementation of Characteristics of Effective Instruction PD</li> </ul> <p>State Goal #5 -Reward Professional Growth and Effective Teaching</p> <p>Original Language for that we would like to eliminate or revise:</p> <ul style="list-style-type: none"> <li>• Ensure that 25% of the instructors in the district are involved in teacher leadership roles.</li> <li>• Annual review of those instructors involved in our teacher leadership roles.</li> </ul> <p>Requested Change - revised statement we would like to add :</p> <ul style="list-style-type: none"> <li>• Good faith effort will be made to include 25% of the instructors in the district are involved in teacher leadership roles.</li> <li>• Annual review of progress toward individual coaching goals (includes feedback from staff).</li> </ul>	(continued from above)	(continued from above)	Approved (continued from above)	2/15/2016 (continued from above)
Maquoketa Valley	Section 8: Goal 4- First line, the original language reads "Implementation of Characteristics of Effective Instruction PD supported by those in teacher leadership positions." INSERT the phrase "regarding Assessment for Learning, Student-Centered Classrooms, and Rigor & Relevance" after the word "PD." Second line, the original language reads "Implementation of Iowa Core standards and professional learning (content area reading strategies, evidence-based literacy strategies and mathematical practices, etc.) supported by those in teacher leadership positions. DELETE the phrase "and professional learning (content area reading strategies, evidence-based literacy strategies and mathematical practices, etc.)"	The original language is vague and difficult to measure. The revisions align more with district vision and are more measurable with the measures we will be putting into place.	Administrative team & teacher leaders reviewed the email regarding requested end of year report revisions, section 8, and the end of year report that was submitted. Through conversation, consensus was reached that the requested revisions would improve the district's ability to measure progress toward achieving its goals.	Approved	8/31/16
Maquoketa Valley	Section 4 - Mentoring. We would like to change the following. A. Current language says, "New teachers will be granted four release days during the course of the school year..." We would like to change that to "two release days (one per semester) in the first year, and one release day (two half-days, one per semester) in year two." B. We would also like to change from the current language, "Our district will now extend contracts of teachers new to the district by two days" to "Our district will extend contracts of teachers in their first year new to the district."	A. Four days per year, plus additional mentor/mentee training days through the AEA, (in addition to other days they may be out of district for other reasons) resulted in too many days out-of-district, which is not good for students, but also stressful for the new teacher. It was decided that the expectations could be met in the revised time dedicated for release time. B. This clarifies the expectation, and also aligns it to the language of the master contract for a second year teacher.	Feedback was gathered from current and previous mentors and mentees before a proposal was drafted. The proposal was submitted to a subcommittee of teachers, union rep, and administrators for discussion and approval. Upon its approval, it has been submitted for state approval via this request.	Approved	9/6/16

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School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa Valley Community School District	<p>Part 5: Proposed Teacher Leadership Roles</p> <p>Position: Data Lead Team (3 positions) Emphasis: Grades K-5</p> <p>Responsibilities: Engage in analysis of district literacy, math, and behavior data. Observe trends and patterns, make inferences, and determine what additional evidence may need to be collected in order to make decisions. Facilitate conversations with colleagues regarding district data. Recommend areas of professional learning based on results of data analysis.</p> <p>The goal is equal representation from the elementary centers: 1 lead team member from the early childhood center 1 lead team member from the primary center 1 lead team member from intermediate/upper center</p> <p>This role does not require a reduction in teaching assignment. Leadership duties will be fulfilled outside the contract and will consist of 3 periods of data analysis (fall, winter, spring). Each period is estimated to take approximately 3 hours.</p> <p>Estimated hours: 8-10 Stipend: \$300</p>	<p>The district wanted to add teacher leader roles in order to move closer to the 25%. We also saw a need to analyze data related to the health of the core, facilitate conversations with colleagues, and make professional development recommendations.</p>	<p>Once the need for this team was identified, it was discussed with instructional coaches and administrators. With input from teacher leaders and administrators, a proposal was drafted by the teacher leadership program coordinator and shared with the MV Leadership Team, who endorsed the idea. The proposal was submitted to the subcommittee of the Teacher Leadership System Steering Committee, discussed, final revisions made, and the proposal was approved for submission.</p>	Approved	6/13/16
Maquoketa Valley Community School District	<p>Part 5: Proposed Teacher Leadership Roles</p> <p>Position: AIW Coach (4 positions) Emphasis: Grades 6-12</p> <p>Responsibilities: Serve as an anchor member facilitating AIW teams to deepen colleagues' understanding of authentic intellectual work as they score student task, student work, and teacher instruction according to AIW scoring standards. Engage in learning opportunities to deepen understanding of their role as local coaches and their understanding of AIW standards as applied to scoring teacher task, student work, and teacher instruction. Facilitate district professional development related to implementation of AIW standards.</p> <p>The role of AIW coach does not require a reduction in teaching assignment. Team facilitation occurs within the contract day, as may some of the learning opportunities. The remaining responsibilities are fulfilled outside the contract day.</p> <p>Estimated hours: 40-45 Stipend: \$1200</p>	<p>The district has 4 AIW scoring teams, so we are reducing the number of AIW coaching positions from 5 to 4. In our initial proposal, we had specified that a coach would facilitate 1 team, and that was reworded to "facilitate teams" to allow flexibility if more team facilitation was needed, or if we did not fill all the AIW coaching positions. The number of hours and the stipend amount were increased because the district goal for AIW has grown, requiring more time.</p>	<p>The AIW coaches generated a proposal, which was submitted to the subcommittee of the Teacher Leadership System Steering Committee. This proposal was discussed by the team, additional conversation was held with the coaches to revise the proposal, and after additional discussion, the proposal was approved for submission.</p>	Approved	6/13/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Maquoketa Valley Community School District	We revised Part 6 - Teacher Leader Selection Process. The requested changes are described in a table that has been emailed to Becky Slater.	We felt the selection process would be best completed by current teachers and administrators, so we removed the retired teachers/administrators from the initial proposal.  The selection process in the initial proposal was the same for all leadership positions. We felt the process was preventing teachers from applying for roles that did not require a reduction in teaching assignment, and we wanted to differentiate this process.	This idea was discussed with instructional coaches and administrators. A proposal was drafted, shared with the subcommittee to the Teacher Leadership System Steering Committee, discussion followed, revisions were made, and the proposal was approved for submission.	Approved	6/13/16
Maquoketa Valley Community Schools	Section 3 Our instructional coaching positions now read "PK-6 Instructional Coach" instead of "K-6" and "PK-12 Technology Coach" instead of "K-6." Our MTSS coaching positions now read "PK-5 MTSS Coach" and "6-12 MTSS Coach."	Our original plan did not include preschool as receiving coaching services. Since PK-5 is elementary and grades 6-12 are middle and high school, we changed our MTSS coaching positions to reflect that.	Teacher leader, instructional coaches, administration	Approved	11/7/2015
Maquoketa Valley Community Schools	The rubric used to score candidate's interview, narrative, and teaching video was clarified by describing each level within the rubric, instead of each category.	There was a need to distinguish more specifically between two highly qualified candidates.	Interview committee made up of teachers selected by the teacher's association and administrators.	Approved	11/7/2015
Maquoketa Valley Community Schools	Budget amended to include mileage to outlying centers for technology, PK-6 instructional coach, and PK-5 MTSS coach.	Failed to build in need for mileage reimbursement for travel to the PK-4 centers located in outlying centers.	Instructional coaches, administrators, business manager	Approved	11/7/2015
Marion Independent School District	Executive Summary- Learning Team Facilitator (grade level or subject specific) increased from 23 total to 25 total.	Learning Team Facilitators will serve as facilitators for individual grade level or content PLCs. Review of district-wide teaching staff identified K-4 literacy strategists and counselors were omitted from the original list of 23 teams. For effective supports and services across the continuum of learning, it was determined facilitators should be added to both areas.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Executive Summary- Original Language- Technology Specialists (building specific- 8 total) to assist with technology integration in classrooms, engage in technology learning communities, monitor teacher and student technology use, provide oversight for technology initiatives and needs, troubleshoot technology use. New language- Technology Integration Coordinator (1 for district) to: Coordinate technology integration District-wide including: Co-facilitate the District Technology Committee with Technology Coordinator, Work with School Improvement Coordinators to provide classroom-based technological integration assistance, Identify and implement needed job-embedded technology training throughout the District, Plan for and provide professional development as needed, Engage in technology learning communities to evaluate emerging technologies for possible use, Document professional development and training provided as well as advancements made in technology integration; and Oversee digital communication District-wide including: Work with other members of the District Leadership Team to identify the communication needs of the District, Develop and manage digital communication platforms to meet the District's communication needs, Work with building communication specialists to coordinate building and District data flow. Communication Specialists (building specific- 5 total) to: Meet the digital communication needs for learning in your building including: Serve on the Building Leadership Team, Serve on the Building and District Technology Teams, Work with other members of the Building Leadership Team to identify the communication needs of the staff and students, Coordinate and manage building-based digital communication platforms to meet the building's needs, Collaborate with the Technology Integration Coordinator to help synchronize communication District-wide, Document communication work achieved.	In an effort to maximize support for technology integration within the classroom and technology as a communication tool for various stakeholders, the position of Technology Specialists was divided into 2 separate roles, with 1 full release staff member to support district-wide technology integration for student learning and engagement and the other to support building-level communications using technology as an effective tool.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Marion Independent School District	Executive Summary- New Teacher Site Mentors were originally intended to coordinate with Grant Wood i3 Teacher Mentor Grant full-release mentor. MISD will no longer be participating in the i3 Teacher Mentoring Program. As a result, the role of the new teacher mentor will instead include support for lesson design and instructional practices in addition to collegial relationship and support with management and orientation.	In an effort to increase the on-site support for teachers new to the profession (initial license) and new to the district (standard license), the district will match each new teacher with a district mentor.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Part 2- Original language- Currently, teacher leadership exists at the district and building levels through work on standards-based grading, PBIS, continued alignment to the Iowa Core, enhancement of MTSS, and implementation of FAST literacy assessment (K-4). New language- Teacher leadership exists... and implementation of the FAST literacy assessment, progress monitoring, and instructional decision making (K-6).	TLC roles will help support instruction and data analysis, rather than simply implementation of the assessment. At the time of the original grant, FAST was only administered K-4, and is now K-6.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Part 2- Original language- Our plan's full-release School Improvement Coordinators will help plan with, coordinate and support the PLCs... Additionally, Technology Specialist positions will provide assistance, support, and modeling to teachers and students as they integrate technology into content areas and lessons to increase engagement and learning. New language- Our plan's full-release Technology Integration Coordinator and School Improvement Coordinators will help plan with, coordinate and support the PLCs... Additionally, the Technology Integration Coordinator and School Improvement Coordinators will provide assistance, support, and modeling to teachers and students as they integrate technology into content areas and lessons to increase engagement and learning.	Technology Integration is an area of district-wide need and focus. The Technology Integration Coordinator and School Improvement Coordinators will both support the work of technology integration to enhance engagement and learning. The original plan included Technology Specialists- which have now been redefined and divided into the positions of Technology Integration Coordinator (focused on supporting technology integration in the classroom) and Communication Specialists (focused on supporting internal and external communication through various technology applications).	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Part 2- Original Language- Additionally, we participate in the i3 Teacher Mentor Grant through Grant Wood AEA. This grant allows us to provide a full-release mentor who meets with each of our new teachers two hours per week. The mentor receives training to provide high quality assistance to teachers as they complete their initial license. We will expand this by having site mentors within each building to provide another level of support in areas of curriculum content, classroom management and technology. These mentors will continue to teach but be available to meet with and support these new teachers. New Lanugage- New teacher site mentors will be selected based on the new teacher's content, grade level and building assignment. Qualified mentors with similar teaching assignments will be considered, and building administration will make the determination of final mentor to new teacher pairing. Mentors will collaborate with the new teacher to support classroom management, lesson design, instructional delivery, and technology integration.	MISD will no longer participate in the i3 Teacher Mentoring programming. The district hopes to increase the collaboration and support for new teachers by providing an on-site connection. In an effort to increase the on-site support for teachers new to the profession (initial license) and new to the district (standard license) as well as to increase retention of new teachers within the district, the district will match each new teacher with a district mentor.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Part 2- Original Language- Our MISD TLC positions include: 15 Subject Area Facilitators (5-12), 8 Grade Level Facilitators (PK-4), 5 Full-Release School Improvement Coordinators (one per building), 8 Technology Specialists. In addition, there will be New Teacher Site Mentors (one per new teacher) to provide support on a day-to-day basis when the i3 Grant full-release mentor is not in our district. New Language- Our MISD TLC positions include: 25 Learning Team Facilitators (Grade/Content), 5 Full-Release School Improvement Coordinators (1 per building), 1 Full-Release Technology Integration Coordinator (district), 5 Communication Specialists (1 per building). In addition, there will be New Teacher Site Mentors (one per new teacher- initial license yr 1, initial license yr 2, or standard license yr 1 in MISD) to provide on-site collaboration and support.	Modifications are intended to better align 1 learning team facilitator per PLC team and increase the support for technology integration and use of technology for internal and external communication.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Marion Independent School District	<p>Part 3- Original Language- MISD's TLC plan creates full release and classroom-based leadership positions. Of our 161 teachers, at least 42 teachers (26%) will be able to step into a leadership role and provide more support than presently available. Those roles include:</p> <ul style="list-style-type: none"> <li>-5 Full Release School Improvement Coordinators (one per building)</li> <li>-15 Subject Area Facilitators (5-12)</li> <li>-8 Grade Level Facilitators (PK-4)</li> <li>-8 Technology Specialists</li> <li>-New Teacher Site Mentors (one per new teacher – minimum six during first year of implementation)</li> </ul> <p>New Language- MISD's TLC plan creates full release and classroom-based leadership positions. Of our 161 teachers, at least 42 teachers (26%) will be able to step into a leadership role and provide more support than presently available. Those roles include:</p> <ul style="list-style-type: none"> <li>-1 Full Release Technology Integration Coordinator</li> <li>- 5 Full Release School Improvement Coordinators (one per building)</li> <li>-25 Learning Team Facilitators (Grade Level/Content Teams)</li> <li>-5 Communication Specialists</li> <li>-New Teacher Site Mentors (one per new teacher- yr 1 and yr 2 initial license, yr 1 to MISD)</li> </ul>	<p>Proposed changes better align to the district-wide need for increased support in technology integration, support for PLC implementation, and support/collaboration for new teachers.</p>	<p>TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.</p>	Approved	6/10/16
Marion Independent School District	<p>Part 3- Update to include modifications to TLC leadership roles/responsibilities. Attachment sent via email.</p>	<p>In an effort to maximize support for technology integration within the classroom and technology as a communication tool for various stakeholders, the position of Technology Specialists was divided into 2 separate roles, with 1 full release staff member to support district-wide technology integration for student learning and engagement and the other to support building-level communications using technology as an effective tool.</p> <p>In an effort to increase the on-site support for teachers new to the profession (initial license) and new to the district (standard license), the district will match each new teacher with a district mentor.</p>	<p>TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.</p>	Approved	6/10/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Marion Independent School District	<p>Part 4- Original Language- Our mentoring program, as a result of involvement in the i3 Mentoring &amp; Induction consortium has improved significantly in recent years, and our TLC plan will help us improve our site and job specific mentoring and support. Involvement in the i3 Teacher Mentor Grant through the Grant Wood AEA (Area Education Agency) allows us to utilize a full-release teacher to work with the beginning teachers in our district for their first two years. The work that is done with the new teachers and their mentor includes a minimum of two hours of coaching per week. During this time, the mentors and mentees are able to discuss research-based strategies, examine student and class data, observe instruction, model, and coach next steps in their development as highly effective teachers new to the profession. Since the mentors are available and have additional training for their work with new teachers, this model is proving to be effective. Our TLC plan will allow us to continue utilizing the full-release mentor program plus add another component of a New Teacher Site Mentor. This colleague will receive a stipend to provide grade-level and subject-specific on-site support for the new teacher in ways the full-release mentor program is not designed to provide.</p> <p>New Language- Our mentoring program, as a result of involvement in the i3 Mentoring &amp; Induction consortium has improved in recent years, but there is a continued need for increased on-site support that is readily available. Our TLC plan will help us improve our site and job specific mentoring and support. Previous involvement in the i3 Teacher Mentor Grant through the Grant Wood AEA (Area Education Agency) has allowed us to utilize a full-release teacher to work with the beginning teachers in our district for their first two years. The work that is done with the new teachers and their mentor includes a minimum of two hours of coaching per week. However, feedback from mentees also indicates the mentor is not readily available throughout the week or connected to the daily building/district needs due to serving multiple districts and being employed by a separate agency. As a result, the new teacher site mentor will be able to support the new teacher (initial license yr. 1 or 2, standard license new to MISD)</p>	<p>In an effort to increase the on-site support for teachers new to the profession (initial license) and new to the district (standard license), the district will match each new teacher with a district mentor. When the grant was written, the district was involved in the i3 Teacher Mentor Grant. Based on feedback from new teachers and principals regarding the need for on-site support to increase our effectiveness, the role of the TLC mentor expanded to provide on-site support for teachers new to the district and to the profession, both through mentors who are part of the MISD staff.</p>	<p>TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.</p>	Approved	6/10/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Marion Independent School District (continued from above)	<p>in the following capacity: discuss research-based strategies, examine student and class data, observe instruction, model, and coach next steps in their development as highly effective teachers new to the profession. The mentors will be paired with a mentee based on building and grade/content with increased levels of support for teachers new to the profession (initial license) versus new to Marion (standard license). Previously, teachers with a standard license new to MISD have not been assigned a mentor. All mentors will receive a stipend to provide grade-level and subject-specific on-site support and collaboration for the new teacher as follows:</p> <p>Beginning Teacher (Initial License) Support: The MISD will support beginning teachers on their path to master teacher by embedding support into their daily and weekly lives. Beginning teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist beginning teachers in moving their practice further, faster. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns. Beginning teachers will gain new ideas through observing master teachers as well as gaining feedback from mentor observations. Mentors will ensure beginning teachers understand effective teaching components. This will be done through lesson planning tied to the Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps beginning teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with beginning teachers, they will be able to provide day to day assistance with needs as they arise and support in maneuvering the different phases of the beginning teacher's first/second year.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/10/2016 (continued from above)
Marion Independent School District (continued from above)	<p>New to District (Standard License) Teacher Support: The MISD will support new teachers to the district (standard license) to accelerate their practice by embedding support into their weekly and monthly lives. New teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist teachers in continuing a successful practice in a new district. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns. Mentors will ensure teachers new to the district understand effective teaching components and the necessary orientation to district procedures/information. This will be done through providing resources tied to the district and Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with teachers, they will be able to provide day to day assistance with needs as they arise.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/10/2016 (continued from above)



TLC Plan Amendments

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Marion Independent School District	Part 5- Due to significant changes in the roles and responsibilities for the intended TLC positions to better align to technology and mentoring needs, a revision of part 5 will be emailed. Revision includes separating the original technology specialist role to two separate roles with technology integration coordinator focusing on technology integration and communication specialists on use of technology to support effective internal and external communication. Mentors have been divided into 2 categories to support teachers new to the profession as well as those new to the district.	In an effort to maximize support for technology integration within the classroom and technology as a communication tool for various stakeholders, the position of Technology Specialists was divided into 2 separate roles, with 1 full release staff member to support district-wide technology integration for student learning and engagement and the other to support building-level communications using technology as an effective tool.  In an effort to increase the on-site support for teachers new to the profession (initial license) and new to the district (standard license), the district will match each new teacher with a district mentor.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marion Independent School District	Part 10- The budget has been modified to reflect changes to positions supported through the grant to maximize on technology and mentoring needs. Revised budget will be sent via email.	Due to changes in responsibilities and needs, corresponding changes were made to the budget to reflect appropriate allocation of days and additional stipends for each of the TLC positions.	TLC committee of 6 administrators and 6 teachers continue to meet as needed to review and support implementation and modifications of the TLC grant.	Approved	6/10/16
Marshalltown	The application was intended to state that applicants for positions would be "reviewed" based on established criteria and, instead it states, applicants for positions would be "interviewed" based on established criteria; with a requested 96 model classrooms this would not be efficient and effective.	Information not required at time of request.	Information not required at time of request.	Approved	9/3/2014
Marshalltown	Having gone through the first round of the hiring process and having only 36 applicants, they realized that 96 model classrooms may not be attainable for the year's work. They would like to reduce the number of model classrooms and increase the dollars available for professional learning.	Information not required at time of request.	Information not required at time of request.	Approved	9/3/2014
Marshalltown	The amendments would include an adjustment to the hiring process, which was an oversight that has significant implications. The application was intended to state that applicants for positions would be "reviewed" based on established criteria, and instead it states, applicants for positions would be "interviewed" based on established criteria. With a requested 96 model classrooms, this would not be efficient and effective. Also reduce the number of Model Classrooms and increase the amount for Professional Development	Information not required at time of request.	Information not required at time of request.	Approved	1/22/2015
MFL MarMac	Eliminate reduction of mentee workload by 25% in Year 1.	Information not required at time of request.	Information not required at time of request.	Approved	7/10/2015
MFL MarMac	Change language related to responsibilities and duties of leadership roles	Information not required at time of request.	Information not required at time of request.	Approved	7/10/2015
MFL MarMac	Add ability to expand duties of K-5 and 6-12 Instructional Coach and Curriculum leaders.	Information not required at time of request.	Information not required at time of request.	Approved	7/10/2015
MFL MarMac	Change from two TLC committees to one	Information not required at time of request.	Information not required at time of request.	Not Approved (come back in a year if they still want to change)	7/10/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Midland Community School District	<p>We have changed the Core Instruction role in the elementary to the role of a model teacher. We feel that this role, with the "right" person will have a far greater impact on our instruction and student learning.</p> <p>We will be removing the "Core Instruction" position (this job description) ...                      Core Instruction Leader                      Evaluate Core Math and Literacy Curriculum                      Align with Iowa Core / Align or realign Midland Power Standards                      Focus instruction (develop consistency) building wide                      Provide consistency in large group, small group, interventions, math (ie- RTI, small group instruction, implementing 95% interventions and 95% whole group, learning targets, technology, etc.)                      Serve as a resource to staff identifying appropriate accommodations, modifications and /or instructional approaches relevant to core instructional practices                      Duties could be modified or changed as needed or assigned                      Attends monthly school leadership meeting                      Attends quarterly district leadership meetings</p> <p>And will replace this with the role of a "Model Teacher" (Job description)...                      TLC Model Teacher Job Description</p> <p>Collaborates with instructional coach to determine and share relevant and impactful instructional strategies                      Has an open door to colleagues coming in to observe lessons, including collaborative follow up conversations                      Would model lessons to be video taped and shared with staff through the PD360.com 'Review Tool', including sharing, creating and uploading documents relevant to the lesson.</p>	<p>We feel that this change in positions will allow for teachers to better support teachers in terms of modeling, practicing, teaching and learning from each other.</p>	<p>We spoke about it as an administrative team, then took this to our teachers for input. At that point, we met with the district TLC team and decided to move forward with the changes.</p>	Approved	5/24/2016
Midland Community School District (continued from above)	<p>Create a video library of model instruction on PD360.com (ie- small group, intervention, 95% instruction, math, science, writing, etc) for teachers to view as they see necessary                      Hold modeling sessions / collaborative conversations during 2-hour early dismissal PD to provide new ideas on instructional approaches and strategies for colleagues to try                      Seek out research based practices                      Support district curriculum initiatives                      Attend building and district leadership meetings</p>	(continued from above)	(continued from above)	Approved (continued from above)	5/24/2016 (continued from above)
Mid-Prairie	<p>We did not hire a RTI District Leader. We decided three full time release positions was sufficient for our district.</p>	<p>We decided three full time release positions was sufficient for our district. In analyzing these positions, the TLC team decided the RTI Leader wasn't a priority at this time.</p>	<p>Polled staff and discussed with staff throughout the district to gauge need. TLC team made recommendations to admin and admin team unanimously agreed.</p>	Pending	
Mid-Prairie	<p>Change Model Teacher number from 12 to 19</p>	<p>Due to positions desired for model teachers, we have PLC teams working together. For example, for our Reading Supports at the middle school, we have 2 Reading Supports model teachers, but 3 staff sharing the stipend for these 2 positions.</p>	<p>These types of scenarios were presented to TLC team throughout the process. We have worked very hard at collaboration and trust and felt choosing one person from a team of 3 interested staff could cause divisiveness. We also had fewer Mentor Teachers so we needed to add a couple of positions.</p>	Pending	
Mid-Prairie Community Schools	<p>Number of Mentor Teachers in the grant from 10 to 8 - Section 3</p>	<p>Mentor Teachers support new staff to the district. We only had 8 new staff join our district</p>	<p>Once we solidified new staff, we adjusted TLC positions accordingly</p>	Pending	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
MOC-Floyd Valley	Section V of the TLC Grant Application The original and revised version of Section V have been sent to Becky Slater. The difference is in the updated budget explanations for the different leadership roles. This will also be reflected in our re-submitted budget.	The original version of our application needed to be adjusted to fit within our budget.	These changes were made by our Teacher Quality Team with assistance from our business manager. They don't significantly change the plan, just the budget for the different positions.	Approved	07-13-2015
MOC-Floyd Valley	An e-mail was sent to Becky Slater with both the original and revised "Section VII" of our TLC plan. The revised Section VII aligns with our actual TLC plan.	We utilized our score from our 2013-14 grant application on our 2014-15 application. Our first application was based upon our implementation of the TAP Program. We opted not to utilize the TAP program on our current plan. The revised "Section VII" aligns with our current plan.	This section was designed as a part of our development of the new plan. We did not include it at the time of the submission because we utilized our previous score.  The plan was developed by our Teacher Quality Team during the writing of the plan.	Approved	07-14-2015
MOC-Floyd Valley	An e-mail was sent to Becky Slater with both the original and revised "Section VII" of our TLC plan. The revised Section VII aligns with our actual TLC plan.	Adjustments to the budget based on changes in other parts of the grant.	These changes were made by our Teacher Quality Team with assistance from our business manager. They don't significantly change the plan, just the budget for the different positions.	Approved	07-15-2015
MOC-Floyd Valley	A revised and original "Section 4" of our TLC plan have been sent to Becky Slater, the new Teacher Leadership Consultant for the Iowa Department of Education. Please apply the new version to our plan.	We utilized the score from our original grant application in 2014. This grant revolved around implementation of the TAP Program. In 2015, we elected to develop a plan that does not include implementation of the TAP Program. The attached "Section 4" outlines our plans for supporting teachers under our current plan.	Our Teacher Quality Team participated in redeveloping this section of the grant to align with our updated plan. In addition, we worked with our newly appointed instructional coaches and administrative team to fine-tune things. Finally, we enlisted the assistance and support of Marlin Jeffers from Northwest AEA.	Approved	07-15-2015
MOC-Floyd Valley CSD	We are increasing the number of teacher leaders in two different roles (Section #5) First we will be expanding from 21 to 23 PLC Team Leaders. This is to include a Spanish/ELL PLC Team that wasn't originally a part of our plan. Also, we have two teachers who are splitting the role of the 6th Grade PLC Team Leader. Also, we are splitting the original 6-12 Science Curriculum Team Leader into two (6-8 Science Curriculum Team Leader & 9-12 Science Curriculum Team Leader). This will allow the two grade spans to focus much of their energy into implementation of the NGSS.	1) Our Spanish/ELL Team is doing significant work within the district and we felt it was important to provide them with the time and support that this position allows for. 2) The teachers requested splitting both the responsibilities and the compensation for the 6th Grade PLC Team, and the team agreed that this would be effective. 3) With a new 6th Grade science teacher and the need to implement the Next Generation Science Standards at the different levels, we felt the smaller teams would allow for the proper amount of focus.	The superintendent recommended the addition of the Spanish/ELL PLC Team Leader and the Teacher Quality Team agreed that it would be an important addition. The Selection Committee considered the splitting of the 6th Grade PLC position and felt it was the best option. The Science Curriculum Team requested the splitting of the 6-12 Science Curriculum Team Leader Role. The Teacher Quality Team and the Selection Committee agreed that this would benefit staff and students alike.	Approved	6/23/16
Monticello	Change funding for PK-12 Behavioral Coach. Make the position SPED/TLC hybrid with .5 of funding from TLC and .5 of funding. Additional surplus funding will be used to support professional development.	Information not required at time of request.	Information not required at time of request.	Approved	4/8/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Mormon Trail Community School District	I am submitting changes to parts 4 & 10 per the committee request. I have emailed those revisions to Becky Slater at the Department of Education.	I was requested to make changes to part 4 & 10.  Our plan needed more clarity in part 4 and the budget was incorrect as I typed in a number incorrectly and forgot to include another part.	The Superintendent was notified by Ryan Wise that parts 4 & 10 did not meet scoring criteria, but the TLC committee would approve if we agreed to revise parts 4 & 10. The Mormon Trail TLC committee, consisting of teachers from junior and senior high school and lower and upper elementary met on March 14, 2016 to discuss recommended changes. The committee discussed revisions and a clearer vision in writing of the plan we have for our district's teacher leadership.	Approved	3/31/2016
Morning Sun	We have revised section 10 of our TLC plan. I have attached the new document.	The original TLC plan was not written to reflect the fact that TLC funds follow students when they go to another school. Morning Sun is a K-6 district, but our original plan was based on our certified enrollment, which includes our 7-12 students who attend neighboring districts.	A group of administrators and teachers met and revised our plan to bring things in line with the new budget figures.	Approved	4/23/2016
Mt. Pleasant	Because of a late resignation of a teacher leader, the district wants to shift money to purchase CANVAS, a tool for instructional coaches to post PD videos for use by teaching staff.	Information not required at time of request.	Information not required at time of request.	<b>Not Approved</b> (beyond what is intended in the "other costs" category)	7/23/2014
Mt. Pleasant	Increased the number of teachers in leadership positions. The selection committee will be used in the selection process.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Mt. Pleasant Community School District	Delete the role of "Building Teacher Leader for Salem Elementary" Part 5 Roles, subsection #4.	After 2 years of having this role, it evolved into more of a management and principal structure which does not fall under the tenants of TLC. The district hired an administrator to be the voice of the building and support instruction with the instructional coaches and mentors in the district as fulfilling certified staff support to meet the goals of the plan.	The end of year data was reviewed and voted on on the May 25, 2016 TLC Committee meeting, and based on feedback from Salem Elementary, the person serving the leadership role and data, unanimously decided that it was in the best interest to eliminate the role at this time. (meeting minutes <a href="https://drive.google.com/a/mtpcsd.org/file/d/0Bw7nsNy_GEtuS2VISmV4VWZLcFh3R2IWaHJIQkUyLWU3WnBj/view">https://drive.google.com/a/mtpcsd.org/file/d/0Bw7nsNy_GEtuS2VISmV4VWZLcFh3R2IWaHJIQkUyLWU3WnBj/view</a> )	Approved	9/16/16
Muscatine	In their original plan they did not specifically have a line item for supplies. They had a line item for "Professional Development/Contingencies" for \$103,707, but did not specifically list out supplies as a contingency. They would like to request a variance to allow them to spend up to \$50,000 on supplies and materials for their teacher leaders. This includes computer purchases for their two CPDL's and thirteen IC's, the purchase of books and other educational materials for CPDL's and IC's, and for office furniture like desks and chairs where necessary, and other supplies necessary to support their TLC program.	Information not required at time of request.	Information not required at time of request.	<b>Not Approved</b> (beyond what is intended in the "other costs" category)	8/13/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Muscatine	They worked diligently to fill all their teacher leader positions; however, what they have learned is that they have some work to do to further build their district's capacity for teacher leadership moving forward. Their original TLC plan called for six Curriculum and Professional Development Leaders ("CPDL"). The Site-based Review Council recommended three candidates for CPDL (this was out of nineteen applicants). Unfortunately one of them left district employment for a job with the Area Education Agency. They had twenty-two applicants for the Instructional Coach positions. Their plan called for fifteen IC's district-wide. They ended up hiring thirteen after scoring applicants from the rubric and conducting interviews. Finally, in their plan, they budgeted for up to 80 Model Teachers. They opened up their recruiting and application process, but unfortunately only received 38 applicants. Based on that, they had a second round of recruiting to try and get more applications. At the conclusion of this process, they had 59 applicants for MT. Of these 59, the SBRC reviewed their applications and selected 51 for the MT designation.	Information not required at time of request.	Information not required at time of request.	Approved	9/30/2014
Muscatine	Requesting a variance in terms of paying for teacher leader replacement positions. Instead of using TLC funds for all replacement positions, they will use categorical funds (e.g. TAG) when that is appropriate.	Information not required at time of request.	Information not required at time of request.	Approved	9/30/2014
Muscatine Community School District	<p>The following change in the MCSD TLC Grant will need to occur:</p> <p>1) Additional Non-Core Curriculum Professional Development Leader be added to the TLC Grant.</p> <p>*On page 3 of MCSD TLC Grant old grant language included:</p> <p>MCSD's TLC Structure</p> <p>Model 3: Comparable Plan Model 6 Curriculum &amp; Professional Development Leaders (CPDLs) 15 Instructional Coaches (IC's) Up to 80 Model Teachers (MTs), who will also serve as the mentor pool for our Mentoring and Induction Program for beginning educators (BEs) and career teachers (CTs) new to MCSD</p> <p>*On page 3 of MCSD TLC Grant new grant language includes:</p> <p>MCSD's TLC Structure</p> <p>Model 3: Comparable Plan Model 7 Curriculum &amp; Professional Development Leaders (CPDLs) 15 Instructional Coaches (IC's) Up to 80 Model Teachers (MTs), who will also serve as the mentor pool for our Mentoring and Induction Program for beginning educators (BEs) and career teachers (CTs) new to MCSD</p>	<p>MCSD TLC Vision and TLC Goals</p> <p>To better support the MCSD vision: "...give all teachers opportunity to grow, refine, and share their expertise..."</p> <p>TLC Goal 4: "We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success."</p> <p>Rationale: To better support all teachers and strengthen educational system to broaden impact student achievement as stated in TLC vision and TLC goals.</p>	The Site-Based Review Council (SBRC) was created by the Muscatine Community School District to oversee the TLC grant, as indicated in the MCSD TLC grant. This committee consists of a 12 person panel with equal representation of PK-12 teachers and administrators. The SBRC voted to add an additional CPDL in order to meet the demanding needs of all teachers and students PK-12.	Approved	07-27-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Muscatine Community School District	<p>To better support the MCSD vision: Implement with fidelity a clearly defined system so that student learning will increase, student outcomes will improve, achievement gaps will be reduced and students will be prepared to succeed in a globally competitive environment.</p> <p>TLC Goal 3: We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.</p> <p>TLC Goal 5: We will increase the capacity of teachers and principals to align curriculum, instruction, assessment and reporting of learning and will to ensure PK-12 curriculum alignment to the Iowa Core.</p> <p>The following changes would need to occur from old language to new language:</p> <p>On page 16 of MCSD TLC Grant the original language states: Instructional Coach *15 career teachers with an additional annual salary of \$7,000 (8 elementary, 3 middle school, 4 high school) *Full time coaching, performing teacher leader duties 100% of time (at times modeling teaching in the classroom for model, career, and beginning educator) *10 extra contract days to collaborate with building principals and CPDLs in order to strengthen instructional leadership of teaching staff.</p> <p>On page 16 of MCSD TLC Grant the new language would state: Instructional Coach *15 career teachers with an additional annual salary of \$7,000 (8 elementary, 3 middle school, 4 high school) *Full time coaching, performing teacher leader duties 100% of time (at times modeling teaching in the classroom for model, career, and beginning educator) with IC's able to instruct one section of class at the secondary level. *10 extra contract days to collaborate with building principals and CPDLs in order to strengthen instructional leadership of teaching staff.</p>	<p>Rationale: Implement and model best practices to impact student achievement and ensure long-term success as stated in the vision and goals. This will also allow for providing effective teaching, and increase capacity by modeling and implementing best practices with curriculum, instruction, assessment, and reporting of learning, as stated in MCSD TLC vision and goals.</p>	<p>The Site-Based Review Council (SBRC) voted to make the changes to support the MCSD TLC vision and goals. The committee consists of 12 people, equally distributed PK-12 of teachers and administrators. The SBRC oversees the MCSD TLC grant to ensure it is implemented with fidelity. Any changes in the TLC grant have to be approved by the SBRC before submitting to the state.</p>	Approved	07-27-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Nevada	<p>Revisions to Part 10 due to adjustments to A) Open Enrolled in &amp; out students participating in TLC Districts, B) total number of teacher participants/positions in the District, and C) changing needs for professional development to support each position/leader.</p> <p>OLD LANGUAGE:</p> <p>Instructional Guide: (\$189,896)            3 Total – out of classroom            \$10,000 each x 3 = \$30,000 stipend + FICA and IPERS (\$4896.00)            \$150,000 to replace FTE's in the classroom            \$5000 training</p> <p>Learning Team Coaches: (\$201,418.08)            22 Total            \$7,000 each x 22 = \$154,000 stipend + FICA and IPERS (\$24,300)            \$4400 sub cost for release days + FICA and IPERS (\$718.08)            \$18,000 training (AIW coach)</p> <p>Peer Advisors: (\$29,588)            4 Total            \$5,000 each x 4 = \$20,000 stipend + FICA and IPERS (\$3264.00)            \$2000 sub cost for release days + FICA and IPERS (\$324.00)            \$4000 training (coaching training)</p> <p>Instructional Models: (\$27,031.36)            9 Total            \$2,000 each x 9 = \$18,000 stipend + FICA and IPERS (\$2937.60)            \$1800 sub cost for trainings (2 days each) + FICA and IPERS (\$293.76)            \$4000 training/workshops</p>	<p>A) Open enrolled students are now known for Year 2 District and budgets adjusted accordingly.            B) Available, qualified, and willing teacher applicants adjusted from first estimate to now actual.            C) Professional development opportunities and actual number of teacher leaders in need of such trainings are now a known quantity (i.e. how many of our teacher leaders need AIW Coaching? Now that we have the leaders selected, we know which ones still need the training, which is far more than we had originally anticipated.)</p>	<p>Superintendent &amp; Nevada TLC Committee:            Committee determined the number of positions desired in the original grant, interviewed all candidates, and ultimately decided (recommended) the number of actual leaders. Based on these decisions, the Superintendent updated the budget using actual 2014 (Line 7) figures, as well as actual Open Enrollment numbers now that TLC Districts have been determined. Additional funds recognized from these areas were transferred to professional development based on the needs of the newly appointed teacher leaders and the committee.</p> <p>(Updated Part 10 spreadsheet to be emailed)</p>	Approved	08-17-2015





TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Nevada (continued from above)	<p>PEER ADVISORS (3) \$5,000 Stipend x 3 Advisors + FICA IPERS (\$2,448) 17448 Sub Costs 2000 Professional Development 5000 TOTAL \$24,448</p> <p>INSTRUCTIONAL MODELS (4) \$2,000 Stipend x 4 Models + FICA/IPERS (\$1,306) 9306 Sub Costs 1000 Professional Development 5000 TOTAL \$15,306</p> <p>CAREER I &amp; PROVISIONAL 5 extra contract days x \$260 per diem Average of 12 people per year = \$15,600 + FICA/IPERS (\$2546) \$18,146</p> <p>TLC OVERSIGHT COMMITTEE Subs 4 times per year \$2,800 + FICA/IPERS (457) \$3,257</p> <p>Amount used to raise the minimum salary to \$33,500 (\$0.00) Amount designated to fund the salary supplements for teachers in leadership roles (\$233,782.00) Amount to cover the costs when teachers are out of their classroom (\$199,515) Amount used to provide professional development (\$60,000) Amount used to cover other costs associated with the TLC plan (\$3,257) Total Allocation (\$497,083.32) Total Projected Amount to be Expended (\$496,554) Remaining Allocation to be Budgeted (\$539.32)</p>	(continued from above)	(continued from above)	Approved (continued from above)	8/17/2015 (continued from above)
Nevada (continued from above)	<p>B. Adjustments to the overall number of positions (decreased)</p> <p>Old Language- Instructional Guides (3) Learning Team Coaches (22) Peer Advisors (3-4) Instructional Models (6-9)</p> <p>New Language- Instructional Guides (3) Learning Team Coaches (19) Peer Advisors (3) Instructional Models (4)</p> <p>C.)Adjustments to allocations for professional development and trainings (increased). see above old vs. new</p>	(continued from above)	(continued from above)	Approved (continued from above)	8/17/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Nevada	We would like the collaboration logs, state standardized tests, and walkthrough data pieces removed from our end of year 1 report. We also did not include a measure for Growth Mindset as we didn't have a reliable measure to assess this after year 1.	As indicated above, we did not include data around standardized tests, collaboration logs, walkthrough data, or growth mindset measures as we didn't feel they reflected the focus of year 1 of our TLC program. We also didn't feel that the use of standardized test measures is a fair assessment of a program that was in the first year of implementation. Our primary goals for year 1 were to build trusting relationships amongst our TLC leaders and the rest of their colleagues. We also worked to provide professional development and training to our TLC leaders so that in year two the foundation had been laid for them to engage their colleagues in the coaching process. We have developed data gathering instruments for year 2 to evaluate the effectiveness of our TLC leaders in coaching their peers for improvement. We feel that the use of the above mentioned measures would be more reflective of the effectiveness of TLC in years to come as our we grow our internal capacity to implement this work.	The decision about what data to include in our end of year report was made in collaboration with our 3 TLC Instructional Guides, Nancy Port a consultant with the school, and myself.	Withdrawn	8/26/16
New London CSD	<p><u>Addition</u> of a new Lead Mentor Position; Lead Mentor: \$500, which shall include one non-contract day (lead mentors must have a mentee)</p> <p><u>Change in Approved Positions:</u></p> <p>PLC Leaders: \$2,000, which shall include five non-contract days</p> <p>Instructional Coaches: \$6,000, which shall include eight non-contract days</p> <p>Curriculum director: \$11,000, which shall include eleven non-contract days</p> <p>Model teachers: \$1,000, which shall include three non-contract days</p> <p>Mentor teachers: \$2,000, which shall include three non-contract days in year one, and one additional contract day in year two</p> <p><u>Increase to the PD budget</u> in the amount of \$9500</p>	Information not required at time of request.	Information not required at time of request.	Approved	2/26/2015
Newton Community Schools	We inadvertently left PE out of our grade level Building Instructional Leader Assignments for grade 9-12 on page 13 of our grant. We wish to add that assignment.	PE has always been represented as a Department Chair and Team Leadership position. We wish to continue with that.	Our Site Council will approve of the addition as the result of an over site.	Approved	5/12/2016
Nodaway Valley	Our TLC committee has now completed job descriptions for our master and mentor teacher positions and we would like to change the days required for each position in our original grant application. We originally put 10 additional days down for both positions, but would like to change the master position to 12 days and mentor position to 8 days.	Information not required at time of request.	Information not required at time of request.	Approved	2/17/2015
Nodaway Valley CSD	Remove 2nd "other" goal: Continued implementation of Iowa Core Curriculum, standards-based grading, and MTSS. Along with the measures evaluations, lesson plans, and stakeholder feedback.	We will continue to implement these initiatives in our district, but we don't feel that it's necessary to list it as a TLC goal. These initiatives make up the parameters within which we expect our teachers to work, but what we are really observing and keeping data is each teacher's implementation of effective instructional strategies, which is covered in the 1st "other" goal.	Our district leadership team reviewed our goals and discussed what changes needed to be made after our first year of TLC implementation. We decided as a group that this goal was no longer necessary to include.	Approved	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Butler	<p>Due to a new budget based on declining enrollment we need to change the positions in part 5 of our original plan. We would like to add a half-time TLC program coordinator to oversee the program and provide training and also eliminate the four professional development facilitator positions. The responsibilities of the eliminated positions will be absorbed by the TLC program coordinator and by the instructional coaches. A stipend of \$1,000 and two contract days have been added for the TLC program coordinator position.</p> <p>Purpose: A TLC Program Coordinator (1 half-time position) will facilitate ongoing professional development for all Teacher Leader roles, manage scheduling, and oversee teacher leadership at North Butler. In addition, the TLC Program Coordinator will lead in planning and providing professional development to the faculty that will focus on the district's current initiatives, including (but not limited to) Iowa Core, technology integration, MTSS, and differentiation of instruction.</p> <p>Responsible To: Building Principals                      Payment Rate: According to Certified Salary Schedule                      Additional Contract Days: 2 additional contract days                      Major Responsibilities:                      Coordinate schedules of Teacher Leaders                      Communicate program schedules and details within the district and community forums                      Facilitate organization of professional development to be delivered by other Teacher Leaders                      Attend and contribute to planning meetings before and after each professional development or inservice day                      Continue to provide district administration feedback and future direction of professional development needs                      Complete necessary paperwork and data compilation for the program</p> <p>Percentage of school day engaged in student instruction or other duties                      50%                      Percentage of school day performing teacher leader duties                      50%</p>	<p>Our enrollment dropped which required us to rethink our needs and specific roles related to our needs. In addition, the need for a TLC program coordinator became apparent as we learn more about the structure needed for our teacher leadership system.</p>	<p>These changes were presented to the original TLC Committee, the North Butler Leadership Team, and SIAC. North Butler School Board made the final approval on February 15th, 2016.</p>	Denied	1/29/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Butler	<p>Due to a new budget based on declining enrollment we need to change the positions in part 5 of our original plan. We would like to add a half-time TLC program coordinator to oversee the program and provide training and also eliminate the four professional development facilitator positions. The responsibilities of the eliminated positions will be absorbed by the TLC program coordinator and by the instructional coaches. A stipend of \$1,000 and two contract days have been added for the TLC program coordinator position.</p> <p>Purpose: A TLC Program Coordinator (1 half-time position) will facilitate ongoing professional development for all Teacher Leader roles, manage scheduling, and oversee teacher leadership at North Butler. In addition, the TLC Program Coordinator will lead in planning and providing professional development to the faculty that will focus on the district's current initiatives, including (but not limited to) Iowa Core, technology integration, MTSS, and differentiation of instruction.</p> <p>Responsible To: Building Principals                      Payment Rate: According to Certified Salary Schedule                      Additional Contract Days: 2 additional contract days                      Major Responsibilities:                      Coordinate schedules of Teacher Leaders                      Communicate program schedules and details within the district and community forums                      Facilitate organization of professional development to be delivered by other Teacher Leaders                      Attend and contribute to planning meetings before and after each professional development or inservice day                      Continue to provide district administration feedback and future direction of professional development needs                      Complete necessary paperwork and data compilation for the program</p>	<p>Our enrollment dropped which required us to rethink our needs and specific roles related to our needs. In addition, the need for a TLC program coordinator became apparent as we learn more about the structure needed for our teacher leadership system.</p>	<p>These changes were presented to the original TLC Committee, the North Butler Leadership Team, and SIAC. North Butler School Board made the final approval on February 15th, 2016.</p>	Approved	2/16/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Butler (continued from above)	Percentage of school day engaged in student instruction or other duties 50% Percentage of school day performing teacher leader duties 50% Additional Contract Days 2 Stipend \$1,000 The new version of part 5 can be viewed at this link: <a href="https://docs.google.com/document/d/18dG0uioW0Rwn-oScxHH5d7AUIWW3XZ_px_NUy19qGzU/edit?usp=sharing">https://docs.google.com/document/d/18dG0uioW0Rwn-oScxHH5d7AUIWW3XZ_px_NUy19qGzU/edit?usp=sharing</a> This also led to changes in other parts of our plan (highlighted): Part 2: <a href="https://docs.google.com/document/d/1qSoj_9tjOPrborw7DUrk3cCmDgZ_O-eM_6VP_vN3Gpk/edit?usp=sharing">https://docs.google.com/document/d/1qSoj_9tjOPrborw7DUrk3cCmDgZ_O-eM_6VP_vN3Gpk/edit?usp=sharing</a> Part 3: <a href="https://docs.google.com/document/d/1kvA48AAjkGi00KNMuQesDsABD33QQ0ler6yxT7G0_GU/edit?usp=sharing">https://docs.google.com/document/d/1kvA48AAjkGi00KNMuQesDsABD33QQ0ler6yxT7G0_GU/edit?usp=sharing</a> Part 4: <a href="https://docs.google.com/document/d/1YINUo3aMU8vslvyFcpqIAcNNQsO6uEFLRsLghDF4Tvl/edit?usp=sharing">https://docs.google.com/document/d/1YINUo3aMU8vslvyFcpqIAcNNQsO6uEFLRsLghDF4Tvl/edit?usp=sharing</a> Part 7: <a href="https://docs.google.com/document/d/1YINUo3aMU8vslvyFcpqIAcNNQsO6uEFLRsLghDF4Tvl/edit?usp=sharing">https://docs.google.com/document/d/1YINUo3aMU8vslvyFcpqIAcNNQsO6uEFLRsLghDF4Tvl/edit?usp=sharing</a> Part 8: <a href="https://docs.google.com/document/d/1icBP5-Z4Am9IvJaSMKt8e67GYT275iJUMPLlcoeAk4/edit?usp=sharing">https://docs.google.com/document/d/1icBP5-Z4Am9IvJaSMKt8e67GYT275iJUMPLlcoeAk4/edit?usp=sharing</a> Part 9: <a href="https://docs.google.com/document/d/1xDcsuFT-ycmV7BfoYbbHKE6R3YsKPcVre_Z-bahlWZg/edit?usp=sharing">https://docs.google.com/document/d/1xDcsuFT-ycmV7BfoYbbHKE6R3YsKPcVre_Z-bahlWZg/edit?usp=sharing</a> Part 10: <a href="https://docs.google.com/document/d/1r5_RZtWlfKSWoNBG2U6PvFTMMq0z_kOLa7LqbOILMSo/edit?usp=sharing">https://docs.google.com/document/d/1r5_RZtWlfKSWoNBG2U6PvFTMMq0z_kOLa7LqbOILMSo/edit?usp=sharing</a>	(continued from above)	(continued from above)	Approved (continued from above)	2/16/2016 (continued from above)
North Cedar CSD	Our district has made an amendment to our Part 5. Due to the struggle to find subs and lack of teacher interest in the current proposal we have amended the positions so we still offer 25% of our teachers a teacher leader position, but the job duties and time out of the classroom looks different. Our amended plan calls for 3 Instructional Coaches that are full time. We also will have up to 10 Model teacher leaders and 5 mentor teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	2/20/2015
North Fayette Valley	Section 5: Description of Leadership Roles. Eliminate the technology coach and fund four instructional coaching roles, each with more general duties than described.	All 4 coaches were equally qualified for instruction and technology. We did not have another applicant that meet the high standards of the selection criteria. Instead of selecting coaches for specific jobs we feel it best if we allow them to serve all roles requested by staff. This includes changing the titles from elementary and secondary coaches to just Instructional coaches. Job descriptions were also modified to meet the needs of technology and all grades, making this a more comprehensive approach.	The Site Based Review Council made this determination during the hiring process as they recognized the skills of the top four applicants.	Approved	10-21-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Fayette Valley	Multiple responsibilities of instructional coaches are being assumed by others, the biggest being in Section 4: Mentoring will be driven by TLC grant coordinator/curriculum Director instead of the Instructional Coaches. Instructional coaches will remain involved in Mentoring, but will not be responsible for planning the program. As a result, the budget will not change but we will be able to use the funds not spent on a 5th coach to provide subs for release of model and mentor teachers form classrooms as needed	Due to using Instructional Coaches as comprehensive leadership positions, including technology and all grade levels, we are adjusting their assigned responsibilities to provide more time to work with staff.	Site Based Review Council and the District Administrative team discussed the work load of four coaches and determined this would strengthen our program.	Approved	10-21-2015
North Fayette Valley	In Part 8 - Determining Effectiveness and Monitoring the TLC Plan the district indicated interest in using the TAP Rubric and IPI data. The district has eliminated these 2 data sources from the evaluation and will use the others that are listed. (Iowa Assessments, MAP, SBRC Survey, self-assessments, and observations)	The ability to bring in more initiatives and data sources was not necessary for the information we needed to gather. The district has decided to collect AIW implementation data called "Classroom Implementation Profile" (CIP) and this is collected similar to IPI, although it is focused on our AIW initiative and specific to conceptual learning and substantive conversation in the classroom, still relating to student engagement (IPI). The TAP rubric was eliminated because of the difficulty in accessing the materials and the training available in our area. We have created collected short surveys based on impact in the classroom that we will use for this data. Both goal areas (How deep the impact and to what degree are teachers more effective) are able to be evaluated based on the additional data that was listed in the grant. (Iowa Assessments, MAP, SBRC Survey, self-assessments, and observations)	Superintendent and TLC Grant Coordinator discussed the difficulty in getting training for TAP rubric implementation and the complications with adding one more thing to teachers' plate right now. The other data sources that are listed and collected will provide plenty of information for evaluation. The Site Based Review Council supported the elimination of these to data sources.	Approved	6/23/16
North Iowa	The proposed changes involve adding an additional Instructional Coach, reducing the number of Building Level Coordinator/Mentor positions from 6 to 4, eliminating the Model Teach positions (6), and adding the District Leadership Team positions (8). These changes show up throughout the plan when the TLC leadership positions are discussed. This also resulted in changes to the budget. The new proposed plan add one additional teacher to a TLC leadership position.	The suggested changes create an additional 1/2 time Instructional Coach and it is our belief that Instructional Coaches, and the regular daily conversations they have with teachers, will have the greatest potential impact on teaching and learning. We believe the additional position will significantly improve the effectiveness of our TLC program. The creation of the District Leadership Team will allow more Teacher Leaders to get involved in the TLC system without requiring as much time outside of the regular school day. We did not have much teacher interest in the previous Model Teacher positions so we eliminated those from the plan. Their main role was to provide a video library of effective teaching; and in an effort to maintain that portion of the plan, we are looking into Edivate (PD360) to provide a professional video library.	During the initial writing of this plan, we established our TLC committee that was responsible for its creation. About a month ago, I asked the TLC Committee to reconvene to review the plan. Upon our review, we felt making the aforementioned changes would increase the effectiveness of our TLC plan. We made those changes to the plan and then shared the new proposed plan with our staff and then the school board. Our TLC Committee, teaching staff, and school board have all given their approval.	Approved	4/8/2016
North Kossuth	After North Kossuth made our last revision to the TLC grant we didn't change the model that we will be using. At this time it states Model 2 but since we have taken out the instructional coaches we need to change it to the Comparable Plan Model.	Our grant does not include instructional coaches. That model does not support what we are doing with our new positions.	The TLC Leadership Team.	Approved	7/7/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Kossuth CSD	<p>The revisions for the North Kossuth TLC plan is in part 5. The changes we made were to the types of teacher leaders and the roles associated with each. Please see attached document for revised roles.  <a href="https://docs.google.com/a/plaea.org/document/d/1vK6cPNgr5KeUjaD4IRK2gU_TliKIn_R4hQGm9FJ60EQ/edit?usp=sharing">https://docs.google.com/a/plaea.org/document/d/1vK6cPNgr5KeUjaD4IRK2gU_TliKIn_R4hQGm9FJ60EQ/edit?usp=sharing</a></p>	<p>Due to the fact that we whole grade share with another district, (North Union), and now both districts will be sharing the same superintendent we felt it is in the best interest of our students to align our plans. Also, as data was analyzed we began to find some areas for improvement such as technology in the classrooms and the need for building wide culture and climate. Through district leadership meetings we discovered NU was in need of the same supports so the decision was made to have our plans be aligned to some degree. Ultimately, we want to do what is best for all of the students; both NK and NU as all kids come merge starting in the middle school.</p>	<p>When the original plan was presented to the staff there were questions and thoughts about what the plan was lacking. At the same time the district leadership team was meeting and discussing the same issues. Through all of these conversations it became apparent how powerful a common framework would be for both of the districts. This was also a priority for the newly hired superintendent to our districts. A small team came together to take all of these pieces into considerations and revised the original plan!</p>	Approved	6/10/16
North Linn Community School District (continued from above)	<p>Rigorous Selection Process for Leadership Role:                      Research and evidence based rigorous selection process for Induction Coaches that includes multiple administrator and teacher stakeholders                      Selection criteria to include at least four years of successful teaching experience                      Annual program evaluation and ongoing supervision based on National Teacher Center Mentor Standards and Iowa Teaching Standards</p> <p>Aligned Professional Development Facilitated by GWAEA Mentoring and Induction:                      District Induction Program Leads and Principals                      1. August 7: Instructional Mentoring                      2. October 3: Role of the Principal in Supporting High Quality Teacher Induction                      District Induction Teams                      1. August 7-8: Instructional Mentoring                      2. September 18: Resource Mapping: Providing a System of Support for Initial Licensure Teachers                      3. November 13: Framing the Essential Role of the Principal/Principal Engagement                      4. February 19: To Be Determined                      5. April 9: To Be Determined                      Beginning Teacher Networks                      1. September 4: Positive and Productive Learning Environments                      2. October 3: Formative Assessment and Student Learning                      3. January 14: Differentiated Instruction                      4. April 30: To Be Determined                      All District Mentoring and Induction Participants                      1. Various Online Professional Development Opportunities from the New Teacher Center                      *First Year Teaching Success from the Start: Elementary Educators                      *First Year Teaching Success from the Start: Secondary Educators</p>	(continued from above)	(continued from above)	Approved (continued from above)	1/19/2017 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Linn Community School District (continued from above)	<p>Effectiveness of Current Induction and Mentoring Program with Grant Wood AEA Consortium</p> <p>Full-release mentor from consortium allows for dedicated weekly time to meet with and support new teachers</p> <p>Classroom observations of new teacher more manageable – mentor does not need a cover for classroom</p> <p>Observations involving both new teacher and mentor of model teachers more manageable – only need to find cover for new teacher’s classroom</p> <p>Beginning teacher network provides opportunities for new teachers to meet regularly with other new teachers to share successes, challenges, etc.</p> <p>Our Reaction to Unanticipated Challenges of Current Induction and Mentoring Program with Grant Wood AEA Consortium During the 2013-2014 School Year</p> <p>Assigned a district mentor when district specific questions arose that could not be answered by full-release mentor</p> <p>Provided district professional development agendas to full-release mentor to gain specific knowledge of North Linn initiatives</p> <p>Trained on technology devices as need arose realizing we still have some gaps in technology understanding depending on new teacher and devices</p> <p>How our TLC plan will Address our Unanticipated Challenges</p> <p>Elementary Leadership Team Members</p> <p>Each new elementary teacher will be assigned a mentor from the elementary leadership team to provide support as needed for district specific questions and initiatives</p> <p>Will have additional contract days to provide meaningful, small-group, directed support for new elementary teachers</p> <p>Secondary Leadership Team Members</p>	(continued from above)	(continued from above)	Approved (continued from above)	1/19/2017 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Linn Community School District (continued from above)	<p>Each new secondary teacher will be assigned a mentor from the secondary leadership team to provide support as needed for district specific questions and initiatives                      Will have additional contract days to provide meaningful, small-group directed support for new secondary teachers                      Technology Leadership Team Members                      Each new teacher will be assigned a mentor from the technology leadership team to provide support as needed for district specific questions and initiatives                      Will have additional contract days to facilitate targeted, small-group technology training to support all new teachers                      Instructional Coaches                      Will provide additional support for new teachers based on individual needs</p> <p>New Language:                      Moving forward North Linn will be using the Journey to Excellence Mentoring and Induction Program. Using the Journey to Excellence Mentoring and Induction Program structure will provide the following:                      *Mentor training following the Journey to Excellence: An Iowa Model for Mentors of Beginning Educators                      *A rigorous Mentor Selection Process                      *Support for Beginning Teachers over two years that includes engagement in learning projects focused on the Iowa Teaching Standards                      *Supportive Organizational Structures Which Promote                      --Release time for mentors and beginning educators to plan                      --Release time for mentors and beginning educators to observe successful/effective teachers' practices and receive feedback                      --Release time for mentors to observe beginning teachers' classrooms and provide feedback                      *Our Teacher Leadership and Compensation plan will provide the following:                      --Quarterly new teacher forums with instructional coaches                      --Ongoing support from the appropriate leadership team members (elementary, secondary, and/or technology) to provide support for district specific initiatives                      --Additional days beyond master contract to support new teachers</p>	(continued from above)	(continued from above)	Approved (continued from above)	1/19/2017 (continued from above)
North Scott	Send High School instructional coach to technology trainings can cover costs with TLC money.	Information not required at time of request.	Information not required at time of request.	Approved	3/25/2015
North Scott	Add a second Content Leader/Model Classroom teacher for At Risk/Counselors (one at Junior High and High instead of one for all of 7-12). Funding to come from failure to fill a different content area position.	Information not required at time of request.	Information not required at time of request.	Approved	5/11/2015
North Scott CSD	Part 5: This year two of our 1/2 time elementary coaches decided not to continue in their positions and return to their previous roles. We would like to hire five additional classroom teacher leaders (model classroom teachers), one in each elementary building for one year only.	The two coaches decided in the review process they would like to return to their previous roles. The district decided we could not rush the process of finding a new coach(es) to send to the University of Northern Iowa for expensive training (up to \$7500/coach). After discussing our options we would like to hire five additional classroom teachers to be teacher leaders (model classrooms) at the elementary level for one year only. This will allow us time to evaluate how to best fill the 1.0 FTE for coaching as originally outlined in the plan. We thought this idea would allow more teachers to experience leadership and perhaps encourage more elementary staff to consider the coaching role.	This suggestion was discussed with administrators and elementary teacher leaders upon the completion of the review process, and their involvement will continue throughout the hiring of new positions this fall. Because the change was so late the team thought opening the positions in the fall would allow more teachers to be aware of them and have access to the opportunity to fill a teacher leadership position.	Approved	8/25/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Tama County Community School District	<p>All changes shown below are to "Part 5 – Leadership Roles." There are also some changes to the budget. This will be emailed separately as an Excel file to: becky.slater@iowa.gov as requested.</p> <p>We are proposing adding one more full-time TLC position to our plan: The position of K-12 Instructional Coach. We are not going to eliminate any parts of the plan, although we may end up having 7 Model Teachers rather than 8 Model Teachers depending on interest in the position. (Adding the K-12 Instructional Coach position and reducing the number of model teachers by 1 will still keep us above the 25% threshold.)</p> <p>Additional TLC Position: K-12 INSTRUCTIONAL COACH (Full-time, salary +\$5000 stipend) Position Description:</p> <ul style="list-style-type: none"> <li>--Oversee K-12 instructional initiatives</li> <li>--Observe, model, and coach teachers</li> <li>--Assess the instructional needs of teachers to determine how to best integrate technology</li> <li>--Model teaching using technology with teachers and students</li> <li>--Model teaching using best practices and research-based strategies</li> <li>--Provide learning opportunities for teachers as needed and by developing and providing summer and school-year training opportunities for staff (whole building, small group, individual)</li> <li>--Collaborate and coordinate with other TLC positions (Student Success Coach, Model Teachers, and Mentor Teachers) and administration to:                             <ul style="list-style-type: none"> <li>· Provide tools necessary for teachers to carry out district initiatives</li> <li>· Facilitate differentiated learning</li> <li>· Ensure Core implementation</li> <li>· Coordinate data collection and data analysis to make instructional decisions</li> <li>· Plan, facilitate and monitor professional development</li> </ul> </li> </ul>	<p>This K-12 Instructional Coach position was part of our district's original plan for TLC; so, in some respects it really isn't a "change" at all. Through the same consensus-building process that was used to develop the rest of the plan, our original plan included TWO full-time positions: K-12 Student Success Coach and K-12 Instructional Coach. The need for BOTH of these full-time positions was identified through the process of reviewing district data, assessing district needs, aligning with district student achievement goals, and consensus-building among our TLC Committee.</p> <p>Then, when I (David Hill...the person submitting this change request) started as the new superintendent on July 1 and became part of the TLC team, I started to work on the budget portion of the application. I informed the committee that due to our district's smaller enrollment, it was my belief that we could not afford to have two full-time positions in our plan. Especially since we expect enrollment to decline in future years, I was worried that we would possibly be able to start with two full-time positions, but may need to reduce one of these positions within the first few years due to insufficient funding.</p> <p>After hearing this, the committee painstakingly worked through the process of prioritizing which of the two full-time positions should be kept and which should be eliminated from the plan. Unfortunately, the K-12 Instructional Coach was eliminated.</p>	<p>The "new" position that we are proposing in this change request really isn't a new position at all...it was conceived and vetted through the exact same process that the other positions in our plan went through, and it has 100% support from the members of the North Tama TLC Committee. This committee includes representatives from the community, the school board, the teaching staff, the support staff, parents, and the administration. The "new" K-12 Instructional Coach position was taken out of our plan at the last minute due to budgetary concerns, and now that a new source of funding has been identified for the other full-time position in our plan, we would have sufficient funds allowing us to afford this position. While the process in determining the need for this position was quite extensive over a period of many months, the process of adding the position back into the plan was quite simple. A meeting was held with all but one teacher from the TLC committee able to attend, and when the option to add the position back to the plan was presented, an overwhelming YES was heard from the entire committee.</p>	Approved	2/9/2016
North Tama County Community School District (continued from above)	(continued from above)	<p>Now, I am working on our district's application for Dropout Prevention/At-Risk Modified Supplemental Amount. I realized while doing this that we had not maximized our use of the Modified Supplemental Amount in previous years, and furthermore, I realized that the new Student Success Coach position is a PERFECT FIT for Dropout Prevention Funds. So, I have written our application for Modified Supplemental Amount to fund 95% of the cost of the Student Success Coach position. The remaining 5% will still be funded through TLC, which keeps the Student Success Coach position under the umbrella of our TLC program so that our teacher leadership system will truly operate as a SYSTEM as it has been designed.</p> <p>By coming up with another source of funding to pay for most of the cost of the Student Success Coach position, this frees up funding to add the K-12 Instructional Coach position back into our TLC plan. Our TLC Team met once again to discuss this possible change, and the team members are EXCITED to hear back from the DE on our change request! The team was in 100% agreement that the position should be added back to the plan!</p>	<p>I hope I've done justice explaining this request. Feel free to call me on my cell phone at (319) 215-5509 or email me at dhill@n-tama.k12.ia.us if you would like further clarification or would like to discuss.</p>	Approved (continued from above)	2/9/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
North Union CSD	I have attached 3 documents to this change request. Approved North Union TLC Grant Application Modified NU TLC Grant Application Modified sections are highlighted in yellow Specific Changes (old and new language) Details all language requests and give page numbers for where the changes can be found on the modified application document.	The team has identified a greater need for increased teacher leadership roles in the areas of student services within the District.  The team has identified major workload differences between the teacher leadership roles, which were approved to receive identical stipend amounts.  We would like to add to the workload of the model teachers	After the "Welcome to TLC" meeting our TLC Development Team met and discussed the content of the meeting and reflected on our development and selection process as well as our leadership positions. We gained some valuable insight at the meeting and ended up having an in-depth discussion regarding student services within our system. We felt as though the need for additional student services was something that we could accomplish through increased roles and responsibilities incorporated into the TLC leadership positions. We also felt as though we could combine the duties of the model teachers with the curriculum leaders and internal coaches without changing the main focus and goals of our approved TLC plan. Once we were all in agreement of how our current TLC plan could be modified to better meet the needs of the district, we decided to move forward and request the change from to the DE. I will e-mail our additional documents to Becky Slater.	Approved	2/16/2016
Northeast	Increase the salary supplements of Mentor teachers from \$1500-\$2000 to \$2500-\$4000 and increase extra days from 4-5 to 6-8. Money will come from failure to fill 3 Mentor Teacher position and monies from open enrollment in.	Information not required at time of request.	Information not required at time of request.	Approved	6/8/2015
Northeast Hamilton CSD	Changes pertain to Part 10 regarding the budget and stipends and cost of bringing teachers to the state minimum of \$33,500. When the grant was written we based the amount we would receive funding on was 120 students. Our enrollment decreased down to 91 students, so we need to adjust. We also didn't allow for enough money to bring the new teachers to the state minimum.	The rationale is that we need to reduce the amount we had planned on paying teachers that we had planned on paying teachers because the budget was reduced due to the decrease in student enrollment.	Our TLC team sat down and discussed why we needed to make these adjustments based on the decreased number of students and the affect it had on our budget. This amendment affected each of the stipends for the TLC positions at a reduction of 25%.	Approved	8/1/16
Norwalk	As of May, the district had selected all its teacher leader positions. In late July, on of their building instructional coaches resigned which will cause them to fall slightly short of the 25% threshold for the coming school year.	Information not required at time of request.	Information not required at time of request.	Approved	8/13/2014
Norwalk	Additional biennial data collection of Marzano High Reliability Schools Level 1,2, and 3 data added to evaluate progress on our TLC goals.	As we examine current data collection in relation to our TLC Goals, it has become apparent that we need more specific data to focus our improvement efforts in the buildings as it relates to TLC.	All teacher leaders and administrators engaged in professional learning on Marzano's High Reliability Schools and made the recommendation to utilize this data as a school improvement tool.	Approved	6/8/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Norwalk Community School District	<p>Part 5: Teacher Leadership Roles: Current Language in Grant - "Norwalk's TLC system includes 9 differentiated, multiple and meaningful roles meant to engage 45 members (or 25% of our teaching staff) in leadership positions focused on improving student learning through job-embedded professional development. "</p> <p>New Roles for 2015-2016 For the 2015-2016 school year, Norwalk's TLC system will have 55 (28.5%) differentiated roles to include the roles above as well as a K-5 Literacy Lead Teacher, PLC lead teachers at the secondary level and STEM Lead teachers. The role of the elementary curriculum lead teacher role was increased to include a Math, Science, Social Studies and English/Language Arts lead teachers at both Oviatt and Lakewood. Job descriptions were also updated to reflect the data collected from current teacher leaders. Some of the changes included mentor language changes and incorporating a MTSS focus into many of the roles. As with secondary coaching, the elementary instructional coaches are "general" coaches and not just assigned to Reading and Math. The secondary PLC Lead Teachers will be 6-12 and content focused. The current Student Services teacher leader role is split into 2 roles to include the K-5 literacy lead teacher and the 6-12 student services teacher leader role. The PreK PLC role has been removed for the 2015-2016 school year.</p>	<p>In our program evaluation and focus group discussions with teacher leaders, administrators, classroom teachers, support teachers, and the specials teachers, it was discovered that more support was necessary to implement numerous initiatives such as ELI and STEM. It was also evident with data collected with the CBAM, AIMSweb, Iowa Assessments and IPI that more support was needed for teachers to implement programs with fidelity. The increase in teacher leader roles was a direct response to the increased support needed to improve student learning. Job descriptions were updated to reflect the new job descriptions and to incorporate an increased focus on MTSS.</p>	<p>Norwalk's TLC vision states that a primary goal of our TLC system is to "elevate student learning and promote excellence as a value for all" and to "realize our vision of college and career readiness for every student". To determine the impact our TLC plan has on achieving short and long range goals, NCSD utilized multiple measures to evaluate the effectiveness and impact of our TLC plan. The results of these measures have allowed us to monitor and adjust our system. October 2014 - January 2015 The Directors of Teaching and Learning met with a consultant, Kim Thuente, to develop Innovation configurations Maps. Innovation Configuration Maps are part of the Concerns Based Adoption Model (CBAM) and provide a continuum of learning and behaviors to guide and develop teacher leader learning growth. The IC maps were reviewed by teacher leaders after they were drafted. October 2014 - Present The Change Facilitator Stages of Concern (CFSoc) questionnaire from the Concerns Based Adoption Model (CBAM) process was used to measure concerns leaders express as they learn new practices related to their teacher leader role. The CBAM can also measure the extent to which the Teacher Leadership innovation is being implemented</p>	Approved	08-06-2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Norwalk Community School District (continued from above)	(continued from above)	(continued from above)	<p>as a system. All teacher leaders and administrators completed the CFSoc questionnaire.</p> <p>November 2014 Present A TLC System Review Survey was sent to all certified teachers and administrators to complete in November, 2014. There were 204 staff that were invited to participate in the survey with a response of 165 staff. After receiving 81% response from staff, a variety of teams reviewed the data for recurrent themes in order to identify areas for improvement of the TLC system.</p> <p>December 2014 Present The Directors of Teaching and Learning met with numerous focus groups throughout the month of December to include: Building Leadership Teams, Principals, Instructional Coaches, Lead Mentors, Curriculum Lead Teachers, and AIW/PLC Lead Teachers. Survey data was analyzed and focus group meetings were held to identify key themes to guide program improvement.</p> <p>1. Current teacher leaders were asked the following questions related to their teacher leader job description:</p>	Approved (continued from above)	8/6/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Norwalk Community School District (continued from above)	(continued from above)	(continued from above)	<p>a. As you examine the current job description for your TLC role, does this accurately depict what the role should look like or do we need to make adjustments?</p> <p>b. Do the stipends and days allocated to your role accurately depict the leadership role that you currently hold?</p> <p>c. What improvements need to be made to your current role?</p> <p>d. What has been the most challenging aspect of your work as a teacher leader?</p> <p>e. What barriers need to be removed that would make your role more effectively?</p> <p>2. Building Leadership teams were given the following questions to discuss with all teachers in their buildings:</p> <p>a. How do you see TLC supporting your building goals?</p> <p>b. What areas of TLC support does your building need to refine/adjust/continue to further support your building goals?</p> <p>3. The Leadership Team reviewed the survey data from all staff as well as the data from the building leadership teams. to provide feedback to the effectiveness of implementation.</p>	Approved (continued from above)	8/6/2015 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Norwalk Community School District (continued from above)	(continued from above)	(continued from above)	<p>4. The TLC Advisory Committee met to review a variety of data related to the TLC Program. The team is comprised of four teacher leaders from each grade span. This team also reviewed the survey data from all staff in order to guide program improvements for the 2015-2016 school year.</p> <p>5. As per the Dept. of education rules and regulations, the TLC program shall be reviewed annually to ensure fidelity of implementation and effectiveness. The TLC Program Review Committee met on March 11, 2015 to review a variety of data related to the TLC Program. The Review Committee consisted of 17 individuals comprised of one TLC leader from each building, an administrator from each building, one teacher from each building selection committee, and directors of teaching and learning. one teacher leader representative from each building. This team reviewed summary data to inform and guide program improvements linked to student achievement.</p>	Approved (continued from above)	8/6/2015 (continued from above)
Norwalk Community School District (continued from above)	(continued from above)	(continued from above)	<p>The following data was reviewed by the TLC program Review Committee:</p> <ol style="list-style-type: none"> <li>1. Student Achievement Data (AIMSweb)</li> <li>2. Student Engagement Data (IPI)</li> <li>3. Staff TLC Survey Data</li> <li>4. Innovation Configuration Maps (IC)</li> <li>5. Staff Change Facilitator Survey</li> <li>6. TLC 360 Summary Data</li> </ol>	Approved (continued from above)	8/6/2015 (continued from above)
Norwalk School District	<p>Section 8- Multiple Measures of Effectiveness and Impact Current Language - "Major indicators of student performance in Norwalk include data from: AIMSweb assessment in reading, math and behavior; ACT; Compass; Iowa Assessment; and district benchmark assessments in the core areas."</p> <p>Please eliminate the Compass assessment as a measure.</p>	Compass Assessment is not offered as an assessment as of 2015-2016. DMACC no longer is using this tool for their admission process.	DMACC; leadership team; TLC program review committee	Approved	12/23/2015
Norwalk School District	Revisions to job descriptions include: added role for a K-5 Technology Integrationist; increase the PLC roles at the elementary level so there are 2 per grade level; increase PLC roles at the secondary to include 6-8 and 9-12; adjustments to 6-12 coaching to have full time coaches; added roles for culture coaches; added a 6-12 PLC specials lead. Updated job descriptions were emailed to Becky Slater on December 22, 2015.	Data collection from all staff as well as numerous groups analyzing the data indicated the need to make changes and adjustments to the teacher leader roles to improve learning.	A district TLC survey was sent to all teachers in November. Building leadership teams were asked to meet with their teams in each building to provide feedback on the effectiveness of supports TLC roles were providing. Focus groups (all TLC roles) were asked key questions about how their role could be improved. The leadership team and a team of teachers analyzed data and made recommendations for improvements.	Approved	12/23/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Oelwein	Change the stipend for the Instructional Coach positions from \$4000 to \$7000, making it the same as the Model Teachers and the Curriculum Leaders.	Information not required at time of request.	Information not required at time of request.	Approved	7/7/2014
Oelwein	The school district will not meet the 25% requirement for teacher leadership positions. The Site-based Review Committee (7 teachers; 3 principals) established a cut score for a teacher's application to be considered for a leadership position. Only 15 applicants (not 24) met or exceeded the standard. The Site-Based Review Committee will meet again in the fall to consider another round of applications.	Information not required at time of request.	Information not required at time of request.	Approved	7/7/2014
Oelwein Community School District	I am requesting to remove the measure, Student Surveys from Goal 2 as well as the measures of Number of Signed Contracts and Number of Applications from Goal 3.	Based on the email from Becky Slater, she (you) noted the reported measures for Goal 2 and Goal 3 were "entirely sufficient for reporting progress toward these goals."	The Superintendent, Lead Instructional Coach (myself), our two Instructional Coaches, as well as the Curriculum Director agreed with the statement of Becky Slater that the measures we used to determine progress in Goal 2 and Goal 3 were sufficient and the additional measures were not needed.	Approved	8/25/16
Oelwein School District	<p>The Oelwein School District would like to expand Part 5 of the TLC grant. This change will expand one of the current Instructional Coach positions to that of Lead Instructional Coach. In addition to the Instructional Coach duties this position will guide the TLC team of teacher leaders to facilitate effective communication and collaboration. 60% of their time will be engaged in coaching duties and 40% in teacher/leader duties.</p> <p>Lead Instructional Coach job description:  <a href="https://docs.google.com/a/oelwein.k12.ia.us/document/d/1EgPQV-_C_aHYyPMDfU6L112jD05cfd5mEjZU_watf18/edit?usp=sharing">https://docs.google.com/a/oelwein.k12.ia.us/document/d/1EgPQV-_C_aHYyPMDfU6L112jD05cfd5mEjZU_watf18/edit?usp=sharing</a></p> <p>Instructional Coach job description:  <a href="https://docs.google.com/a/oelwein.k12.ia.us/document/d/1xWzR6n0pOc5887kXMICXpvZ4Pj8vfiMcvB05kml0TSQ/edit?usp=sharing">https://docs.google.com/a/oelwein.k12.ia.us/document/d/1xWzR6n0pOc5887kXMICXpvZ4Pj8vfiMcvB05kml0TSQ/edit?usp=sharing</a></p> <p>Original Language:                      The Oelwein School District employs a FTE of 98 teachers. The Oelwein TLC Plan will have 24 teacher-leaders in one of three different leadership roles:                      3 - Instructional Coaches                      10 - Curriculum Leaders                      11 - Model Teachers</p> <p>New Language:                      The Oelwein School District employs a FTE of 98 teachers. The Oelwein TLC Plan will have 24 teacher-leaders in one of four different leadership roles:                      1 - Lead Instructional Coach                      2 - Instructional Coaches                      10 - Curriculum Leaders                      11 - Model Teachers</p>	The new position will enhance the structure of the TLC, improving the effectiveness of the TLC grant.	This was first discussed with the Superintendent, Administration Team and Instructional Coaches. It was taken to the district (TLC) leadership team, where a sub-committee was formed to write a job description for the new position. The Lead Instructional Coach position was accepted by the district (TLC) leadership team. Finally it was taken to the school board, where it was also approved.	Approved	3/10/2016



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Oelwein School District	The Oelwein School District would like to revise Part 6, of the TLC grant. As part of the Teacher Leader selection process, in addition to the application process, each applicant will be interviewed by the TLC Committee	An interview process will provide the TLC Committee with more evidence of the candidate's skills set that is needed for each position. This additional information will create a more equitable selection process.	This was first discussed with the Superintendent, Administration Team and Instructional Coaches after the initial selection process. It was taken to the district (TLC) leadership team, where a sub-committee was formed to write interview questions and plan the interview process. The interview plan was then accepted by the district (TLC) leadership team.	Approved	3/10/2016
Okoboji	We respectfully request to increase the number of master teachers from four to six. We had a large number of highly qualified teachers apply for the position and we wanted to have two master teachers per building (elementary, middle and high schools) to support successful master teacher collaboration as they transition into this new role.	We had a large number of highly qualified teachers apply for the position and we wanted to have two master teachers per building (elementary, middle and high schools) to support master teacher collaboration as they transition into this new role.	The master teacher hiring team (outlined in the Part VI of the TLC grant) was consulted and made this decision after interviewing the master teacher candidates.	Approved	11/22/2015
Okoboji	Please strike references to the TAP model and cluster groups in the grant, specifically part VIII.	We locked in our score for part VIII from our Year I grant submission. In our first grant submission we were looking to adopt the TAP model and we did not choose to adopt the TAP model with our Year II grant submission.	The entire grant writing team was involved in determining this change.	Approved	11/22/2015
Orient-Macksburg	Revisions to Part 4 and 10	We were bringing clarity to the purpose of each part by adding headlines and trying to connect the TLC and OM's vision with the roles and responsibilities of the TLC leadership position.	Orient-Macksburg Leadership Team met two times to read our TLC plan and revise Part 4 and Part 10. We each invested time to revise the document and came to the group with possible improvements. So the process included two formal meetings and independent work time to complete the revisions. All Leadership Members (three teachers and two administrators) agreed on the final version of Part 4 and Part 10 of our TLC Plan.	Approved	3/10/2016
Osage Community Schools	In section 5 - under instructional coach. The stipend was incorrectly listed as \$85,000. That number actually represents the entire pay package, and does not reflect the stipend of \$10,000 to be paid above lane and step of teacher contract. Please change the numerical value of \$85,000 in the table to \$10,000.	As stated in earlier section, the number reflects the total package, not the stipend. We wish to have the table reflect the actual stipend amount.	This was discovered by the Instructional Coaches, Principals, Superintendent and Director of Curriculum.	Pending	
Osage Community Schools	In section 5, under TLC coach the stipend amount is incorrectly listed as \$7,500. The number should be \$4000. Please change the stipend amount in the table to \$4000	The number was inaccurately submitted, and should reflect the agreed amount of \$4000.	The Osage Teacher Association identified this error and met with admin to correct the change.	Pending	

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Oskaloosa CSD	<p>Part 5: We originally planned to hire 9 Instructional coaches. After financial considerations of the best qualified staff members, we realized that eight (8) FT coaches would be affordable. 4 coaches at the Elementary, 2 coaches at the Middle School (MS) and 2 at the High School (HS).</p> <p>In addition, we originally planned to hire 4 half-time coaches at the MS but instead, decided to hire two full time coaches. After conversations with other districts who tried 1/2 teacher and 1/2 coach, they advised us to stay away from this practice. They believed the staff member fell short of expectations at either the teaching end or the coaching end and could not do both jobs effectively or with the necessary passion.</p> <p>Original Grant language 9 Instructional Coaches –Instructional Coaches will be math, literacy, quality instruction, and technology integration focused at the Elementary, Middle School and the High School. 7 Coaches will be 100% out of the classroom and will work an additional 10 days with a \$6,000 salary supplement. 2 Coaches will be 50% out of the classroom and will work an additional 5 days with a \$3,000 salary supplement.</p> <p>Revised language 8 Instructional Coaches –Instructional Coaches will be math, literacy, quality instruction, and technology integration focused at the Elementary, Middle School and the High School. 8 Coaches will be 100% out of the classroom and will work an additional 10 days with a \$6,000 salary supplement. Responsibilities will include, and are outlined in a job description:</p>	We wanted to hire the best possible staff members and many of them were high on the salary schedule. In doing so. Our salary and benefits cost only allowed us to hire the eight staff members instead of nine. In addition, as mentioned above, conversations with other school districts at a forum indicated full-time coaches at the secondary level were more productive than those who were a .5 teacher and .5 coach.	Our TLC Committee members (Superintendent, Curriculum director, Building Principals, Teachers, and Parents) were brought back together on October 1, 2014 and it was one of several agenda items. Our discussion centered on the quality of coaching desired and how best to ensure it. Discussion included the recommendations from other School Administrators who tried the .5 (1/2) positions and we decided to go with FT coaches.	Approved	07-21-2015
Ottumwa	Replace two Instructional Coach positions at OHS with one additional Instructional Technology Coach; through a rigorous selection process, no suitable candidates were identified; the additional of a third Instructional Technology Coach will assist the elementary reading/writing adoption; the district will still have more than 25% of its staff in teacher leadership positions and will use othe teacher leader positions to support OHS.	Information not required at time of request.	Information not required at time of request.	Approved	6/2/2014
Ottumwa	Change from 15 department heads to 4 program leads, reduce number of extra days for model teachers, add an instructional coach, create PLC Leaders.	Information not required at time of request.	Information not required at time of request.	Approved	7/10/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Ottumwa Community School District	This year, we had minor changes in name only. One, the Model Classroom Teacher is being renamed Open Classroom Teacher, and the focus will be on effective technology integration incorporating the 4 Cs (creativity, collaboration, critical thinking, and communication). The other change was to rename the Instructional Coach position to Teaching & Learning Strategist.	We made these semantic changes to entice more teachers to take advantage of the services. It was our committee's opinion that Model Classroom Teacher had an air of "perfection" about it, and to be more inviting, we would switch it to Open Classroom Teacher. In the same respect, Instructional Coaches were a term used when the district engaged in Reading First professional development. As much as we have tried, there still seems to be a connotation of remedial work with the word coach.	As our original grant indicated, our planning committee worked so well together that we bring the team back together to review the staffing structure, assess district needs, and propose any revisions for the upcoming school year. This year, in order to continue to build internal capacity, each person on the original grant committee chose one person in a job-alike role to take their spot. We met all together (the first generation and 2.0) to discuss the rationale, processes, and data points. Then, the next group of leaders re-visioned and re-evaluated our Teacher Leadership System and made the suggestions/revisions listed above. We have also investigated working with the New Teacher Center through a consortium with Great Prairie AEA. If that does become a reality in the future, the team spent much time discussing how that would impact our staffing model and budgetary guidelines as far as Mentor Teachers.	Approved	6/30/16
Panorama	<p>Section 5 original language: Professional Learning Coach: 6 positions, 90% engaged in student instruction, 10% teacher leader duties Mentor Teacher: 4 positions, 80% engaged in student instruction, 20% teacher leader duties Model Teacher: 2 positions, 100% engaged in student instruction, 0% teacher leader duties.</p> <p>Section 5 new language: Teacher Leaders: 12 positions, 90% engaged in student instruction, 10% teacher leader duties.</p> <p>This language was changed to create more flexibility within our teacher leader system. The work is the same as it as been, but we have created a more fluid system that allows each of teacher leaders to work towards their strengths. Mentor teachers will be assigned from this group based on staff needs.</p>	This language was changed to create more flexibility within our teacher leader system. The work is the same as it as been, but we have created a more fluid system that allows each of teacher leaders to work towards their strengths. Mentor teachers will be assigned from this group based on staff needs.	Teacher leaders and administration through conversations realized the change would make us a more effective system. The group came to a general consensus and we revised our plan.	Approved	6/8
Pekin	Pekin is making a change to our grant for the 2016 year in the area of instructional coaching. Due to a lack of applicants we will be providing interested instructional coaches in professional training for the 16-17 year. We will then be hiring one full-time instructional coach for the 2017-18 year.	We had a lack of applicants this year for the instructional coaching positions, due to fear of leaving their classrooms and funding issues. Many staff members were interested in learning more about instructional coaching to see if it is something that they would want to do in the future. Therefore, we will be offering some professional training in instructional coaching using some of our TLC money.	This change was discussed by our District Leadership Team, which contains teachers from various areas and administration.	Approved	8/19/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pekin (continued from above)	Goal 4: Through the use of technology, increase student achievement in all content areas.-BrightLites Technology Survey: Each year GPAEA administers a survey to monitor the technology use within the district. We will use this data to help us provide training to teachers. Professional Development Survey: We will administer a survey at the end of each quarter that analyzes the impact of PD on classroom and technological practice. This survey will help us adjust our PD sessions to effectively meet our teachers needs. Walkthrough Data: walkthrough data will be obtained and analyzed each quarter. This data will be used to guide professional development and classroom instruction. Walkthroughs focus on collaboration, higher level thinking, engagement, and purpose.	(continued from above)	(continued from above)	Approved (continued from above)	2/8/2017 (continued from above)
Pekin CSD	<p>Pekin's grant included three instructional coaches. These instructional coaches were supposed to be 50% classroom instruction and 50% leadership responsibilities. The instructional coaches will receive a salary supplement of \$4000, along with 5 additional contract days.</p> <p>We are wanting to change these positions due to a lack of interest/fear of funding. We will not be having any instructional coaches for the upcoming year and will rework the positions to see how we can reintroduce them the next year. We are considering creating one full-time instructional coach position for the 2017-18 school year. Pekin still has 28% of qualified staff in teacher leadership positions.</p>	Due to funding fears, we have a lack of staff wanting to participate as an instructional coach and leave the classroom. We would like our District Leadership Team and administration to reassess the needs of the building for instructional coaching and come up with new ideas of how to fill these positions. We would like to roll the funding for these instructional coaches so we would have it for the following year.	The District Leadership Team and administration determined that this change was needed after a lack of interest in the position. The team talked with teachers about the parts of the role that they didn't like and determined that teachers were afraid we would lose funding and they would lose their classrooms. Discussions will be focused on changing this role for the 2017-18 school year.	Withdrawn	
Pella CSD	<p>Our change involves the elimination of the Peer Reviewer position. We have found that the roles being performed by the Instructional Coaches are making the peer review process an imbedded function. The role of the Peer Reviewer has therefore become redundant.</p> <p>Previous Language - The Peer Reviewers create a culture for collaborative learning. They will help to provide observation and feedback on implementation of initiative work which creates the classroom conditions for complex thinking. Peer review allows for reflection on teaching practice by encouraging and promoting others to engage in professional conversations.</p> <p>New Language - The Instructional Coaches create a culture for collaborative learning. They will help to provide observation and feedback on implementation of initiative work which creates the classroom conditions for complex thinking. Instructional coaches conducting peer review allows for reflection on teaching practice by encouraging and promoting others to engage in professional conversations.</p>	As stated previously, we have found that the coaches performing peer review is a natural process whereas the Peer Reviewer was a forced process. The coaches have an existing relationship with the teachers and can provide follow-up whereas the peer reviewers feedback was more of an event. We have found the reviews conducted by coaches have a greater possibility of impacting classroom practice.	This change was discussed and decided upon by both the District Leadership Team and the original development team from the TLC grant. This team, made up of teachers and administrators has stayed intact as our group that reviews job applications and makes grant changes.	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Perry Community School District	<p>The original application identified that the district would hire one Teacher Leadership and Mentor Coordinator and six Instructional Coaches. After reviewing applications and moving through the application process as outlined in the application, the district hired one Teacher Leadership and Mentor Coordinator and five Instructional Coaches. Therefore, we would like to take \$23,000 from salary supplements to place \$10,000 into a technology line item and add \$13,000 to professional learning for instructional coaches, mentors, and professional learning community (PLC) leaders.</p> <p>The original application indicated the budget below:</p> <p>Use of TLC Funds Amount Budgeted            Amount used to raise the minimum salary to \$33,500. \$0.00            Amount designated to fund the salary supplements for teachers in leadership roles. \$540,000.00            Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers). \$0.00            Amount used to provide professional development related to the leadership pathways. \$33,298.78            Amount used to cover other costs associated with the approved teacher leadership and compensation plan.            These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan. \$0.00            Totals \$573,298.78</p>	<p>The overall rationale for this change is to provide the Teacher Leadership and Mentor Coordinator and Instructional Coaches with the tools and professional learning they need in order to effectively serve the teachers throughout the district.</p> <p>Teachers who moved into the full time teacher leadership positions of Teaching Leadership and Mentor Coordinator and Instructional Coaches had to turn in their laptops because those laptops were assigned to the teachers taking their places. Thus, the district needs to purchase new laptops for these teacher leaders.</p> <p>These teacher leaders will also participate in extensive professional learning during their first two years in these positions. Professional learning will include participating in classes such as three levels of instructional coaching as identified by Dr. Jim Knight, two levels of cognitive coaching training, training in fierce conversations and professional learning communities, as well as courses, conference, and workshops focused on instructional strategies to assist struggling students.</p> <p>A. Has the district met each of the "must-have" requirements of the plan and, in particular, does the district have at least 25% of its teaching force in leadership roles?            Currently, we have the following teacher leaders in place: 1 Teacher Leadership and Mentor Coordinator, 5 Instructional Coaches, 15 mentors, and 32 Professional Learning Community Leaders for a total of 53 teacher leaders. The total number of teachers in the district is 140 so we have 38.86% of teachers in leadership positions.</p>	<p>The Teacher Leadership and Mentor Coordinator, Instructional Coaches, and Director of Teaching and Learning met to discuss and identify technology needs.</p> <p>In addition, while attending a Level 1 Instructional Coaching class by Jim Knight, the team learned that having teachers' video themselves teaching is an extremely effective strategy for stimulating them to want to improve, often with the assistance of an instructional coach. In addition, video cameras were identified as a highly effective strategy for improving instruction. In addition, the Director of Teaching and Learning met with the Director of Finance to discuss reallocating funds for technology purposes.</p>	Approved	8/16/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Perry Community School District (continued from above)	(continued from above)	<p>B. Has the district described, in detail, how the purchase is essential for the effective implementation of the TLC plan? Yes. Laptops are essential for instructional coaches to carry out their responsibilities. Coaches will use laptops for many purposes such as collaborating to plan and create various documents needed for this work (e.g., calendars for scheduling classroom visits, time logs to document how time is spent and accomplishments, protocols for coaching conversations, etc.), communicating among themselves and with all staff, sharing documents and calendars to facilitate scheduling time in classrooms, meetings with principals and central office administrators, etc.</p> <p>Another piece of equipment that we will purchase are Swivl cameras. These are bases that hold an iPad or iPhone and track the wearer of a special lanyard as she/he moves around a classroom allowing a teacher to record his/her instruction for analysis and reflection. During the Jim Knight Level 1 Instructional Coaching class, videoing instruction was identified as the most effective strategy for stimulating teachers to want to improve their instruction, which will occur with the assistance of a coach. Videoing instruction will be an integral component of the district mentoring program. In addition, instructional coaches will video their coaching and presentations as a way model reflecting on practice and developing strategies for improving.</p>	(continued from above)	Approved (continued from above)	8/16/2016 (continued from above)
Perry Community School District (continued from above)	(continued from above)	<p>C. Will the purchased equipment/software/item be used solely for the purpose of implementing the district's TLC plan? Yes, the purchased equipment will be used solely for the purpose of implementing the district TLC plan. The laptops will be an integral piece of equipment for the Teacher Leadership and Mentor Coordinator and Instructional Coaches as they carry out their responsibilities. For example, coaches will use their laptops for recording meetings with teachers, researching instructional and class management strategies, developing plans for implementing strategies and documenting their impact on student learning, sharing their work with all teaching staff, and providing a means for all teachers to arrange to work with a coach via a shared calendar.</p> <p>Swivl cameras will be an integral part of the support for both new teachers as well as veteran teachers. Teachers will use the cameras to video part of a lesson, then review that video either individually or with an instructional coach. The teacher will identify one or more aspects of their teaching that they would like to improve and the instructional coach will assist the teacher as appropriate. Videoing lessons will also serve to document progress in making changes to instruction and impact on students.</p>	(continued from above)	Approved (continued from above)	8/16/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pleasant Valley	Use \$160,000 set aside for technology integration specialists to hire an additional high-school instructional coach and a TLC facilitator. Would plan to add the technology integrationists back the following year.	Information not required at time of request.	Information not required at time of request.	Approved	5/20/2015
Pleasant Valley CSD	This would be a revision to part 10 (budget) of the plan to allocate money to resources for a professional library and learning along with professional development for our teacher leaders. \$15,000 would be allocated for professional development opportunities and trainings \$3,000 would be allocated for a professional library	As we start to get our teacher leadership system off the ground we want to build a foundation of knowledge within our teacher leaders in the areas of high impact instruction, cognitive coaching, adult learning theory and other student achievement areas.	We identified how much of the budget we had left over with our district level budget team. With our instructional coaches and building level leadership teams we identified needs/trainings that were not first thought of as a district when the plan was written. Myself and the assistant superintendent then looked at all of those areas and what would be most beneficial and cost efficient with the budget that was not already allocated.	Approved	11/7/2015
Pleasant Valley CSD	<p>PV Goal: Empower teacher collaboration and provide consistent job embedded professional development The Teacher Leadership System will provide the structure and empowerment for collaborative opportunities in the areas of curriculum, instruction, and assessment. Building and district level collaborative teams will design and deliver differentiated and timely professional development to advance school improvement.</p> <p>Short Term Indicators</p> <ol style="list-style-type: none"> <li>1. TLS feedback survey – mid and first year baseline (PLC/PD)</li> <li>2. PLC Goals (number teams set goals, number team goals progress monitored throughout the year)</li> <li>3. BLT Goals (number teams set goals, number team goals progress monitored throughout the year)</li> </ol> <p>Long Term Indicators</p> <ol style="list-style-type: none"> <li>1. TLS feedback Survey (PLC/PD)</li> <li>2. Staff Building Climate Survey (trend line data)</li> <li>3. PLC Impact (team goals progress monitored throughout the year and student achievement impact)</li> <li>4. BLT Impact (team goals progress monitored throughout the year and student achievement impact)</li> <li>5. Networking and professional development opportunities to collaborate with schools outside of Pleasant Valley CSD</li> </ol> <p>PV Goal: Build the leadership capacity and skills of educators through a focus on improved instruction and student centered classrooms. Teacher leaders will promote a growth mind set with teachers by identifying areas for instructional improvement, setting student centered goals, and providing research-based strategies for teachers to implement and meet these goals.</p>	By making these revisions our grant now better aligns with what we are currently working towards with each of our Teacher Leadership System goals and each of the states goals.	The revision process included an initial draft written by myself and the assistant superintendent. The revisions were then vetted through multiple groups including our instructional coaches, AEA consultants, and our teachers association. Modifications were made with the most current change to our part 8 being the one submitted.	Approved	3/22/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pleasant Valley CSD (continued from above)	<p>Short Term Indicators</p> <ol style="list-style-type: none"> <li>1. TLS feedback survey (utilizing coach) – mid and first year baseline</li> <li>2. Percent of coaches' time spent working with teachers in a light or heavy coaching cycle</li> <li>3. Percent of teachers participated in a light or heavy coaching cycle</li> <li>4. Percentage of re-applicants for leadership positions</li> </ol> <p>Long Term Indicators</p> <ol style="list-style-type: none"> <li>1. Effectiveness of coaching cycles based on achievement of student focused goals and teacher feedback</li> <li>2. Percent of faculty that has held a TLS position.</li> </ol> <p>PV Goal: Enhance the practice of teaching for all teachers to improve student learning. The TLS will provide opportunities for teachers within Professional Learning Communities, Coaching Cycles, and Professional Development to focus on student achievement through the development, implementation, and analysis of the Iowa Core and/or National Standards.</p> <p>Short Term Indicators</p> <ol style="list-style-type: none"> <li>1. TLS feedback survey – mid and first year baseline (usage of instructional coach, PLC, PD)</li> <li>2. 7-12 progress towards completion of curriculum guides, K-6 progress of revision on ELA units</li> <li>3. Frequency of team data discussion in PLC's and BLT's</li> <li>4. Implementation of data system to track K-6 CFA data, 7-12 number of unit CSA written</li> </ol> <p>Long Term Indicators</p> <ol style="list-style-type: none"> <li>1. Student growth in K-6 CFA data, 7-12 CSA data</li> <li>2. MAP (student growth target increase), Iowa Assessment (student proficiency increase by cohort groupings) and FAST (student advancement in proficiency level from fall to spring)</li> <li>3. Percent of goals in a coaching cycle that are student centered and progress monitored for success over extended period of time</li> </ol> <p>Revision of Part 8 of the TLC Plan:</p>	(continued from above)	(continued from above)	Approved (continued from above)	3/22/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pleasant Valley CSD (continued from above)	<p>PV Goal: Provide supports for all teachers new to Pleasant Valley CSD to grow as professionals.</p> <p>The TLS will provide the structure for collaborative mentoring opportunities in the areas of school culture, curriculum, instruction, and assessment. Teacher leaders will ease the transition into the district by providing in opportunities in collaborative planning, coaching, co-teaching, and non-evaluative feedback.</p> <p>Short Term Indicators</p> <ol style="list-style-type: none"> <li>1. Mentoring reflection and observation sessions (percent of completion of reflection sessions)</li> <li>2. New teacher in-service feedback survey – complete on the fourth/final in-service day</li> <li>3. Mentoring program feedback survey – end of the year</li> </ol> <p>Long Term Indicators</p> <ol style="list-style-type: none"> <li>1. Longevity of new hires to the district, percent still with the district after 5 and 10 years.</li> <li>2. Mentoring reflection and observation sessions (percent of completion of reflection sessions)</li> <li>3. New teacher in-service feedback survey – complete on the fourth/final in-service day</li> <li>4. Mentoring program feedback survey – end of the year</li> </ol>	(continued from above)	(continued from above)	Approved (continued from above)	3/22/2016 (continued from above)
Pleasant Valley CSD	<p>Part 4: Mentoring</p> <p>Change 1: add additional mentoring leadership positions that can work with year 1, year 2, or experienced teacher but new to the district.</p> <p>Part 5: Roles</p> <p>Change 2: Modify the two instructional coaching positions that were listed at 80% coach, 20% reading intervention as 100% instructional coach</p> <p>Change 3: Hire 1 FTE Technology Coach at the k-6 level.</p> <p>Change 4: For the 2017-18 school year have mentoring removed from the responsibilities of the lead or model and incorporate that into the mentoring leadership position (which may consist of a lead or model)</p>	<p>Change 1: during the first year we saw a need for additional mentors because we may not have had a lead or a model at that grade level or building level for some of the specials areas.</p> <p>Change 2: since the plan was written we have learned that it is not feasible for the coach to take on both roles. A 4-6 reading specialist has been hired in one of the buildings with plans in the future to hire one for the other building. In addition we have added an Americorps reading volunteer in each of our elementary buildings to support early literacy.</p> <p>Change 3: this was part of the original plan but was put on hold due to adding a coordinator and additional instructional coach at the HS level.</p> <p>Change 4: including the mentoring expectations into the lead and model roles has produced an inequity in the roles as well as limited some of the leadership opportunities for our teachers. We would like to separate the roles to better serve our new teachers and offer additional leadership opportunities for our teachers.</p>	Groups who were surveyed and conferred with on the above changes include mentees, mentors, current TLS members, our Site Based Review Council, and our Interest Based Bargaining Team (PVEA/Admin team).	Approved	9/2/16

TLC Plan Amendments

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Pocahontas Area	<p>Part 5 is completely changed to the following:</p> <p>Job Descriptions:</p> <p>TLC Coordinator (1) (.5 position plus 13 days)                      Coordinators will orchestrate, implement, facilitate, support and evaluate the TLC plan to insure the proposal is implemented with fidelity and integrity.                      Coordinate all program evaluation data collection including state and federal reporting.                      Arrange and assist with selecting PD content (best instructional and leadership practices) for Teacher Leader training's.                      Structure opportunities for and assist teacher leaders in practicing newly-learned skills with peers in the school setting.                      Facilitate the Teacher Support Program and collaborate with Supporting Teachers to nurture and reinforce the school improvement initiatives.                      Be accessible for guidance and to answer questions throughout the year.</p> <p>Curriculum Leader (4) (Non-released plus 9 days)                      Utilize assessment data as a basis for guiding instructional improvement.                      Guide and develop building strategies for the review of assessment data.                      Orchestrate professional development activities designed to improve instructional strategies.                      Engage in development and implementation of curricular materials and coordinate grade-level curriculum alignment.                      Support classroom teachers' implementation efforts of learning strategies.                      Observe classroom teachers for consistency in implementation of curriculum.                      Collaborate with teachers on their ITPDP.                      Collaborate with administration, school leadership teams and TLC leaders.                      Be accessible for guidance and to answer questions throughout the year.                      Attend all relevant curriculum, assessment and professional development activities and/or meetings.</p>	<p>We realigned the jobs to match our redesigned professional development model. Along with this we used staff feedback from the first submission.</p>	<p>Our site based committee consisting of an equal amount of teachers and administrators met to review necessary plan changes.</p>	Approved	12/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pocahontas Area (continued from above)	<p>Meet with the administration annually to review and update the curriculum, assessment, and professional development process.                      Coordinate activities jointly with the principal and TLC Coordinator.                      Collaborate with the District Leadership Team, Building Leadership Teams, and TLC Leaders in promoting cultural and instructional improvement in the district.</p> <p>Teacher Support (required for 1st &amp; 2nd Year teachers but available for all)- 2 per building (4) (Non-released plus 2 days)                      Establish and maintain confidential and non-evaluative relationship with teachers to help develop their autonomy as professionals.                      Facilitate teachers' understanding and implementation of the Iowa Core by collaborating with teachers to develop support plans, which include goals and measures of success to drive effective instruction and student achievement.                      Assist teachers in reflection on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.                      Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons; provide opportunities for teachers to observe exemplary practice.                      Invite ongoing collaboration with principals, leadership teams and TLC positions.                      Maintain and submit required documentation.                      Be accessible for guidance and to answer questions throughout the year.</p> <p>Literacy Support- Elem (2) (Non-released plus 4 days)                      Observe and support teachers in exemplary literacy teaching practices which incorporate the Iowa Core, support K-3, 4-6 early literacy mandates, and incorporate content reading instructional strategies into the elementary curriculum.                      Provide literacy instruction where needed.</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pocahontas Area (continued from above)	<p>Facilitate NSGR, PRESS, and MTSS meetings in support of student learning. Collaborate with grade level teachers to analyze and apply literacy data across grade levels. Assist with literacy professional development. Attend literacy trainings to build professional development opportunities. Collaborate with other teacher leaders to improve instructional strategies for literacy. Meet with the administration and TLC coordinator regularly to review and update literacy instruction and needs. Report applicable data to staff, administration, board, and community. Collaborate with the District Leadership Team, Building Leadership Teams, and TLC Leaders in promoting cultural and instructional improvement in the district. Be accessible for guidance and to answer questions throughout the year.</p> <p>Model Teacher (8) 3 Elementary and 5 for the MS/HS (Non-Released plus 3 days) Model and debrief teaching practices. Demonstrate best practice in classroom teaching. Serve as early implementer's of new curriculum and technology-infused instruction Be accessible for guidance and to answer questions throughout the year. Assist in developing tools to implement the following focus areas: DOK/Alignment/Assessment Conceptual Units Engagement Instructional strategies PBIS Student motivation Literacy</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/23/2016 (continued from above)
Pocahontas Area (continued from above)	<p>Our TLC Coordinator will facilitate the implementation of our plan PK-12. The curriculum leaders will support the school improvement initiatives of each building through the use of data to inform instructional decisions. This work will be supported by the following additional teacher roles: -) Support Teacher (Previously the Teacher Mentor) will assist both new to the profession teachers and career teachers along with a reflection of their practices. -) Literacy Support will focus on our ELI implementation. -) Model Teachers will demonstrate best practices in our identified district initiatives.</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/23/2016 (continued from above)
Pocahontas Area	<p>Part 6 -- We are not going to have a parent/SIAC member on the interview committee. The Teacherpreneur rubric and the Teacher Leaders Self-Assessment (CSTP) will not be used. The criteria listed in original document will still be used minus these rubric(s). The site based committee has established a rigorous set of interview questions. We will offer an opportunity for non-applicants to express interest in serving on the interview committee(s). During each interview process there will be equal representation from teachers and administration. Teacher representation will be equally distributed between union and non-union teachers.</p>	In reviewing our hiring policies we found a few items that needed to be changed.	Our Site Based Committee which is made up of an equal amount of teachers and administrators met to decide on these changes.	Approved	12/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pocahontas Area	<p>Part 8 --</p> <p>TLC Goal (1): Increase student achievement through improved instructional practices (State Goal 5). District Goal(1): • Increase the overall percentage of highly proficient students in reading, math &amp; science; decrease percentage of students not proficient in these areas using IA Assessments • Decrease the gap between reading, math &amp; science achievement of students with &amp; w/o IEPs. Summative (Long Term) Measures (1): • Iowa Assessments (yearly and trends) • Universal Screener (K-3) .</p> <p>TLC Goal (2): Attract and retain able new teachers and ensure they are effective (State Goals 1 &amp; 2). District Goal(2): • Fill 100% of vacancies with highly qualified teachers • 100% of beginning teachers successfully complete requirements for gaining a Standard License. Summative (Long Term) Measures (2): • Analysis of retention data • Annual survey of Mentoring &amp; Induction program.</p> <p>TLC Goal (3): Retain effective teachers by providing enhanced career opportunities (State Goal 2). District Goal(3): • Install new leadership roles for teacher leaders. For 100% of teachers in each leadership role, the following will be in place: written job descriptions with role functions and criteria for evaluation, orientation to new role, training for teacher leaders in coaching and reflection, self-assessment with accompanying growth plan, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System. Summative (Long Term) Measures (3): • Peer Review/Teacher Leaders surveys • Analysis of percentages of teachers applying for and re-applying for teacher leadership roles over time.</p>	We had to update the data that will be collected, analyzed, and utilized to drive the program improvements.	The Site Based Team met with equal representation from the teacher and administration groups.	Approved	12/23/16
Pocahontas Area (continued from above)	<p>TLC Goal (4): Promote collaboration and increase collegiality by developing and supporting teacher networking (State Goal 3) District Goal(4): • Promote collaboration through our fully implemented TLC roles and responsibilities and Career teachers participating in collaborative opportunities. Summative (Long Term) Measures (4): • Peer Review/TLC teacher leaders surveys • Summary of Teacher Leader generated reports.</p> <p>TLC Goal (5): Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities &amp; compensation (State Goal 4) District Goal(5): • Include at least 25% of teachers in complementary leadership roles leading to achievement of both individual and collective goals • Fill 100% of newly created teacher leader roles and provide training designed to increase effectiveness in new position Summative (Long Term) Measures (5): • Review of HR data in terms of # positions filled • Analysis of coaching logs, interactions and surveys</p>	(continued from above)	(continued from above)	Approved (continued from above)	12/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Pocahontas Area	<p>Part 10 -- Use of TLC Funds:</p> <ul style="list-style-type: none"> <li>-) Amount used to raise the minimum salary to \$33,500 -- \$0</li> <li>-) Amount designated to fund the salary supplements for teachers in leadership roles -- \$83,000</li> <li>-) 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). -- \$11,500</li> <li>-) Amount used to provide professional development related to the leadership pathways. -- \$20,000</li> <li>-) Amount used to cover other costs associated with the approved teacher leadership and compensation plan. -- \$2,332</li> </ul> <p>TOTAL: \$116, 609 for year 1</p> <p>Remaining allocations to be budgeted in subsequent years.</p>	<p>There have been changes in leadership roles and compensation based on teacher feedback. Year-1 had delayed implementation resulting in only partial budgeting of funds.</p>	<p>Our Site-Based committee with equal representation of teachers and administration met and agreed upon.</p>	Approved	12/23/16
Red Oak Community School District	<p>The proposed change will be to move from 4 half-time instructional coaches to 4 full-time instructional coaches. The change is an expansion in the instructional coach role and pertains to the TLC roles (Part 5) of the grant. As the district is currently a five building campus, one coach will be assigned to each building K-12.</p>	<p>The instructional coaching model that was adopted post grant was the Student Centered Coaching Model by Diane Sweeney. The Student Centered Coaching Model provides instructional coaches with the tools and practices they need to ensure that coaching impacts teaching practice and student learning. Student-Centered Coaching introduces a new way of looking at and delivering school-based coaching that puts the needs of students' front-and-center. By focusing coaching on specific goals for student learning, rather than on changing or fixing teachers, a coach can navigate directly towards a measurable impact and increased student achievement. Without the implementation of full time coaches, the district cannot fully implement the SCC Model</p>	<p>The district adopted the Student Center Coaching Model (Diane Sweeney) and began training with an AEA consortium in August. During the training, it was discovered that Red Oak's plan was the only plan using part-time (.50%) coaches and part-time leads (.25%), which made it difficult to implement the coaching cycle process. The district TLC coaches, leads and administration met with Diane Sweeney on January 20, 2016 to address the current successes and concerns of the current plan. At that time, it was determined that the superintendent would meet with the TLC staff in entirety on January 27th to share successes and concerns. In addition, over the next two weeks, the superintendent met with any TLC staff that wanted to meet individually. Based on all of the data provided from the large, small and individual sessions, administration developed a revised plan for the 2016-17 school year. The revised plan was shared with the entire TLC staff on March 16th, with the application process for the revised positions beginning on March 30th. Interviews were done during the week of April 4th by committees comprised equally of administrators and teachers.</p>	Approved	7/15/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Red Oak Community School District	The original plan included 4 lead teachers (2 math and 2 literacy, one secondary and one elementary). These positions were to be .75 in the classroom and .25 release time for lead work. The revised plan includes 14 lead teachers that would be in the classroom 100% of the time, and receive a stipend for the additional work as building/district lead. This is an expansion to Part 5 of the grant (teacher roles) and moves many more staff in to the lead positions.	The district has several teachers currently serving on building level leadership teams and wanted to integrate the current model of building leadership, in which teachers assist with planning, implementation and monitoring of professional development through the Iowa Professional Development Model. Additionally, many of the lead teachers did not want to give up any time in the classroom or on their caseload. By providing a stipend, and allowing for more than the specific content areas of reading and math to be included, the candidate pool and overall numbers of teachers involved went from 4 to 14.	The district adopted the Student Center Coaching Model (Diane Sweeney) and began training with an AEA consortium in August. During the training, it was discovered that Red Oak's plan was the only plan using part-time (.50%) coaches and part-time leads (.25%), which made it difficult to implement the coaching cycle process. The district TLC coaches, leads and administration met with Diane Sweeney on January 20, 2016 to address the current successes and concerns of the current plan. At that time, it was determined that the superintendent would meet with the TLC staff in entirety on January 27th to share successes and concerns. In addition, over the next two weeks, the superintendent met with any TLC staff that wanted to meet individually. Based on all of the data provided from the large, small and individual sessions, administration developed a revised plan for the 2016-17 school year. The revised plan was shared with the entire TLC staff on March 16th, with the application process for the revised positions beginning on March 30th. The revised plan included changes in instructional coaches, lead teachers and mentors. Instructional coaches will continue work through the SCC model, lead teachers will serve as building leadership and district leadership teams and mentors will follow the mentoring program for first and second year teachers. Interviews were done during the week of April 4th by committees comprised equally of administrators and teachers.	Approved	7/15/16

TLC Plan Amendments

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Red Oak Community School District	The mentoring revisions to the grant are an expansion that changes the mentoring model from 2 mentors ( 1 elementary and 1 secondary) in the district to one mentor for each 1st and 2nd year teacher. The district anticipates that the expansion could include up to 10 more teacher leaders serving as mentors, depending on the final staffing for the 2016-17 school year. This change impacts Part 5, teacher roles of the grant.	The district planned to have two mentors for the district and use .25 release time for them to meet with their entire caseload of first or second year teachers. The difficulty with this model was that teachers were not always able to meet with mentees during release time, multiple campus settings required additional travel time, and varying areas of expertise may not have been as specifically matched to new staff as in the past. The new plan includes a match to each of the first and second year staff, based on need, teaching assignment and also building.	The district adopted the Student Center Coaching Model (Diane Sweeney) and began training with an AEA consortium in August. During the training, it was discovered that Red Oak's plan was the only plan using part-time (.50%) coaches and part-time leads (.25%), which made it difficult to implement the coaching cycle process. The district TLC coaches, leads and administration met with Diane Sweeney on January 20, 2016 to address the current successes and concerns of the current plan. At that time, it was determined that the superintendent would meet with the TLC staff in entirety on January 27th to share successes and concerns. In addition, over the next two weeks, the superintendent met with any TLC staff that wanted to meet individually. Based on all of the data provided from the large, small and individual sessions, administration developed a revised plan for the 2016-17 school year. The revised plan was shared with the entire TLC staff on March 16th, with the application process for the revised positions beginning on March 30th. The revised plan included changes in instructional coaches, lead teachers and mentors. Instructional coaches will continue work through the SCC model, lead teachers will serve as building leadership and district leadership teams and mentors will follow the mentoring program for first and second year teachers. Interviews were done during the week of April 4th by committees comprised equally of administrators and teachers.	Approved	7/15/16



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Riverside & Tri-Center	<p>Riverside and Tri-Center would like to amend Part 5 of our grant, which outlines the leadership roles and specifically identifies a number of teachers who will be in those roles. We will change the number of Instructional Coaches from 4 to 3, and change the number of Model Teachers from 10 to 13. This would also require a change in our Budget section of the grant (Part 10). I've emailed a revised budget to becky.slater@iowa.gov showing exactly how the budget will be amended. This change in number of Instructional Coaches may change again next year if there is a qualified applicant for the additional 4th Instructional Coach position. At that time, we would submit another change request.</p> <p>Additionally, we would like to acknowledge that the districts have met all "must-have" requirements. In terms of the 25% requirement, there are 105 certified teachers between the Riverside (55) and Tri-Center (50) school districts, and we have the following identified Teacher Leaders:                      1 Curriculum Director/TLC Coordinator                      3 Instructional Coaches                      13 Model Teachers                      13 identified Mentor Teachers (these will be assigned based on need. At least 10 next school year)                      Total: 27 teacher leaders, which is 26%. If we utilize more mentor teachers based upon need, it will be a higher percentage.</p>	<p>The change from 4 to 3 Instructional Coaches was made by the selection committee that represented equal numbers of individuals from Riverside and Tri-Center. The selection committee consisted of 4 administrators, 2 school board members, 2 non-applying teachers, and the Curriculum Director/TLC Coordinator. There were 6 applicants for the 4 Instructional Coach roles. The selection committee wanted to ensure that the individuals taking on the leadership roles truly had the experience and qualifications necessary laid out in the grant for that role. After the interview process, the selection committee elected to hire a few additional model teachers for support, and wait to hire an additional Instructional Coach at a later time.</p> <p>This change in Instructional Coach positions then created a change in the number of Model Teacher positions. The grant originally had 10 Model Teachers, which will now be 13. The alignment of Model Teachers now matches up much better with the building configurations of the 2 districts as we have 5 buildings to cover. There will be 3 Model Teachers at the following buildings: Riverside Elementary, Riverside Jr./Sr. High, Tri-Center Elementary, and Tri-Center Jr./Sr. High. There will be 1 Model Teacher at the following Building: Riverside Intermediate.</p>	<p>The selection committee, which consisted of numerous stakeholders from each district made the decision to change the numbers for the teacher leader roles. Superintendents of each district were also consulted prior to making the final decision. It was determined that if there would be 1 less Instructional Coach, then we could increase the number of Model Teachers to ensure there would be an adequate number of leaders in each district and building to support teachers. Making this change does create a surplus in our proposed budget, however, we feel that in order to make the TLC plan as effective as possible, we need to ensure the leadership roles are filled in a responsible manner. Furthermore, we can now have the ability to increase our leadership positions for next year based on what was most effective in the first year of implementation. We are allowing ourselves the fiscal leeway to support the TLC grant in the future based upon the first year of implementation.</p>	Approved	6/14/2016
Riverside & Tri-Center	<p>This change is for Part 10 (Budget) of the Riverside-Tri-Center TLC Grant application. This change is to add an additional line-item budget at the bottom of the spreadsheet to provide "Technology for Teacher Leaders" who are out of the classroom 100% of the time. The budget allows for \$8,000 to be spent for technology, which would include the cost new laptops themselves, plus any necessary software purchases.</p> <p>We would like to acknowledge that we have met all "must-have" requirements. In terms of the 25%, there are 105 certified teachers between the Riverside (55) and Tri-Center (50) school districts, and we have the following identified Teacher Leaders:                      1 Curriculum Director/TLC Coordinator                      3 Instructional Coaches                      13 Model Teachers                      13 identified Mentor Teachers (these will be assigned based on need. At least 10 next school year)                      Total: 27 teacher leaders, which is 26%. If we utilize more mentor teachers based upon need, it will be a higher percentage.</p>	<p>The technology budget allowance is to cover the purchase of four new laptop computers, which are essential for the TLC plan implementation because our Curriculum Director/TLC Coordinator and three Instructional Coaches must have a laptop in order to fulfill their duties every day. For example, all calendars, meetings data forms, coaching cycle forms, time forms, etc. will be electronic. In order to ensure fidelity of accountability in implementation, it is essential that these 4 positions be provided with laptop computers. Additionally, these four teacher leaders will also be very involved in supporting professional development, which will require a laptop as well. These four teacher leaders are leaving the classroom and the replacement teachers will be receiving their current school-issued laptops. It is unrealistic for our teacher leaders to be left without a laptop computer for day-to-day job responsibilities. This will also likely be a one-time purchase, unless the number of roles for full time release teacher leaders is changed in the future. Due to the fact that we have also submitted a change to reduce the number of instructional coaches from 4 to 3, we have available funds this first year to purchase laptops. I've emailed a copy of the new proposed budget to becky.slater@iowa.gov to show the change and its impact on our utilization of grant funds.</p>	<p>The four purchased laptops will be used by teacher leaders who are out of the classroom 100% of the time. Therefore, 100% of their work on their laptops will be for their new job within the TLC Plan. This necessary change was discussed with both administrators from each district, as well as technology staff members. The Curriculum Director/TLC Coordinator and Instructional Coaches were also consulted about their current laptops and the necessity of a laptop for next school year. Stakeholders in both districts felt that the TLC grant funds should be utilized to purchase 4 laptops for the CD/TLCC and Instructional Coaches.</p>	Approved	6/14/2016

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Riverside and Tri-Center Community School Districts	We would like to add in a mileage allowance reimbursement into our TLC Plan budget. We did not originally include this as we were attempting to (and will continue to attempt to) limit travel between the two districts, but give some travel expenses that have already occurred, we would like to figure it in to our budget in order to be fiscally responsible this year. We would allocate \$3,000 in mileage, only to be paid out if there is unavoidable travel during the school day between districts, or reimbursement for travel to TLC-related trainings. If at all possible, a school vehicle will be used instead to minimize cost. However, even by budgeting in \$3,000, we still have a sizeable surplus in our budget. A copy of the updated budget has been emailed to Becky Slater.	Given that we have already incurred some mileage expenses, and going through our potential schedule for the year, there is likely to be some cost associated with mileage. We want to ensure that these expenses are covered and accounted for, which is why we would like it to be a separate line item in our budget. Since we are not positive how much mileage will need to be reimbursed for the year, we discussed with both districts' business managers about what would be a fair estimate. At the end of the year, we will reevaluate how much needs to be budgeted for next year.	Both Riverside and Tri-Center teacher leaders were involved, both districts' administrators, and both districts' business managers. It was brought to the attention of these individuals by the TLC Coordinator as a matter of transparency in the use of the TLC funds. It was discussed whether or not this mileage could be reimbursed as a "professional development" item, which is budgeted for \$10,000 in our TLC Plan. However, in order to keep a detailed, transparent budget, it was decided that the best course of action would be to allocate a separate line item in our budget for TLC-related mileage reimbursement. A copy of the updated budget has been emailed to Becky Slater.	Approved	8/19/16
Rock Valley	The district will be a SIOP district - Sheltered Instruction Observation protocol. To effectively implement these research-based teaching strategies, we change the number of model teachers and instructional coaches we hire. In year one we had 2 instructional coaches and 4 model teachers. For the 2015-2016 school year we will have 3 of each.	<p>The district, while not removing AIW from its district framework, will no longer be an AIW school. While AIW is valuable, it is difficult to meet the 4 hours with fidelity required every month. We practice what we refer to as SAMR plus. SAMR is a researched based model of technology integration that frames how we use technology in our classrooms. The "plus" refers to AIW concepts of real-world application that we discuss as we think about how we implement technology.</p> <p>In order to effectively implement the SIOP practices, the third coach will focused on SIOP strategies. This person will spend time in the classrooms with teachers to model, team-teach, and observe (etcetera), depending on the needs of individual teachers.</p> <p>Our population is becoming more diverse each year. The current 6-12 has growing Hispanic population as well, with the current elementary population schedule to move to the middle school in 2016-2017. The trending diversity is the impetus for this change. Our test scores also reflect the need to bridge the gap between our demographic groups.</p>	All categories of stakeholders were involved in the discussion to make this change. Through the use of data, our administrative team met with our teaching staff, the school board, and our SIAC committee to demonstrate the need for this change. All groups understood and agreed with the change.	Approved	10-11-2015
Rock Valley CSD	Removal of Active Mentor Rubric and Bloomboard	<p>We are requesting to remove the active mentor rubric as we have found, through research of the rubric, that it is not designed to be an evaluative document. Mentor/mentee relationships are evaluated by the principals.</p> <p>We are requesting to remove Bloomboard from the plan as we do not have the resources in TLC to pay for it.</p>	The TLC committee was used for this change.	Approved	9/12/16
Roland-Story	New budget based on 1)the change in what they actually received from what they had originally budgeted and 2)the higher cost of replacement teacher than they budgeted for (see submitted chart).	Information not required at time of request.	Information not required at time of request.	Approved	8/26/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Roland-Story	<p>Original language-Section 8</p> <p>The Roland-School Board will adopt the local TLC plan, designating five levels of teacher participation and promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements through its rigorous hiring process and implementation.</p> <p>PDAT will review teacher leader schedules, survey results, and student data.</p> <p>New language for measure:</p> <p>Narrative description including % of staff participating in leadership positions.</p>	<p>The original measure is not reflective of the % of staff participating in leadership roles. A narrative with % will accurately reflect goal attainment.</p>	<p>Conversations amongst District Learning Coordinator, Learning Coaches, and Superintendent.</p>	Approved	8/18/16
Roland-Story	<p>Part 8: Original: Goal 5: Other- Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the "strategic integration" and "focusing and adapting" levels in order to better insure teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning. SIT will review teacher surveys, data on student improvement, and counts of actual bundle completions.</p> <p>New Language: Goal 5: Other 1 Teacher leaders will implement PLCs or Authentic Intellectual Work(AIW), based on the professional development goal of the building. All teachers will be observed by colleagues and learning coaches through the use of videotaping or classroom observations a minimum of twice a year with the focus on improving instruction to impact student learning. Teachers will improve lessons and/or units to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.</p> <p>A representative committee of staff/administration, will review AIW minutes, PLC logs and minutes, Peer Review/Collaboration logs, video reflection forms, and student achievement data.</p>	<p>The vision of the grant writing team focused heavily on the implementation of a strategy called "bundling" from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). While the theory was good, the practice has been hard to implement. As the high school principal said, "Not a big fan of goal 5. While the intent is good the completion is brutal, if every teacher were to complete 4 bundles with collaboration on each portion they would have at least 12-16 hrs of collaboration for each individual, is that realistic? I think we stay with the concept that staff will continue collaboration refine instructional strategies and improve assessments, which will improve student achievement." Additionally, the Roland-Story CSD is moving toward a PLC focus for all buildings.</p>	<p>District Learning Coordinator with input and approval of learning coaches, administrators, and superintendent.</p>	Approved	11/21/16
Roland-Story CSD	<p>We changed some of the wording in our grant in Part 3, page 10, Structures to more accurately reflect the levels of teaming and the roles of each team.</p> <p><a href="https://docs.google.com/document/d/1Q1sLOX_GDfaTTv7fkP0hVaF92I0rgrQxIJoF-J7yfS0/edit">https://docs.google.com/document/d/1Q1sLOX_GDfaTTv7fkP0hVaF92I0rgrQxIJoF-J7yfS0/edit</a></p>	<p>We felt the original wording in the grant did not match as closely as we felt it should. Also, some of our structures were renamed---SIT-&gt;PDAT.</p>	<p>The Superintendent, Administrators, and TLC team (coaches and coordinator) met to review, revise, and agree upon wording and understanding of the structures now in place after TLC implementation</p>	Approved	4/25/2016
Roland-Story CSD	<p>We are requesting a change to part 5 of the grant application. We would like to include the Curriculum and Assessment Coordinator as a member of the leadership team under the TLC grant, as many of the responsibilities of the CAC overlap with the teacher leadership duties that support "every student should learn at or above expected levels".</p> <p>We would like the District Learning Coordinator and the CAC be considered a District Leadership Team.</p> <p>See: <a href="https://drive.google.com/open?id=1lwvOaWdh7YmRHGICR8-wUT_c19eulcpZdakY5rUGIP4">https://drive.google.com/open?id=1lwvOaWdh7YmRHGICR8-wUT_c19eulcpZdakY5rUGIP4</a></p> <p>See: <a href="https://drive.google.com/open?id=1yZGesK4tyWxi6ssvUOuvalgtHvKCb1W_AyhY8tSt3e4">https://drive.google.com/open?id=1yZGesK4tyWxi6ssvUOuvalgtHvKCb1W_AyhY8tSt3e4</a></p>	<p>Going into our third year of Teacher Leadership, and with a clearer picture of how the parts of leadership work for the good of all, we recognized that many responsibilities were shared between some positions; and not all in leadership were fairly compensated for their contributions. By creating a District Leadership Team that partners the District Learning Coordinator and the Curriculum and Assessment Coordinator, we will be able to utilize each person's expertise and utilize it to the fullest to support the teaching staff at each level in a K-12 curriculum. Responsibilities are divided and shared based on the knowledge and experience of both members of the team.</p>	<p>A group consisting of the superintendent, learning coordinator, curriculum and assessment coordinator, and business manager, reviewed job descriptions and salary information to determine the change.</p>	Approved	10/5/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Roland-Story CSD	<p>Part 3-Initiatives-Original Language Key Initiative 1: Complex Conversations The initiative that best helps the district move to a higher level of preparation for the 2016 site visit is the improved implementation of a strategy called “bundling” from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). Bundles include a filmed lesson, its follow-up assessments, the student work it produced, and an analysis of its alignment to Iowa Core theory. Research by Wendy Robinson (2014) says teacher leaders are most effective at changing teacher behavior to improve student learning when conversations reach the “strategic integration,” and “focusing and adapting” levels. Because of this research, and the initiative’s effect on a deeper alignment to the Iowa Core, the TLC team chose to focus teacher leadership duties on organizing and scheduling work throughout the year.</p> <p>New Language: Key Initiative 1: Complex Conversations The initiative that best helps the district move to a higher level of preparation for the 2016 site visit is the improved implementation of a strategy called “bundling” from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). Bundles include a filmed lesson, its follow-up assessments, the student work it produced, and an analysis of its alignment to Iowa Core theory. Research by Wendy Robinson (2014) says teacher leaders are most effective at changing teacher behavior to improve student learning when conversations reach the “strategic integration,” and “focusing and adapting” levels. Additionally, the district will implement a PLC initiative in each center, beginning at the elementary level.</p>	<p>The AIW initiative is one embraced only by the high school. The PLC initiative is a district-wide one that all centers will implement within the next couple years. Model teachers and learning coaches from both the elementary and middle schools have attended PLC Institutes in Minnesota and Iowa.</p>	<p>The District Learning Coordinator, with input from the learning coaches, administrators, and superintendent, agreed upon the change.</p>	Approved	11/21/16
Roland-Story CSD (continued from above)	<p>"The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within an through professional learning communities." --Milbrey McLaughlin (1995) Because of this research, the TLC team chose to focus teacher leadership duties on organizing and scheduling AIW/PLC work throughout the year.</p>	(continued from above)	(continued from above)	Approved (continued from above)	11/21/2016 (continued from above)
Roland-Story CSD	<p>The change pertains to Section 8 of the grant and the accountability portion of the goal: Attract and Retain Old language: PDAT will review a survey of new teachers, rubric outcomes, minutes of induction meetings, and logs of collaboration. New language: A representative committee of staff/administration will review a survey of new teachers, minutes of induction/mentoring meetings, Journey to Excellence Induction Program Record, and Journey to Excellence E-O-Y Induction and Mentoring Survey.</p>	<p>PDAT may or may not be the representative committee to review the goals of the grant. Now that we are using Journey to Excellence for induction and mentoring, we would prefer to use the accountability checks included in that program.</p>	<p>With input and feedback from the superintendent, building principals, and learning coaches, I made changes to better reflect our accountability portion.</p>	Approved	12/23/16
Roland-Story CSD	<p>The change pertains to Section 8 of the grant and the accountability portion of the goal: Collaboration Old language: PDAT will review teacher leader schedules, survey results, and student data. New Language: A representative committee of staff/administration, will review teacher leader data from time logs/Awesome Table, survey results, and student data.</p>	<p>PDAT may or may not be the representative committee to review the goals of the grant. Additionally, we have refined our data collection/time audit process to better reflect the work of teacher leaders.</p>	<p>With input and feedback from the superintendent, building principals, and learning coaches, I made changes to better reflect our accountability portion.</p>	Approved	12/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Roland-Story CSD	The change pertains to Section 8 of the grant and the accountability portion of the goal: Reward Professional Growth Old language: PDAT will review teacher leader schedules, survey results, and student data. New Language: A representative committee of staff/administration will review teacher leader time logs/Awesome Table data, and AIW/PLC/Model Teacher logs and minutes. Also included, a narrative description including % of staff participating in leadership positions.	PDAT may or may not be the representative committee to review the goals of the grant.	With input and feedback from the superintendent, building principals, and learning coaches, I made changes to better reflect our accountability portion.	Approved	12/23/16
Roland-Story CSD	The change pertains to Section 8 of the grant and the accountability portion of the goal. Old language: PDAT will evaluate survey results, team minutes, and will examine how data were used to set goals and guide in initiatives. Please include student achievement data. New language: A representative committee of staff/administration, will evaluate survey results and AIW/PLC minutes to examine how data were used to set goals and guide initiatives. Student achievement data will be included.	PDAT may or may not be the representative committee to review the goals of the grant.	With input and feedback from the superintendent, building principals, and learning coaches, I made changes to better reflect our accountability portion.	Approved	12/23/16
Saydel	Move from Model 1 to Model 3.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Sigourney CSD	Our approved grant application indicated we would have two (2) Cooperating Teachers for the district. After the TLC Committee reviewed the need of Cooperating Teachers for student teachers, the district would like to change the number of Cooperating Teachers.  Change - Request to amend our application to have up to eight (8) Cooperating Teachers. No change to the budget or evaluation process for Cooperating Teachers.	The Teacher Leader Committee determined the need to change the number of positions after discussing how only two (2) Cooperating Teachers positions would limit the districts ability to support student teachers in specific content areas. The TLC Selection Committee would interview all potential Cooperating Teachers in the Spring and then pair up the TLs with the student teacher as request came in from universities. It is critical to have a great relationship and positive student teaching experience for future educators with their Cooperating Teacher. This would give the district flexibility to support all content areas for student teachers. There would be no change to the initial budget in our application for the Cooperating Teachers. It was determined that we could split the funding over eight (8) positions and it would still attract teachers to be TLs. The original application had \$8,400 designated for Cooperating Teachers. The new stipend amount would be \$1050 per Cooperating Teacher. The TLC Committee determined that eight (8) positions would be the appropriate number of positions knowing the district would not have that many at any given time. This would provide the district with the flexibility to ensure the student teacher was paired up with the right Cooperating Teacher.	The Teacher Leader Committee met on January 4th to discuss our next steps after being awarded the grant. The committee began to review our TL Handbook and the job descriptions. The district currently has four (4) student teachers with three (3) at the elementary and one (1) at the secondary level. The committee determined two (2) positions would limit the district ability to support budding educators.	Approved	1/13/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Sioux Central (continued from above)	<p>Other 1: Through TLC, a supportive learning and growing environment will be established. Instructional coaches, mentors, and team leads will work to support colleagues with their learning. Using coaching logs, monthly coaching surveys, and team time agendas, we can evaluate the support of colleagues.</p> <p>Other 2: Develop a culture of collegiality, trust, and respect in which all teacher and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams. To evaluate our efforts to build this desired culture, we will examine the culture survey, team notes and goals, and the monthly coaching surveys.</p> <p>OLD: Program Evaluation is used to assess the design, implementation, improvement or outcomes of a program. Program evaluation is a critical component in any initiative or program. The Sioux Central School District has a program evaluation practice already in place, and we would use the existing practice to evaluate the effectiveness of our TLC plan. When determining the success of a program or initiative, it is important to begin with the end in mind.</p> <p>What is the goal of the program? What are the expected outcomes of the program? What data will be collected? Who will collect and analyze that data? How will the data be shared?</p> <p>Most importantly, the program must be aligned to our district's vision, mission, long-range goals and the overarching goal of the program. The first step in the program evaluation process is to determine the goal of our TLC plan. The TLC committee will create and complete a matrix to fulfill an "impact" or "outcome" program evaluation. We would be interested in an "impact" type of evaluation for the teacher leaders who work within the team leader / PLCs with collaboration with instructional coaches. We gather this qualitative or "soft" data to understand and monitor school culture/climate, staff attitudes, and behaviors related to implementation. This data is important in monitoring perception. The outcome evaluation is defined as assessing the short and long-term results of a program.</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/16/2017 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Sioux Central (continued from above)	<p>What are the long-term positive effects of program participation? These program evaluation questions and the data gathered would provide quantitative data on the success of the implementation of the program itself.</p> <p>Using the created matrix, the TLC committee will formulate and create a SMART (Specific, Measurable, Attainable, Reliable/Realistic, Time-Bound) goal for our TLC plan. The top of the program evaluation matrix will identify the Comprehensive School Improvement Plan (CSIP) goals and program goals. The matrix will have the following columns and headings:</p> <p>1) What are the essential questions we need to ask in order to know if we have accomplished our goal? These questions direct the SMART goal and the data collected to determine success.</p> <p>2) What are the stakeholders' expectations for success? (SMART goal)</p> <p>3) What information/data needs to be collected to confirm that program goals have been met? Collecting both formative and summative data is essential to identifying the needs of the district through both qualitative and quantitative measures.</p> <p>4) Who will collect the information, and who will analyze the data?</p> <p>5) When will the data be collected and analyzed?</p> <p>6) Who needs to know the information once it is collected and analyzed?</p> <p>These elements must be included in the program evaluation to have an effective analysis of the success of our TLC plan. We will complete the matrix at the beginning of the program and will monitor it throughout the year. We will collect data formatively to analyze the matrix and data midway through the year in January. The TLC committee will analyze the matrix and summative data at the end of the program in May. The Instructional Leader will lead the process of evaluation.</p> <p>The Instructional Leader with the district administrators monitor the program on a monthly basis. This would be an example of the data collected to monitor the success of the TLC plan from instructional coaches, mentors, and team leaders. The instructional coaches and team leaders will complete and analyze the planning/goal forms with the classroom teachers.</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/16/2017 (continued from above)
Sioux Central (continued from above)	The form will consist of SMART goals and an action plan developed around the professional learning of personnel. It will be based on identified building initiatives. The TLC personnel team facilitates discussion of the SMART goals/plans/forms at a monthly meeting.	(continued from above)	(continued from above)	Approved (continued from above)	2/16/2017 (continued from above)
Sioux City	Changed the name of Instructional Coaches to Consulting Teachers.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Sioux City	Hired 39 instead of 40 Instructional Coaches (Consulting Teachers).	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014
Sioux City	Decided to <u>not</u> use the screening rubric and, instead, interview all applicants for the TL positions.	Information not required at time of request.	Information not required at time of request.	Approved	10/7/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date																
Solon	<p><b>**Current from Part 5**</b> Each year, Solon hires approximately 7 new teachers. All initial licensed teachers will be supported for their first 2 years of teaching by our Mentor Coach and by 1 of the 14 Professional Partners. The Mentor Coach will help all new teachers implement effective instructional practices through weekly classroom observations and feedback. The Mentor Coach will also model effective instructional practices for the new and returning teachers as well as develop and lead monthly PD sessions.</p> <p><b>**Replace with the following in Part 5**</b> Each year, Solon hires approximately 7 new teachers. All initial licensed teachers will be supported for their first 2 years of teaching by our Mentor Coach and by 1 of the 14 Professional Partners. The Mentor Coach will help all new teachers implement effective instructional practices through weekly classroom observations and feedback. The Mentor Coach will also model effective instructional practices for the new and returning teachers as well as develop and lead monthly PD sessions.</p> <p>If mentor coach 1st and 2nd year teacher roster is low, administration will determine additional responsibilities.</p>	<p>The mentor coach supported 10 teachers with an initial teaching license (1st or 2nd year teachers). We anticipate the district will have 5 or 6 first or second year teachers in the 2016-17 school year. The fully-released mentor coach will have additional time to support career teachers as need arises. The proposed additional responsibilities for 16-17 include supporting career special education teachers.</p>	<p>The TLC planning committee (4 teachers and 4 administrators...all were originally involved in the initial TLC grant submission) met on Monday, February 8 to consider this change. In the month leading up to the meeting, the Director of Instruction met with all teacher leaders to conduct a SWOT analysis for the purpose of planning for 16-17.</p> <p>The TLC planning committee approved this change and then later approved an updated job description.</p>	Approved	5/5/2016																
South Hamilton CSD	<p>South Hamilton had submitted a TLC application that included two fulltime Preschool – 12th Grade Roles (One Instructional Coach and One Technology Integrationist) See Chart A and descriptions below: The district is requesting the ability to modify the positions from the aforementioned to (One Full-time Preschool – 6th Grade Instructional Coach/Technology Integrationist and One Full-time 7th – 12th Grade Instructional Coach/Technology Integrationist) See Chart B and descriptions below: The job descriptions and expectations in each TLC section will be revised to reflect these changes if approved.</p> <p>Instructional Coach: The Instructional Coach assists career teachers in the delivery, training, implementation, and monitoring of the instructional elements within the South Hamilton Community School District. S/he also supports the instructional leadership of principals and career teachers through consultation, observation, planning and leading professional development.</p> <p>Technology Integrationist: The Technology Integrationist provides training and support to the staff on technology integration, the Iowa Core 21st Century skills, and administrative applications. The integrationist assists with identifying and recommending technology resources.</p> <p>Chart A</p> <table border="0" data-bbox="304 1542 1289 1774"> <tr> <td>PK-12 Instructional Coach</td> <td>100%</td> <td>Total \$5,000</td> <td></td> </tr> <tr> <td>(\$2,500 stipend plus 10 additional days at \$250 per day)</td> <td></td> <td>\$85,000</td> <td>10</td> </tr> <tr> <td>PK-12 Technology Integrationist</td> <td>1</td> <td>100%</td> <td>Total \$5,000</td> </tr> <tr> <td>(\$2,500 stipend plus 10 additional days at \$250 per day)</td> <td></td> <td>\$85,000</td> <td>10</td> </tr> </table>	PK-12 Instructional Coach	100%	Total \$5,000		(\$2,500 stipend plus 10 additional days at \$250 per day)		\$85,000	10	PK-12 Technology Integrationist	1	100%	Total \$5,000	(\$2,500 stipend plus 10 additional days at \$250 per day)		\$85,000	10	<p>The district presented and advertised the Preschool-12th Grade Positions as noted in the application and district practices. The deadline for applications passed and no staff members showed interest in the Preschool-12th Grade Instructional Coach position. One staff member applied for the Technology Integrationist position.</p>	<p>The District's TLC Committee met two times to discuss potential changes that could be made to the application and/or the specific positions to encourage participation. Meetings were held with elementary and secondary staffs to garner input. Each group stated there would be a number of potential applicants if the positions were building specific (Preschool-6th Grade and 7th Grade-12th Grade) and the positions could be combined to ensure the individuals who opted to apply would be 100% out of the classroom.</p>	Approved	2/23/2016
PK-12 Instructional Coach	100%	Total \$5,000																			
(\$2,500 stipend plus 10 additional days at \$250 per day)		\$85,000	10																		
PK-12 Technology Integrationist	1	100%	Total \$5,000																		
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TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Southeast Webster-Grand CSD / SE Valley	PART X. Budget - change 1a) to the following:  1a) TLC Full-Release AND/OR Replacement Teachers \$75,000 or more to pay for TLC coordinators salary and benefits, and/or to hire replacements for TLC coordinators	After reviewing budget details, after reviewing our programming and staffing needs and all the transitions with TLC leadership implementation next year, and after receiving TLC "guidance" from Dept. of Ed. on, the change was based on:  Budgeting Options, Choices, and What's in the Best Interests of our School & Districts, this amendment to budget gives us flexibility and options... with the goal to expend a large percentage of our TLC budgeted monies and funds.  DE guidance: You can use TLC funds to pay the salary, benefits, and stipend for the teacher leader you release. Or you could use TLC funds to pay the salary and benefits of the person you hire to take their place. You could even do both. We just recommend being very thoughtful about what works best for you and what is the most sustainable.  Let me know if that doesn't answer your questions. (Dept. of Ed.)	Our amendment to the budget involved several admin. mtgs., discussions with board of ed. officers, and SWG and PV teacher negotiation reps.  Process Involved Following Groups:  joint admin. team (SWG & PV)  negotiating teams for SWG & PV  SWG Board of Education	Approved	3/10/2016
Spencer	Refer to all Model Teachers as Teacher Leaders	Information not required at time of request.	Information not required at time of request.	Approved	6/5/2015
Spencer	Refer to all Instructional Coaches as Instructional Mentor Coaches	Information not required at time of request.	Information not required at time of request.	Approved	6/5/2015
Spencer	Budget: Instead of paying for replacement staff (for released TLs) pay for 50% of the salaries of 10 instructional mentor coaches.	Information not required at time of request.	Information not required at time of request.	Approved	6/5/2015
Spencer	Add that the Site Based Review Council will be facilitated by the School Improvement Consultant/Director.	Information not required at time of request.	Information not required at time of request.	Approved	6/5/2015
Spencer	The TLC System Timeline may in additiona "include the Site Based Review Council (SBRC) and the TLC Review Committee will also include the SBRC.	Information not required at time of request.	Information not required at time of request.	Approved	6/5/2015
Spencer (continued from above)	Stipend change. \$800 (from \$2000) Additional Teacher Leaders will be referred to as Department/Team Strategists. 26 Department/Team Strategists will be added. Up to 1-2 days of Leadership PD Stipend change - add-\$1200 Department/Team Strategist job description: Gather and analyze department data to support instructional interventions and to support the curriculum writing process Facilitate Department/Team Professional Development Their major responsibilities will include: Confer with building administrator and IMCs about Department/Team needs Collaborate to write Department/Team PD meeting agendas Share out and analyze data Help design interventions Provide Department/Team leadership during district PD Conduit of Best Practices Note: Secondary Teacher Leaders may also apply for Department/Team Strategists positions and vice versa.	(continued from above)	(continued from above)	Approved (continued from above)	2/10/2017 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Spencer Community Schools	Spencer TLC Pt. 2 Original will be emailed. Spencer TLC Pt. 8 Original and Revision will be emailed	Spencer's Pt. 8 was set in Winter 2014 initial TLC Plan; Pt. 2 Goals were revised in Fall of 2014 , so the order of the goals is changed and no longer matches up. Therefore, the "Spencer (SCSD) TLC System Timeline Goals Rubric" has been revised to fit the TLC Submitted Part 8 and the Spencer (SCSD) TLC System Timeline Goals Rubric.	The Spencer TLC System Timeline Team is composed of the Superintendent, the Director of School Improvement, both Curriculum/PD Teacher Leaders. These changes have been sent to the TLC Review Committee/DLT.	Approved	12/30/2015
Springville	Change instructional coach position from one 1.0 FTE to two .5 FTE	Information not required at time of request.	Information not required at time of request.	Approved	4/21/2015
Stanton	<p>Stanton schools will be meeting Wednesday afternoons for Professional Development time as allotted by the district. This is a change from last year which was held Monday mornings.</p> <p>Due to teachers leaving the district, we no longer have enough staff to fill the separate roles of Professional Development Coach/ Model Teacher. It was decided to combine the roles of Instructional Coach/ Mentor Teacher and Professional Development Coach/ Model Teacher into one position entitled Instructional Leaders.</p> <p>Portions changing in Executive Summary Original: Professional Development time will be provided every Monday morning for 1.5 hours to ensure adequate time for collaboration, planning, and implementation of these initiatives through our Professional Learning Communities. Teacher leaders will collect and analyze data and provide ongoing support for teachers to enhance the impact of the above initiatives on student achievement.</p> <p>Professional Development Coach/ Model Teacher The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction. Engages in 95% student instruction (Teacher will be outside the classroom one day every month for professional duties.)</p> <p>3 additional contract days</p>	We originally thought we would have enough teachers to fill all the roles. Two of our candidates left the district. No current staff are interested in filling these positions. In discussing these positions with those selected for the Teacher Leader roles, we felt this was the best option available.	The TLC Grant Writing committee met with Administration to determine options for filling the vacant roles. After much discussion, a meeting was then held with those selected for the Teacher Leader roles. Options were discussed and decided upon in a group effort.	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>\$4,000 supplement 2 positions Instructional Coach/ Mentor Teacher</p> <p>The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p> <p>Engages in 90% student instruction (Teacher will be outside the classroom one day during the first and third weeks of every month for professional duties.)</p> <p>3 additional contract days</p> <p>\$6,000 supplement 5 positions</p> <p>Revised: Professional Development time will be provided weekly as allotted by the district for 1.5 hours to ensure adequate time for collaboration, planning, and implementation of these initiatives through our Professional Learning Communities. Teacher leaders will collect and analyze data and provide ongoing support for teachers to enhance the impact of the above initiatives on student achievement.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>Instructional Leaders (Instructional Coach/ Mentor Teacher/ Professional Development Coach/ Model Teacher) The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p> <p>The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction. Engages in 90% student instruction (Teacher will be outside the classroom two days every month for professional duties.)</p> <p>3 additional contract days</p> <p>Elementary stipend (3 positions): \$6,000 (IC/MT money) + 1/3 of \$4,000 (PD/MT money) for a total of \$7,333</p> <p>Secondary stipend (2 positions): \$6,000 (IC/MT money) + 1/2 of \$4,000 (PD/MT money) for a total of \$8,000</p> <p>5 positions</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton	<p>Due to teachers leaving the district and no other teachers interested in the Professional Development Coach/ Model Teacher positions, we have combined the roles of Instructional Coach/ Mentor Teacher with Professional Development Coach/ Model Teacher. We will now call these positions Instructional Leaders. There will be three positions at the elementary level and two at the secondary level.</p> <p>Original Part 5:</p> <p>Instructional Coach/ Mentor Teacher (5 positions)</p> <p>Engages in 90% student instruction</p> <p>Teacher will be outside the classroom one day during the first and third weeks of every month for professional duties.</p> <p>3 additional contract days</p> <p>\$6,000 supplement</p> <p>Role Summary</p> <p>Duties/ Responsibilities</p> <p>The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>The Mentor Teacher will contribute to the growth of the district through his/her mentoring and support of initial teachers. S/He will also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p>	<p>Due to teachers leaving the district and no other teachers interested in the Professional Development Coach/ Model Teacher positions, we have combined the roles of Instructional Coach/ Mentor Teacher with Professional Development Coach/ Model Teacher. We will now call these positions Instructional Leaders. There will be three positions at the elementary level and two at the secondary level.</p>	<p>After teacher leader roles were selected, two teachers decided to leave the district. This left two positions open with no other current staff interested in these positions. The TLC Grant Writing Committee met with Administration to discuss options for these positions. After lengthy discussions, the committee and Administration had a meeting with all Teacher Leaders to discuss the options. After much discussion, the decision was made to combine these leadership roles.</p>	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>The Mentor Teacher is responsible for supporting improved entry into the profession. S/He will act as a critical friend, listening and supporting the new teacher but also ensuring his/her focus is on the teaching and learning cycle.</p> <p>Conduct preliminary discussions with teachers to determine a coaching focus and create an action plan for implementation of strategies.</p> <p>Provide in-class support through demonstrations, co-planning, co-teaching and observations while being current on research-supported best practices while integrating technology.</p> <p>Assist initial and career teachers in advancing their instructional skills by providing resources, facilitating learning conversations, and providing constructive feedback.</p> <p>Provide leadership in the collection and analysis of data and lead the planning of district-wide professional development.</p> <p>Organize and support teachers engaged in peer observation and guide collaboration of team members.</p> <p>Assist the initial teacher in the collection and analysis of data and support the mentee in making data-based decisions and planning for differentiation.</p> <p>Maintain a log of observations and collaborations.</p> <p>Professional Development Coach/Model Teacher (2 positions - one elementary, one secondary)</p> <p>Engages in 95% student instruction/professional duties plus collaboration outside designated school day</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>Teacher will be outside the classroom at least one day every month for professional duties.</p> <p>3 additional contract days</p> <p>\$4,000 supplement</p> <p>Role Summary Duties/ Responsibilities</p> <p>The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction.</p> <p>The Model Teacher is responsible for maintaining high-levels of instructional practice and implementing district initiatives. Be current on research-supported best practices and maintain exemplary levels of teaching practice.</p> <p>Provide leadership in the collection and analysis of data.</p> <p>Engage in professional development planning meetings by facilitating and monitoring district-wide professional learning.</p> <p>Assist colleagues in advancing their instructional skills by providing resources, facilitating learning conversations, and providing constructive feedback.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>Maintain a log of professional duties and collaboration.</p> <p>Invite initial and career teachers into his/her classroom for observations and/or videotape instruction at least once per quarter using effective teaching strategies.</p> <p>Professional Development Coach/Model Teacher will work with Instructional Coach/ Mentor Teachers to assist in professional development needs in our Professional Learning Communities (PLC's). The Instructional Coach/Mentor Teacher will set up meetings and collaboration time between the Professional Development/Model Teacher and teachers.</p> <p>Technology Coach will also assist in designing professional development to include new and emerging technologies. The Instructional Coach/Mentor Teacher will set up meetings and collaboration time between the Technology Coach and teachers.</p> <p>Instructional Coach/Mentor Teachers will assign observation of Professional Development Coach/Model Teacher when and where appropriate.</p> <p>Revised Part 5:</p> <p>Instructional Leader (Instructional Coach/ Mentor Teacher/ Professional Development Coach/ Model Teacher) (3 elementary positions and 2 secondary positions)</p> <p>Engages in 90% student instruction</p> <p>Teacher will be outside the classroom two days every month for professional duties.</p> <p>3 additional contract days</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>Elementary stipend (3 positions): \$6,000 (IC/MT money) + 1/3 of \$4,000 (PD/MT money) for a total of \$7,333</p> <p>Secondary stipend (2 positions): \$6,000 (IC/MT money) + 1/2 of \$4,000 (PD/MT money) for a total of \$8,000</p> <p>Role Summary Duties/ Responsibilities The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>He/she will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.</p> <p>The Mentor Teacher will contribute to the growth of the district through his/her mentoring and support of initial teachers. S/He will also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p> <p>The Mentor Teacher is responsible for supporting improved entry into the profession. S/He will act as a critical friend, listening and supporting the new teacher but also ensuring his/her focus is on the teaching and learning cycle.</p> <p>The Professional Development Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>The Model Teacher will contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe his/her instruction.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>The Model Teacher is responsible for maintaining high-levels of instructional practice and implementing district initiatives.</p> <p>Conduct preliminary discussions with teachers to determine a coaching focus and create an action plan for implementation of strategies.</p> <p>Provide in-class support through demonstrations, co-planning, co-teaching and observations while being current on research-supported best practices while integrating technology.</p> <p>Assist initial and career teachers in advancing their instructional skills by providing resources, facilitating learning conversations, and providing constructive feedback.</p> <p>Provide leadership in the collection and analysis of data and lead the planning of district-wide professional development.</p> <p>Organize and support teachers engaged in peer observation and guide collaboration of team members.</p> <p>Assist the initial teacher in the collection and analysis of data and support the mentee in making data-based decisions and planning for differentiation.</p> <p>Maintain a log of professional duties, observations and collaborations.</p> <p>Be current on research-supported best practices and maintain exemplary levels of teaching practice.</p> <p>Engage in professional development planning meetings by facilitating and monitoring district-wide professional learning.</p> <p>Invite initial and career teachers into his/her classroom for observations and/or videotape instruction using effective teaching strategies.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)
Stanton (continued from above)	<p>Instructional Leaders will assist in professional development needs in our Professional Learning Communities (PLC's) and set up meetings and collaboration time between the Instructional Leaders and teachers.</p> <p>Technology Coach will also assist in designing professional development to include new and emerging technologies. The Instructional Leaders will set up meetings and collaboration time between the Technology Coach and teachers.</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton	<p>Due to teachers leaving the district and no other teachers interested in the Professional Development Coach/ Model Teacher positions, we have combined the roles of Instructional Coach/ Mentor Teacher with Professional Development Coach/ Model Teacher. We will now call these positions Instructional Leaders. There will be three positions at the elementary level and two at the secondary level. We have combined the money from the Professional Development Coach/ Model Teacher positions with the Instructional Coach/ Mentor Teacher positions to compensate for the additional work these leaders will be doing. In doing this, our budget remains the same.</p> <p>Original Part 10:</p> <p>Quantity Amount FICA/ IPERS 16.58% Subtotal Remaining Balance Certified Enrollment Grant (180) x \$308.82 178.1 \$312.68 \$55,688.31</p> <p>NET Open Enrollment (65 IN; 12 OUT) 53 \$312.68 \$16,572.04 \$72,260.35 Salary Increase Estimate (min. \$33,500) \$3,815 \$68,445.35</p>	<p>Due to teachers leaving the district and no other teachers interested in the Professional Development Coach/ Model Teacher positions, we have combined the roles of Instructional Coach/ Mentor Teacher with Professional Development Coach/ Model Teacher. We will now call these positions Instructional Leaders. There will be three positions at the elementary level and two at the secondary level. Due to the increase in responsibilities, we have also allocated these funds to the respective positions.</p>	<p>After teacher leader roles were selected, two teachers decided to leave the district. This left two positions open with no other current staff interested in these positions. The TLC Grant Writing Committee met with Administration to discuss options for these positions. After lengthy discussions, the committee and Administration had a meeting with all Teacher Leaders to discuss the options. After much discussion, the decision was made to combine these leadership roles.</p>	Approved	6/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	Instructional Coach/ Mentor Teacher (IC/MT) (90% teaching, time outside classroom 1 day every first and third week of the month, 3 additional contract days) 5 positions \$6,000 \$994.80 \$34,974 \$33,471.35  Technology Coach (TC) (100% teaching, 3 additional contract days) 1 position \$3,000 \$497.40 \$3,497.40 \$29,973.95  Professional Development Coach/Model Teacher (PD/MT) (95% teaching, time outside classroom 1 day every month, 3 additional contract days) 2 positions \$4,000 \$663.20 \$9,326.40 \$20,647.55 Professional Development/ Training to support all Teacher Leaders 8 positions \$750 \$6,000 \$14,647.55	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	Substitute Pay (Time outside of the classroom for IC/MT and PD/MT) 108 days \$105 \$17.41 \$13,220.28 \$1,427.27  Remaining Balance (to be used for travel and general supplies) \$1,427.27 Final Balance\$0  Revised Part 10:  Quantity Amount FICA/ IPERS 16.58% Subtotal Remaining Balance  Certified Enrollment Grant (180) x \$308.82 178.1 \$312.68 \$55,688.31  NET Open Enrollment (65 IN; 12 OUT) 53 \$312.68 \$16,572.04 \$72,260.35	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stanton (continued from above)	<p>Salary Increase Estimate (min. \$33,500) \$3,815 \$68,445.35</p> <p>Elementary Instructional Leader (Instructional Coach/ Mentor Teacher/ Professional Development Coach/ Model Teacher (IC/MT/ PD/MT) (90% teaching, time outside classroom 2 days every month, 3 additional contract days) 3 positions \$7,333.33 \$1,215.87 \$25,647.60 \$42,797.75</p> <p>Technology Coach (TC) (100% teaching, 3 additional contract days) 1 positions \$3,000 \$497.40 \$3,497.40 \$39,300.35</p> <p>Secondary Instructional Leader (Instructional Coach/ Mentor Teacher/ Professional Development Coach/ Model Teacher (IC/MT/ PD/MT) (90% teaching, time outside classroom 2 days every month, 3 additional contract days) 2 positions \$8,000 \$1,326.40 \$18,652.80 \$20,647.55</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)
Stanton (continued from above)	<p>Professional Development/ Training to support all Teacher Leaders 6 positions \$750 \$4,500 \$16,147.55</p> <p>Substitute Pay (Time outside of the classroom for Instructional Leaders) 108 \$105 \$17.41 \$13,220.28 \$2,927.27</p> <p>Remaining Balance (to be used for travel and general supplies) \$2,927.27 Final Balance \$0</p>	(continued from above)	(continued from above)	Approved (continued from above)	6/23/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Stratford	Stratford would like to add an additional teacher leader role: Professional Learning Facilitator.	Year I demonstrated that all three coaching positions had the greatest impact facilitating professional growth and development so we created a role that will focus on that aspect of teacher development	The TLC leadership team used informal and formal input to develop the role. They then presented the proposed role to the staff and asked for further formal and informal input. The role was refined based on input from teaching staff. Teaching staff are in favor of the new role and see themselves actively working with PLF (Professional Learning Facilitators)	Approved	6/28/16
Sumner-Fredericksburg	We have renamed and changed some responsibilities of the TLC positions and clarified the salary and benefits of each.	After attending professional development activities, visiting with school staff that have already implemented their plans in other districts, and reviewing our plan: we felt the changes we made would better meet the needs of our students and staff.	The TLC committee, SIAC committee, and S-F school board had a part in determining the changes proposed. As a result of the discussions held about the plan, hearing input, and considering what would be best for our plan--the changes proposed were agreed to.	Approved	11/22/2015
Tipton	<p>Part 5: Old: Tipton will have 15 teachers in this role New: Tipton will have up to 15 teachers in this role.</p> <p>Old:Instructional Coaches- 50% coaching and leadership duties; 50% working directly in classrooms with teachers and students; 15 days (120 hours) extended contract to strengthen instructional leadership; \$10,000 stipend. Tipton will have 4 teachers in this role</p> <p>New: Instructional Coaches- 50% coaching and leadership duties; 50% working directly in classrooms with teachers and students; 10 days (80 hours) extended contract to strengthen instructional leadership; \$10,000 stipend. Tipton will have up to 4 teachers in this role.</p> <p>Part 6 Old: No language New: The Superintendent or designee will appoint members to the interview/hiring committee. Members of the the committee will have representation from the TEA Union. The superintendent will take the recommendations for hire to the Board of Education for approval.</p> <p>Part 10 Old: Total Projected Amount: \$293,000 Remaining Budget to be allocated: \$0</p> <p>The Tipton Community Schools TLC budget is aligned to the school district vision of creating a life long learner. Our plan is designed to insure the financial resources are used to meet the district goals using the Comparable Plan Model.</p>	<p>We need to ensure that the budget will sustain the amount of teachers, once raises are in. With the instructional coaches, we felt 15 days may be too much to complete. We feel the wages were correct.</p> <p>We need to have in place how to select the interview committee.</p> <p>Budget: We received less money that we thought and original budget didn't take into considerations insurance, IPERS, and Teacher Quality, gas, subs, and equipment needed to complete job etc.</p>	We worked with the TEA, Administrators, business manager, as this involved budget and Master Contract.	Approved	11/22/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Tipton (continued from above)	<p>Tipton Community Schools will not use the TLC funding to meet the state teacher minimum pay salary requirement.</p> <ul style="list-style-type: none"> <li>Minimum Salary requirement: \$33,500</li> <li>Tipton Salary for beginning teachers: \$33,699</li> </ul> <p>Tipton will use the TLC budget to fund teachers in leadership roles</p> <ul style="list-style-type: none"> <li>Model Teachers: 15 teachers = \$ 30,000</li> <li>Instructional Coaches: 4 Full time = \$240,000</li> <li>Professional Development for Teacher Leaders = \$23,000</li> </ul> <p>New: Budget- \$273,892 Instructional Coaches \$162,782 (for 2) Mentor/Model Teacher (6) \$34,974 Model Teacher (9) \$20,984 Professional Development \$23,000 Additional from above that is unforeseen (gas, technology, subs etc.) at this time. \$32,151</p>	(continued from above)	(continued from above)	Approved (continued from above)	11/22/2015 (continued from above)
Tipton (continued from above)	<p>Program lead description: Oversee and implement the Teacher Leadership system</p> <ul style="list-style-type: none"> <li>Evaluate up to 15 model/mentor teachers</li> <li>Evaluate 2 Instructional coaches</li> <li>Maintain and implement teacher leadership system based on state submitted plan.</li> <li>Provide oversight committee any needed changes to the plan and make changes to the plan via state submission</li> <li>Provide and attend professional development for instructional coaches and model teachers</li> <li>Became a liaison between the state and district and also the AEA on the Leadership system, along with state updates and new instructional practices.</li> <li>Additional Year End Report for the Teacher Leadership system. Gather data and create supporting documents to determine effectiveness of the program.</li> <li>Create additional evaluation tools to support the year-end report.</li> <li>Coordinate professional development for model/mentor teachers and instructional coaches</li> <li>Plan and attend weekly meetings with instructional coaches and monthly meetings with model/mentor teachers.</li> </ul> <p>Analyze district data and determine district PD with DLT. Plan and present district Professional development</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/8/2017 (continued from above)
Tri-County CSD	<p>In the current TLC Plan: Student Achievement: Increase the number of students who show academic proficiency. Measures: Gold assessment, FAST, Skills Iowa, IA Assessments, Jamestown Reading Comprehension Probes</p> <p>Change Request: Measures: IGDIS, FAST, and Iowa Assessments</p>	<p>Report IGDIS results rather than GOLD: IGDIS is a good predictor for PK and is more quantifiable to report since there are specific skills for each portion of the assessment.</p> <p>Report IA Assessments but not Skills IA: We are using Skills IA as a learning tool for testing taking strategies in order for students to prepare and be more ready for the IA Assessments.</p> <p>Currently, Tri-County is not using Jamestown Probes, so no report will be given.</p>	The Planning Committee as well as the TLC Leadership Team discussed the changes noted above and determined IGDIS, FAST, and IA Assessments are the best indicators of student achievement based on the level of importance these assessments are at the State level.	Approved	3/6/2016



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Tri-County CSD	<p>Part 5: Keep the present positions but add another teacher leadership position for the 16-17 school year. Secondary MTSS Interventionist Attend MTSS Professional Development Continue to seek interventions for student success Manage intervention/at-risk submissions Preparing, maintaining, monitoring intervention/at-risk forms Organize spreadsheet for intervention students Organize data for monthly STAT meetings STAT meeting recorder Contact parents/stakeholders regarding interventions Update correspondence utilizing logs, between teachers, parents, students, etc. \$4500, 8 additional days</p>	<p>In order to assist our more challenging students become more successful, Tri-County has begun to delve more deeply into secondary MTSS. This has been a timely job where several teachers have helped out, but there is no one leader to assume the lead role. The addition of this teacher leadership position is vitally necessary because it will provide continuity and consistency and will allow teachers to more effectively measure student outcomes.</p>	<p>The Planning Committee, secondary staff, administration, and the TLC Leadership Team determined this position was necessary to have a lead person responsible for secondary MTSS.</p>	Approved	3/6/2016
Tripoli	<p>Part 5 K-12 Curriculum/Professional Development Coordinator (1 position) *Must be a career teacher and demonstrate the competencies as determined by the Iowa Teaching Standards and evaluated by the administration. Holds a valid license issued under chapter 272. *Will not be assigned a teaching role. *Subject to an annual review by administration that includes peer feedback on performance as coordinator. *Contract will be 10 days longer than career teacher contracts. The 10 days shall be used to strengthen instructional leadership regarding curriculum and professional learning development.  Change: *Shall receive a salary of \$57,000 and a salary stipend of \$3500. To: *Shall receive a salary based on the Master Contract Salary Schedule and a stipend of \$3500.</p>	<p>All Teacher Leaders will be given a salary based on the Master Contract agreement.</p>	<p>The Tripoli Education Association and the district administration agreed that all teacher leaders should be given a salary in accordance to the master contract. Teacher leaders will remain on the salary schedule and be provided the same benefits as teachers.</p>	Approved	2/23/2016
Tripoli	<p>Part 10 Change the number of contract days  Curriculum Coordinator from 201days to 194days Instructional Coaches from 199 days to 192 Model and Mentor teachers from 193 days to 186</p>	<p>The student contact days have decreased to 170 days, therefore decreased the number of contract days for teachers and teacher leaders.</p>	<p>The TLC committee, Teacher Education Association and administrators discussed and decided as a whole that the teacher leader contract should be based on the the number of student contact days and the established extra days covered by the stipends.</p>	Approved	2/23/2016
Underwood	<p>Part 3 Link to District Initiatives:  The proposed Teacher Leadership Program at Underwood Community School District (UCSD) will add two full time Instructional Coaches, four Mentor Teachers, six Model Teachers and a five member District Leadership Team. Collectively, the UCSD Teacher Leadership Program will incorporate Teacher Leaders into two existing key initiatives and three structures.  The proposed Teacher Leadership Program at Underwood Community School District (UCSD) will add two full time Instructional Coaches, approximately eight Formal and informal Mentor Teachers, three Model Teachers and a six member District Leadership Team. Collectively, the UCSD Teacher Leadership Program will incorporate Teacher Leaders into two existing key initiatives and three structures.</p>	<p>After receiving applications and to make a good effort for hiring twenty five percent of staff for leadership positions, we have made these changes to improve our odds for a successful implementation process.</p>	<p>The District Leadership Team and the Administration Team collaborated to discuss the viability of the change so the implementation process will be successful. This change truly represents the most successful option for the district, to receive proper representation for each of our buildings.</p>	Approved	5/5/2016

TLC Plan Amendments

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Underwood	<p>In Part 5, the District Leadership Team's stipend will change from \$1,700 to \$2,000.</p> <p>The original plan states, "The District Leadership Team members will receive a stipend of \$1700 and work an additional two days."</p> <p>The new plan will say, "The District Leadership Team members will receive a stipend of \$2,000 and work an additional two days."</p>	<p>We are requesting this change so all teacher leadership positions are paid a comparable amount for the amount of time they are required to work.</p>	<p>After comparing the amounts of stipends for all teacher leadership positions, the TLC committee, the District Leadership team, and the selection committee all discussed that the stipends for all teacher leadership positions should be comparable.</p>	Approved	5/5/2016
Underwood Community School District	<p>Budget changes related to a change in the number of teacher leadership roles. Additional money was available due to increased student enrollment, so professional development was increased, too.</p>	<p>The changes in numbers of teacher leadership positions necessitated the budget change.</p>	<p>Our instructional coaches and administrators reviewed the TLC document and amended our plan to reflect a different number of teacher leadership positions. The group worked through the budget to make sure compensation figures matched the roles. Budget will be attached in a separate email.</p>	Approved	5/5/2016
Underwood Community School District	<p>This is an adjustment to our budget, as Cohort 3 received \$8 less per student than the other cohorts.</p>	<p>This amended budget matches the funding we will receive.</p>	<p>It's simply a change. Our process set up a different budget based on previous per student amount. An email will be sent with the new budget amounts, which were also changed in the narrative.</p>	Approved	5/18/2016
Underwood Community Schools	<p>Part 4 Entry Into Teaching Profession</p> <p>Parts to Revise: Improved Mentoring and Induction Program</p> <p>Old Language:</p> <p>Mentors will attend the Journey to Excellence mentoring program with their mentees at Green Hills AEA for the first two years of the initial teacher's career. This formal training includes topics of classroom management, time management, professional ethics, teaching strategies, using student data to shape instruction, differentiation, and reflecting on one's practice, among others. Mentors will meet with mentees 16-20 times for a 36 week school year to work through the Journey to Excellence mentoring program.</p> <p>The newly funded TLC Mentoring and Induction Program will include two additional days for Mentors to collaborate, one of which will include the newly hired teachers. Mentors will work with each other to plan for the implementation of the Mentoring and Induction Program in order to increase the likelihood of a successful induction into the teaching profession for our newly hired teachers. Utilizing the Mentoring and Induction Focus on Standards Survey (from "Meet the Promise of Content Standards: The Role of Comprehensive Induction") Mentors will develop an exit survey to evaluate the effectiveness of the Mentoring and Induction Program.</p> <p>The Mentoring and Induction Program will provide the opportunity for mentees to observe Model Teachers 6-8 times in a 36 week school year. It will also allow the mentee to work with the Instructional Coach on instructional strategies 16-20 times in a 36 week school year. These changes will address the identified gaps in the current Mentoring and Induction Program. The program will be monitored and adjusted annually to make it more effective for newly hired teachers.</p>	<p>As a district, we feel more local control of our mentoring program will benefit our teachers. Past mentors have expressed that the time that they have spent participating in the Journey to Excellence Mentoring Program could be better used by creating more collaboration between the mentor and beginning educator. We feel our mentoring program will provide a better opportunity for new teachers to succeed and grow in our district.</p>	<p>A committee of four teacher leaders met to develop a mentoring program that would fit our district. They presented their findings to the District Leadership Team who provided additional input on the plan. It was decided that a district led mentoring program would be most beneficial to our new teachers.</p>	Approved	5/5/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
United CSD	<p>Eliminate Professional Development/Model Teacher Coordinator position and add a full time Instructional Coach.</p> <p>Eliminate of Language: Professional Development/Model Teacher Coordinator Role Summary for Professional Development Coordinator Plan, provide and assess the professional development for staff. Facilitate progress towards meeting the district's long-term and annual goals. Duties/Responsibilities Develop and administer a professional development needs assessment Coordinate with administration and lead team on the professional development schedule Communicate professional development opportunities to staff Be current on research-supported best practices Assist the Teacher Leadership team and Data Committee members in developing meaningful goals in professional development</p> <p>Replace with:</p> <p>Instructional Coach (1 position) Engages 100% in student instruction 10 additional days \$10,000 stipend, with \$20,000 of salary plus benefits paid through TLC grant</p> <p>Role Summary for Professional Development Coordinator Plan, provide and assess the professional development for staff. Facilitate progress towards meeting the district's long-term and annual goals.</p> <p>Duties/Responsibilities Be current on research-supported best practices Assist the Teacher Leadership team and Data Committee members in developing meaningful goals in professional development</p>	<p>After reviewing the effectiveness of year 1, our district planning committee determined that the position of PD/Model Teacher Coordinator did not meet our goals and expectations. This was due primarily to the non-existence of release time to work directly with staff members to impact classroom instruction.</p> <p>The addition of an Instructional Coach would allow the facilitation of professional development, directly impact classroom instruction and student achievement. They will follow the Jim Knight Instructional Coaching model. The Instructional Coach will facilitate and coordinate the implementation of the TLC program, working directly with Building Administration.</p>	<p>The district TLC planning committee met 4 times over a two month period to review effectiveness of current TLC plan and determine district needs. Through discussions, including pros and cons, it was decided that the greatest impact on teacher leadership would be attained through creating an Instructional Coach.</p>	Approved	4/8/2016
United CSD	<p>Increase the number of Model Teachers from 3 to 4</p> <p>Remove on page 16: Model Teachers in three curricular areas have been identified by the staff as important to student and teacher success. A teacher survey indicated the staff would like access to model teachers in the areas of reading, math and technology integration. Model Teachers would have release time to help teachers attain their own professional goals and model professional development instructional strategies. (Goals 1, 2, 3, 4, 6)</p> <p>Replace with: Four Model Teachers have been identified by the staff as important to student and teacher success. Teachers have indicated that these positions not be subject specific. The 4 Model Teachers will each coordinate a vertical team along with a PLC coach. Model Teachers would have release time to help teachers attain their own professional goals and model professional development instructional strategies. (Goals 1, 2, 3, 4, 6)</p>	<p>After reviewing the effectiveness of year 1, our district planning committee determined that there was a need for an additional Model Teacher position. The positions originally were content specific. The proposed change will shift their focus to a global perspective as they will work directly with an assigned team of staff on all areas. This will create 4 vertical teams within our district.</p>	<p>The district TLC planning committee met 4 times over a two month period to review effectiveness of current TLC plan and determine district needs. Through discussions, including pros and cons, it was decided that the greatest impact on teacher leadership would be attained through creating an additional Model Teacher and broadening their scope of expertise.</p>	Approved	4/8/2016

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School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
United CSD	<p>Decrease the number of PLC Leaders from 6 to 4.</p> <p>Remove: Professional Learning Community (PLC) Leader (6 positions) Engages 100% in student instruction 1 additional day \$1,000 stipend</p> <p>Role Summary PLC Leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide an ongoing communication channel between PLCs, the PD coordinator, and administrators.</p> <p>PLC Leaders will facilitate the PLC Communities and focus on the four key questions: 1. What do we expect students to learn? 2. How will we know when they are learning? 3. How will we respond when they are not learning? 4. How will we support the students that already have mastered the skills?</p> <p>Duties/Responsibilities Lead a grade level, subject area, or intervention team Guide collaboration of team members Lead discussions of strengths and weaknesses of student performances Support team in identifying student learning needs Support group collection and analysis of data Facilitate discussion about improving instructional practices Stay current on research-supported best practices Collaborate with school leaders and colleagues to address instructional issues Share and disseminate information with staff</p> <p>Replace with:</p>	<p>After reviewing the effectiveness of year 1, our district planning committee determined that it would be more effective to reduce 2 positions and align our PLC leaders with our Model Teachers, creating common leadership within our vertically aligned teams.</p>	<p>The district TLC planning committee met 4 times over a two month period to review effectiveness of current TLC plan and determine district needs. Through discussions, including pros and cons, it was decided that the greatest impact on teacher leadership would be attained through reducing 2 positions to directly align our 4 PLC leaders with the 4 Model Teachers.</p>	Approved	4/8/2016
Urbandale Community School District	<p>Proposed Change: In order to provide on-going professional development for Instructional Coaches and Model Teachers, UCSD would like to purchase technology for each coach to enable them to effectively and efficiently video and share video with teachers. Though we are currently still researching tools through our IT department, mini I-Pads would enable Instructional Coaches to video teachers and air drop videos in order to share them. The estimated cost for this is \$4,193 (iPad mini 4, 128 GB @ \$599 each times 7). UCSD is a Mac district. This price reflects retail, before any applicable discounts via purchasing agreements.</p> <p>Original Plan Language: In order to empower teacher leaders stepping into these new roles, \$50,000 will be dedicated to on-going professional development. The focus of the professional learning in the first year will be two-fold. First, opportunities to develop and build skills in facilitating adult learning will be provided. Second, on-going differentiated professional learning in the application of Quality/Continuous Improvement will empower teacher leaders to provide support for ongoing district-wide staff development.</p>	<p>Instructional Coaches need to be able to video teachers for the purpose of completing coaching cycles. Taking video and sharing those videos with each other for the purposes of professional development and sharing them with the teachers with whom they work is an important part of the coaching cycle. Currently, UCSD does not have video cameras or other tools that make this possible.</p>	<p>The Curriculum Facilitators and Instructional Coaches meet weekly with the Director of Teaching and Learning, the Director of Quality &amp; Continual Improvement, the Coordinator for Special Education, and the Coordinator of Student Services. The purpose of this meeting is for professional learning, communication, and planning. It is in these meetings that we have discussed video taping strategies and discovered the gap in resources that exists.</p>	Approved	10-25-2015

TLC Plan Amendments

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Urbandale Community School District	<p>Part 5 of TLC Grant</p> <p>Original language: Instructional Coach - 10 additional contract days, \$6,500 stipend, and 100% of time in coach role</p> <p>New language: Instructional Coach - 15 additional contract days, \$10,000 stipend, and 100% of time in coach role</p>	<p>As we come to the end of our first year of implementation of our TLC plan, we have been gathering feedback, and evaluating strengths and opportunities for improvement. I am writing to gather feedback from the original TLC writing team regarding a proposed change. In our original plan the Facilitator of Curriculum and Professional Learning job description included 15 extended contract days, and a \$10,000 stipend. Our Instructional Coach job description included 10 extended contract days, and a \$6,500 stipend. In our first year, we have found it challenging for our coaches to stay within those 10 extended days. This is especially true for those coaches that share buildings, but the challenge is not exclusive to them. As we prepare to move into year two, I am proposing to the group that we change the Instructional Coach job description to 15 extended days, and a \$10,000 stipend.</p> <p>As coaches have assimilated into building leadership teams and the building culture, it is clear they need to be present for each of the five extra days that Model Teachers (i.e. building leadership teams) work. Further, coaches lead district-level work with new teaching staff during additional pre-service days and throughout the year, curriculum development with district curriculum facilitators, and building-level collaboration with principals. Their own capacity-building and training takes additional summer time so as not to pull them out of buildings when teachers are present. Thus, the additional days have become a necessity in order for our team to function at the highest levels.</p>	<p>1. Throughout the 2015-16 school year, Instructional Coaches and Curriculum Facilitators have worked weekly with the Director of Quality/Continual Improvement and the Director of Teaching and Learning, in addition to monthly one-on-one meetings between TLC staff member and their direct supervisor. Feedback gathered during this time and from building principals at their monthly meetings has indicated a lack of time, particularly in the summer, to accomplish sufficient planning and training for optimal implementation.</p> <p>2. Communication from the original TLC grant writing team also supports this change.</p> <p>3. UCSD Directors met on two occasions to consider the feedback from these groups and the budgetary implications of this change. This change is well-within our budget and able to be sustained in future years.</p> <p>After consideration of this feedback from multiple stakeholders, the UCSD TLC grant writing team members propose this very important change.</p>	Approved	5/10/2016
Van Buren Community School District (and Harmony CSD)	<p>All sections - revert to Van Buren's plan (approved last year)</p> <p>Van Buren CSD will be whole-grade sharing with Harmony in 2016-17 (the same time the funding for TLC begins for both districts).</p>	<p>In January 2016, the Harmony CSD and our district, Van Buren CSD, agreed to whole-grade sharing beginning in 2016-17 for grades 6-12. The original Harmony TLC plan was written to mirror Van Buren's plan. Now that Harmony is whole-grade sharing with our district, our request is to consolidate both plans into one--forming a consortia with Van Buren as the lead.</p> <p>We recognize that in the spring of 2016, both districts will update/revise again as enrollments, staffing needs, etc are addressed.</p>	<p>The Harmony CSD teachers worked all of the 2014-15 year through meetings to decide on their TLC grant. After several meetings, the staff, administrators and parent representative chose to mirror the Van Buren plan since the districts were discussing whole-grade sharing. The superintendents of both schools were in agreement, also. Now, that the whole-grade agreement has been approved by both districts, staff, administrators, board, and community are aware of the changes. The Harmony teachers are already attending the Van Buren PLC's monthly.</p>	Denied	1/20/2016

TLC Plan Amendments

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Van Buren Community School District (and Harmony CSD)	<p>All sections – revert to Van Buren’s plan (approved last year)</p> <p>Van Buren CSD will be whole-grade sharing with Harmony in 2016-17 (the same time the funding for TLC begins for both districts).</p>	<p>In January 2016, the Harmony CSD and our district, Van Buren CSD, agreed to whole-grade sharing beginning in 2016-17 for grades 6-12. The original Harmony TLC plan was written to mirror Van Buren's plan. Now that Harmony is whole-grade sharing with our district, our request is to consolidate both plans into one--forming a consortia with Van Buren as the lead.</p> <p>Both Harmony and Van Buren have similar gaps in their current mentoring system. We feel confident that the TAP model will address these gaps, improve entry into the profession, and increase the support available to all new teachers.</p> <p>We recognize that in the spring of 2016, both districts will update/revise again as enrollments, staffing needs, etc. are addressed.</p> <p>We have been working together to align our professional development and work of our PLC teams so that our goals and initiatives for student achievement, staff professional learning, as well as our district and building goals. Harmony teachers have been attending the Van Buren's full-day's of professional learning as well as coming to join PLC teams. Our whole-grade sharing agreement was board approved on January 20, 2016 and both districts are moving forward with this transition.</p>	<p>The Van Buren TLC team and administration conducted joint learning sessions with the Harmony teams to discuss and learn more about the TAP model for Teacher Leadership. We held Zoom sessions with Lora Rasey and Michael Derrick to learn, ask questions, and help formulate our model and process. Michael Derrick from the NIET and now the Iowa TAP consultant, has been working with us to unpack the TAP model and how to move forward. We set up our summer training for both Van Buren and Harmony together.</p> <p>We are holding joint PD sessions monthly and just completed another an entire PD day (Jan. 27) together to align instructional strategies.</p> <p>The Superintendent and Curriculum Director from Van Buren have conducted several learning and informational sessions with the Harmony staff and plans for our future together with whole-grade sharing is that Harmony will align and partner our PD, curriculum and instruction, Teacher Leadership, and district/building goals.</p> <p>Harmony's entire staff met 3 times and the TLC team met 2 times this past year. They have continued to meet this year with Van Buren.</p>	Approved	1/29/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Van Buren Community School District (and Harmony CSD) (continued from above)	(continued from above)	<p>Forming a consortium is a logical and effective approach for both of our school districts as Van Buren will include all of the Harmony 7th - 12th grade students in our secondary school beginning fall of 2016. We will maintain operating 2 elementary schools (1 for Van Buren and Harmony will operate their own elementary) and this consortium will allow us to build our curriculum and instruction from the "ground floor up" by working together PK - 6th with staff from both school districts as well as 7th - 12th. Van Buren will coordinate and administrate the TLC process for both school districts in regard to forming the committee, hiring, securing TAP training for summer of 2016, and supporting TLC throughout the entire process. Our work will be in collaboration with the Superintendent/Elementary administrator of Harmony CSD.</p> <p>Our Master and Mentor teachers will function as one group of leaders (from both districts) working together to plan their work with teachers. They will attend training together and form a collaborative planning approach to conduct their weekly and monthly leadership with teachers.</p> <p>We realize that we have more work to do in regard to alignment of our elementary curriculum and Standards (Standards-based instruction and assessment). This work will begin this spring and into next year. Our TLC leaders and mentors will be instrumental in demonstrating and coaching this work with our curriculum director and building administrators. Our TLC Master and Mentor teachers will lead our weekly PLC teams using the TAP rubric and modeling of instructional practices. They will also be in classrooms working directly with teachers to shape and coach best practice teaching strategies using the aligned curriculum.</p>	<p>Parent representatives were included. As the group looked at where they might benefit the most from the use of the planning grant, since all staff were involved in the conversations, it was decided to use the planning grant money to send some staff to additional training on mentoring which took place in the summer of 2015.</p> <p>Van Buren &amp; Harmony's consortia VISION is to build a more effective structure to support great instruction, and teacher leaders are a key part of this. Through review of our student achievement data, discussions around recruiting and retaining qualified teachers, and a review of our instructional practice needs, we have established 5 goals that will be implemented through the consortia with Van Buren and the TAP model. Over 88% of the staff members responded with 100% supporting the match of Harmony's TLC grant application with Van Buren's plan.</p> <p>Our vision is to establish our TAP model together and put into place the teacher leaders as instructional coaches with teachers, to improve our craft based on the TAP model rubric and increase student achievement.</p>	Approved (continued from above)	1/29/2016 (continued from above)
Van Meter CSD	<p>Part 10 No language changes, but as more schools have received the grants, we have gained around \$25,000 more in funds from open enrolled in students of those districts. Those dollars will be used to offset money we have used from our general fund to pay for teacher leaders salaries and stipends.</p>	As stated above, we received more funds due to open enrollment students from districts that received the grants this year.	We really didn't have a process, we just had more funds, so we used dollars from TLC that was coming from our general fund. The only people involved were our Business Manager, Shonna Trudo, our Director of Personalized Learning and Innovation, Jen Sigrist, and Superintendent, Deron Durlinger.	Approved	12/22/2015
Van Meter CSD	<p>We added staff at the start of the school year in 15-16. This has pushed our percentage of teacher leaders down to 23%. To get over the 25% threshold, we plan on adding some new teacher leader positions.</p> <p>Part 5: It would add another position to our teacher leaders. We don't have the description written out in detail yet, but it will be a technology integrationist. The position will be paid \$2,500 and include a 5 day extended contract.</p>	We added staff at the start of the school year in 15-16. This has pushed our percentage of teacher leaders down to 23%. To get over the 25% threshold, we plan on adding some new teacher leader positions.	We needed to add another teacher leader position as we have increased our total staff. We brought together our admin team, teacher leaders, and VMEA representatives to determine, a technology integrationist made the most since for our district.	Approved	1/27/2016
Vinton-Shellsburg	Change 1.0 FTE technology/innovation coach to 0.9 FTE. The remaining .1 FTE would be covered by general funds not TLC funds.	Information not required at time of request.	Information not required at time of request.	Approved	5/5/2015
Vinton-Shellsburg	<p>Hiring Process: We removed the need for an updated resume, they can reference the one on file. We also removed 1 of the essays, in lieu of discussing those answers in the interview process.</p>	Feedback from staff was that the process was too cumbersome for the position, they would rather not apply then go to all of that work for any position.	Admin team, instructional coaches, and original writing team	Pending	

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Vinton-Shellsburg	Stipends for positions A-Team from \$1000 to \$500 Mentor from \$250 to \$100 OR NTC Mentor Training at GWAEA	In order to expand our team for the A-Team we needed to decrease the stipend AND this role hasn't had as much leadership responsibilities outside of the work day or during PD as we thought it would have. They are more of an advisory and guidance group than an active delivery group like others have been.	Instructional Coaches, Admin Team, and original writing team	Pending	
Vinton-Shellsburg	Addition of Preschool rep to the Data Team at the Elementary	To have all voices at the table we would like to include our PK team in the Data Teams process and planning. Their inclusion entails adding a position to our original count of leaders at that level.	Admin Team, Instructional Coaches, and original writing team.	Pending	
Wapello	Elimination of Model Teachers from our TLC plan	We found that we were not able to set up a system by which we could effectively use our Model Teachers. Therefore, we are eliminating these positions and using those funds to create new positions, which will be described on another form.	Our district leadership team determined the need for this change. This was the result of several months of data analysis and observations.	Approved	5/10/16
Wapello	Add a 7-12 Instructional Coach	Our original plan included a K-12 literacy coach. In reality, that person become a K-6 resource, which left us with a need for a coach at our 7-12 building.	The district leadership team determined the need for this change, following months of discussion and observation.	Approved	5/10/16
Wapello	Add a .5 Tech Integrationist	Our 7-12 building will be going 1:1 this school year. With this change, we felt there was a need for a teacher leader who can be dedicated to helping staff implement technology as a teaching tool.	The district leadership determined the need for this change after reviewing our 1:1 rollout plan.	Approved	5/10/16
Wapello	Add 8 PLC facilitators	Wapello is implementing the PLC model of professional development next year. We believe that having designated facilitators for each PLC will allow for a more effective and smooth transition.	The district leadership team determined the need for this change after discussion how the transition to PLCs would take place.	Approved	5/10/16
Washington Community Schools	<p>*Combining Mentor Teacher Tier 1 @ \$2,000 and Tier 2 @ \$5,000 into "Mentor Teacher" @ \$2,000 Previously allotted for 16 Tier 1 Mentors and 10 Tier 2 Mentors Revised: 13 Mentor Teachers</p> <p>*Combing Demonstration Teacher Tier 1 @ \$3,000 and Tier 2 @ \$5,000 into "Demonstration Teacher" Previously allotted for 10 Tier 1 and 8 Tier 2 Demonstration Teachers Revised: 16 Demonstration Teachers, only 14 filled</p> <p>**Adding Professional Development Teams at each Building Previously Instructional Leadership Team Committee Member – 8 Salary was \$3,000 Revised: Changed to Professional Development Committee members – 20 Salary \$2,500 per Professional Development Committee member</p> <p>***Removing \$25 per teacher for each classroom visit (no more then \$3,000 budgeted) for High School teachers</p> <p>****Application process was revised based on Oversight Committee Plan - Revised: Application completed and submitted, interview team consisting of Oversight Committee members (except for their position), Instructional Coaches (except for their position) and Administrators</p>	<p>*Rationale – after Instructional Coaches went to initial training the job description of these roles were actually overlapping with Instructional Coach responsibilities</p> <p>**Rationale – Increase the amount of teacher leadership in all buildings since some of the other leadership opportunities have been eliminated.</p> <p>***Rationale – Not equitable to do at one building and not others, and this should be considered a tool to improve instruction.</p> <p>****Rationale – TLC Oversight Committee recommended changes in the application process to address district-specific needs that were outlined in the original plan.</p>	TLC Oversight Committee met to further define roles and responsibilities and saw the need for the changes and recommended those changes. These meetings included discussions and changes in order to have equitable representation at each building and to balance our TLC budget.	Approved	3/21/2016



TLC Plan Amendments

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Waterloo Community School District	<p><b>COLLABORATIVE PLANNING PROCESS</b> The district will maintain a Teacher Leadership and Compensation Committee that will meet at least six times during the academic year. Duties: Analyze aggregate data related to TLC plan Recommend adjustments to TLC plan</p> <p><b>TEACHER LEADERSHIP (COMPREHENSIVE) ROLES</b> Our plan is to use TLC funding to provide the following teacher leader pathways: Mentor teachers Mentor coaches Instructional coaches Model classroom teachers (adjusted position) Lead teachers Facilitators (Change in duties to reflect school improvement process) Curricular leaders (new position)</p> <p><b>Model Teachers</b> Role and Responsibilities: Career teacher who teaches full time; models exemplary instructional practices and strategies (identified by instructional coach); maintain open and inviting classrooms for individual and small groups of practicing teachers to observe exemplary practices; answer questions and provide explanations for observers. Model Teachers must engage in a pre and post observation discussion with observers to receive salary supplement.) Extended Contract: none. Salary Supplement: Elementary schools will have two per building (one math and one literacy) at \$1500 per year. Middle School and High School identified Model Teachers would receive \$100 per day of model classroom utilization by the District. Teaching Load: 100%</p>	<p><b>COLLABORATIVE PLANNING PROCESS</b> we increased the participation of teachers and the frequency of the TLC committee meetings to ensure a timely review process and more career teacher involvement.</p> <p><b>TEACHER LEADERSHIP (COMPREHENSIVE) ROLES</b> Model classrooms: maintained elementary positions the as in the original grant. Because of lack of use of middle school and high school model classrooms, moving to a per diem structure but will still identify teachers for the model classroom position using the same criteria as before. Curricular Leaders: We have created district wide core curriculum committees to drive the Iowa Core with the corresponding instructional practices. The Curricular leaders will facilitate that process to ensure teacher leadership contributes to total leadership (shared) to build systemic pedagogical processes that are responsive to the needs of our students. <b>TLC COMPREHENSIVE ROLE REVIEW PROCESS</b> Timeline and Review Committees: moved up timeline to ensure opportunities for teachers to know open positions within the TLC process (to increase applicants). Went from two review committees to one but with the same make up of professionals to expedite the process.</p>	<p>We utilized a TLC committee made up of the Waterloo Education Association, current coaches, administrators, and career teachers to review our current plan. This work started in September of 2015 and ended with a recommendation to Educational Services at the End of February 2016. All recommendations made to Educational Services by the TLC committee were accepted and then vetted back to the TLC committee to ensure understanding. Can provide Google link to action plan and minutes if necessary.</p>	Approved	4/2/2016

TLC Plan Amendments

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Waterloo Community School District (continued from above)	<p>Desired Staffing Ratios: One model teacher for math and one for literacy per elementary school. Teachers who are identified by Educational Services in collaboration with the building principal and coach at the secondary level would be placed in a pool of potential model classrooms to be utilized to ensure our professional staff have access to examples of exemplar pedagogy.</p> <p>The PBDA Coordinator Collaborates with teacher leaders and mentors in providing needed support through observation and feedback using Marzano's protocol or other district means of communication (I-observation), face-to-face dialogue; collaboratively plan and implement professional development; provide leadership for PLCs; collaboratively plan with PBDA counselor and teachers to implement school improvement process; assist with data collection, response to data, communicating data results, and implementing action steps as a result of the data; assist with planning learning interventions in MTSS.</p> <p>Curricular Leaders Facilitate District Core Committees (Literacy, Mathematics, Science, Social Studies) to ensure effective communication of the district strategic plan to all stakeholders; collaborate with other professionals on district teams to provide and support district-wide professional development; provide assistance with PLCs team development and functioning; support the development and implementation of the Educational Services strategic plan. Extended Contract: 2 days (2 mandatory district days in June for Leadership Retreat) Salary Supplement: \$2500 per Academic Year Staffing Goal: one leader for each District Core Committee (Literacy, Mathematics, Science, Social Studies).</p> <p>TLC COMPREHENSIVE ROLE REVIEW PROCESS (Timeline moved up and moved from two review committees to one committee without changing make of reviewers or who decides.)</p>	(continued from above)	(continued from above)	Approved (continued from above)	4/2/2016 (continued from above)
Waverly-Shell Rock	to increase the number of instructional coaches in our plan from five to six. To cover the costs associated with a sixth coach, we're requesting permission to modify our budget	Information not required at time of request.	Information not required at time of request.	Approved	2/2/2015
Waverly-Shell Rock	We would like to add an additional .5 instructional coach. This would change Part 5 of our TLC application, which lists only full-time instructional coach positions. It would also change our budget by increasing from 6 instructional coaches to 6.5 instructional coaches.	We had two late resignations from our coaching staff (one was offered a principal position and one an AEA position), which resulted in a late replacement search. In covering the duties of the coaches who resigned, we felt as though they were best covered by more than two people. We also carried over \$33,210 from our TLC budget last year, and we'd like to budget 100% of this year's TLC budget so that we aren't increasing our TLC carry forward amount.	Because of the very late nature of this change, it was made by the administrative team. However, it was based on input from the district's Site Based Review Committee, which provided strong support for the three applicants we'd like to hire.	Approved	8/2/16
Waverly-Shell Rock	We would like to make three changes to our reporting process. For Goal #3, we would like to remove job descriptions as an indicator. For Goal #4, we would like to add student achievement data -- specifically FAST and Iowa Assessments -- and remove coach observations.	For Goal #3: the job descriptions really don't tell us anything about the quality of our plan. For Goal #4: Student achievement data will provide a more stable and comparable indicator of whether our TLC program has impacted student achievement than observations by coaches.	These changes are based on feedback from the state and discussion among administrators and coaches.	Approved	8/25/16
Wayne	Add Professional Development Leadership Team (PDLT) to include 6 teacher and provide teachers a \$400 stipend and specify functions; Reduce modelt teacher stipend; change metnor teacher supplements; change qualifications; change/add to rubric; change TLC/Professional learning coordinator; eliminate interview in selection process; alter part 6 to indicate a preference for 2-3 years of service.	Information not required at time of request.	Information not required at time of request.	Approved	5/13/2015

TLC Plan Amendments

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Wayne	Part 5--Instructional Coaches and Technology Coach--eliminates 4 days per week language	Plan was not feasible as is.	Leadership team discussion after trial and error.	Approved	12/19/16
Wayne	Part 5 Model Teachers--eliminates the "30 observation" language. PDLT--changes numbers from 6-4 total teachers, 2 from each building. Elimination of the very last paragraph.	Discovered the 30 hr rule was not equitable. Too many people in PDLT.	Trial and error, committee decision.	Approved	12/19/16
Wayne	Part 10 Inst. Coaches--1/2 days 4 days/ wk changed to .4 FTE	More workable schedule.	Committee decision after trial and error.	Approved	12/19/16
West Branch	new program reduces stipend positions by six (6) but this adjustment allowed us to add (1) more BLT leader position per building for an increase of +3. The updated TLC Plan still supports 26 positions (3 full release, up to 3 GWAEA i3 "Mentoring and Induction Coaches" (we have two participating in the program now) and nw 20 stipend positions. good-faith effort of 25% is still maintained and actually exceeds the target of 17-18 leadership roles still.	Information not required at time of request.	Information not required at time of request.	Approved	2/6/2015
West Branch	Add New Teacher Center professional development framework (along with Jim Knight) as professional development option for coaches.	Information not required at time of request.	Information not required at time of request.	Approved	4/21/2015
West Delaware	The members of the selection committee will be differentiated based on the specific teacher leader position. <ul style="list-style-type: none"> <li>A district-level approach will be utilized for MENTORS and COACHES. This committee will be comprised of four administrators (including the Director of School Improvement), and four teachers.</li> <li>A site-based approach will be utilized for selection of MODELS and TEAM LEADERS. These committees will be comprised of a minimum of three teachers and one administrator from the building to be served by the position.</li> </ul> Qualified candidates will be recommended to the Superintendent, who will make the final selection based on the recommendation of the selection committee, completed rubrics, and supporting evidence from previous evaluations.	Information not required at time of request.	Information not required at time of request.	Approved	2/1/2015
West Delaware	Change "Classroom Eeplacement District Cost" in budget to "Salary of Coaches District Cost."	Information not required at time of request.	Information not required at time of request.	Approved	3/27/2015
West Delaware	Enable administrators to attend professional development along with teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	5/26/2015
West Delaware	Use professional development budget to purchase technology for use by instructional coaches.	Information not required at time of request.	Information not required at time of request.	Approved	7/10/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Delaware	Please review the document entitled Part 2 that was submitted to Becky Slater to see what language is being deleted and the table identifying our district goals.	Once the district had the opportunity to identify the "End of the Year" report designed by the Department of Education, it was clear that we had not identified specific goals for the TLC Plan. We are in our first year of implementation and so we are able to clearly see issues arise as we move through the plan that were not as obvious when writing the plan under the time constraints. We believe that the changes we are submitting are both higher quality work but also more aligned with what is actually happening. Our desire is to create a plan on paper that matches our practice.	Our TLC Plan identified that our Design Team (originally 16 members of administrators, teachers and community members) would meet to review the implementation of the plan. The Superintendent set up a work day in December and specifically asked the team to review sections 2 and 8 because we had received feedback from the State that our goals were not clearly laid out and section 6 because the district had already gone through the application and selection process once and there was feedback from staff indicating the desire for some changes in the some of the practices. The Design Team spent most of the time discussing the goals and creating SMART goals for the Plan as suggested by the State and had just begun the discussion about our first round of applications and selection. We set up another work day where small teams were formed and the discussion was set up to tease out points of view, situations and potential solutions. The changes reflected in all three sections came out of those work days.	Approved	2/9/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Delaware	Part 8 needed to outline our district goals and plans for measurement. We believe that the data that we use to measure improvement will increase as time goes on but we needed to identify specifically how we would start this process. Please see the document that was sent to Becky Slater.	Once the district had the opportunity to identify the "End of the Year" report designed by the Department of Education, it was clear that we had not identified specific goals for the TLC Plan. We are in our first year of implementation and so we are able to clearly see issues arise as we move through the plan that were not as obvious when writing the plan under the time constraints. We believe that the changes we are submitting are both higher quality work but also more aligned with what is actually happening. Our desire is to create a plan on paper that matches our practice.	Our TLC Plan identified that our Design Team (originally 16 members of administrators, teachers and community members) would meet to review the implementation of the plan. The Superintendent set up a work day in December and specifically asked the team to review sections 2 and 8 because we had received feedback from the State that our goals were not clearly laid out and section 6 because the district had already gone through the application and selection process once and there was feedback from staff indicating the desire for some changes in the some of the practices. The Design Team spent most of the time discussing the goals and creating SMART goals for the Plan as suggested by the State and had just begun the discussion about our first round of applications and selection. We set up another work day where small teams were formed and the discussion was set up to tease out points of view, situations and potential solutions. There were also lengthy discussions about who should follow up as the Implementation Team and after listening to everyone's comments, it was decided that this team (the team that designed the plan) would be the best people to review it on an ongoing basis.	Approved	2/9/2016
West Delaware (continued from above)	(continued from above)	(continued from above)	The continuity of understanding was deemed critical to making sure that we are on track to full implementation with fidelity. A high school teacher and principal retired and one teacher moved buildings and so the team decided that those positions would be filled so that adequate involvement and representation could continue. The changes reflected in all three sections came out of those work days.	Approved (continued from above)	2/9/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Delaware	In Part 5, we needed to correct some errors that ended up in the final copy of our document that were not meant to be there. Most of these are in the Job Titles. In addition, the streamlining of applicants requesting to stay in current positions is outlined. Please see document sent to Becky Slater.	Once the district had the opportunity to identify the "End of the Year" report designed by the Department of Education, it was clear that we had not identified specific goals for the TLC Plan. We are in our first year of implementation and so we are able to clearly see issues arise as we move through the plan that were not as obvious when writing the plan under the time constraints. We believe that the changes we are submitting are both higher quality work but also more aligned with what is actually happening in the District. Our desire is to create a plan on paper that matches our practice. The Design Team discussed the application and selection criteria after hiring 4 Instructional Coaches, 8 Model Teachers; 6 Mentors; and 17 Team Leaders. A survey was sent to anyone who participated in the selection process. The results of that survey were presented to the Design Team. The decision to ask only for a collaborative video for Mentors and Team Leaders created an alignment with what the primary role of that leader would be. It was decided that Instructional Coaching positions would need to provide evidence of both collaborative skills as well as instructional skills. The Model teachers would stay with the video demonstrating their instructional practices since that is what they would be hired to model. The primary purpose of these changes were to clarify a realistic and just way to manage the evaluation of current positions and the opening of unfilled positions. We desire to have each Mentor work with the New Professional for two years as it has been in the past. We desire that our Instructional Coaches have an opportunity to receive the appropriate training and have an opportunity to use that training before we simply start the process over again.	Our TLC Plan identified that our Design Team (originally 16 members of administrators, teachers and community members) would meet to review the implementation of the plan. The Superintendent set up a work day in December and specifically asked the team to review sections 2 and 8 because we had received feedback from the State that our goals were not clearly laid out and section 6 because the district had already gone through the application and selection process once and there was feedback from staff indicating the desire for some changes in the some of the practices. The Design Team spent most of the time discussing the goals and creating SMART goals for the Plan as suggested by the State and had just begun the discussion about our first round of applications and selection. We set up another work day where small teams were formed and the discussion was set up to tease out points of view, situations and potential solutions. In addition, survey results (data) was used to make decisions relative to the application and selection process.	Approved	2/9/2016
West Delaware (continued from above)	(continued from above)	Those positions are full time positions and should not be dictated by a calendar but by performance and district need. The Team Leaders who serve on the Building Leadership teams need an opportunity to transition off so that an entirely new team starts the process of leading the building every year.	There were also lengthy discussions about who should follow up as the Implementation Team and after listening to everyone's comments, it was decided that this team (the team that designed the plan) would be the best people to review it on an ongoing basis. The continuity of understanding was deemed critical to making sure that we are on track to full implementation with fidelity. A high school teacher and principal retired and one teacher moved buildings and so the team decided that those positions would be filled so that adequate involvement and representation could continue. The changes reflected in all three sections came out of those work days.	Approved (continued from above)	2/9/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Delaware	<p>Part 10. Budget</p> <p>Request for 4 sets for 4 Full Time Instructional Coaches</p> <p>iPad mini 4 Wi-Fi 64GB – Silver (Model# PK9H2LL/A) \$400 each (Best Buy Sale)</p> <p>Swivl Robotic Platform for video \$500 per bundle</p> <p>Ravelli APLT4 61 inch aluminum tripod with bag \$25.96 per</p> <p>KHOMO iPad mini 4 slim case \$8.95 per</p> <p>Tech Armor Screen Protector for iPad mini 4 \$14.95 Per</p> <p>Total for four sets approximately \$4,200.00</p>	<p>We had requested approximately \$4,000 at the beginning of the year to provide our full-time instructional coaches with laptops and some basic video cameras. We were granted that request. We did purchase the laptops and purchased some very inexpensive flip type cameras. We wanted to see what the work of videotaping would really require and what we might need to provide a quality product. The Instructional Coaches have videotaped hundreds of hours of work and 2 of the flip type cameras no longer work and we have discovered that in middle school and high school the act of a person standing in the room trying to work a video camera has been distracting. Now that we have a better understanding of what we need, we are requesting to purchase a video system.</p>	<p>We have visited Western Dubuque on several occasions and have seen this system work and were very impressed. However, we waited until we felt that we had exhausted less expensive options. Well into our first year of implementation, we now see the incredible need for a system that allows us the Instructional Coaches to capture valuable teaching and classroom information that is far less intrusive. We did some price checking and here is the request.</p>	Approved	2/16/2016
West Delaware	<p>Part 6 was reviewed in detail by the Design Team (16 members including administrators, teachers and community members) to prepare for the second application and selection process this Spring. This group wanted to lay out a streamlined process for application and selection for members currently in leadership positions and also discuss and review the application and selection process that had occurred for initial applicants. Our goal was to maintain a rigorous selection process but be mindful of the time involved in hiring positions for 25% of the district's staff. The changes in the document submitted to Becky Slater reflect the results of that analysis.</p>	<p>Once the district had the opportunity to identify the "End of the Year" report designed by the Department of Education, it was clear that we had not identified specific goals for the TLC Plan. We are in our first year of implementation and so we are able to clearly see issues arise as we move through the plan that were not as obvious when writing the plan under the time constraints. We believe that the changes we are submitting are both higher quality work but also more aligned with what is actually happening in the District. Our desire is to create a plan on paper that matches our practice. The Design Team discussed the application and selection criteria after hiring 4 Instructional Coaches, 8 Model Teachers; 6 Mentors; and 17 Team Leaders. A survey was sent to anyone who participated in the selection process. The results of that survey were presented to the Design Team. The decision to ask only for a collaborative video for Mentors and Team Leaders created an alignment with what the primary role of that leader would be. It was decided that Instructional Coaching positions would need to provide evidence of both collaborative skills as well as instructional skills. The Model teachers would stay with the video demonstrating their instructional practices since that is what they would be hired to model.</p>	<p>Our TLC Plan identified that our Design Team (originally 16 members of administrators, teachers and community members) would meet to review the implementation of the plan. The Superintendent set up a work day in December and specifically asked the team to review sections 2 and 8 because we had received feedback from the State that our goals were not clearly laid out and section 6 because the district had already gone through the application and selection process once and there was feedback from staff indicating the desire for some changes in the some of the practices. The Design Team spent most of the time discussing the goals and creating SMART goals for the Plan as suggested by the State and had just begun the discussion about our first round of applications and selection. We set up another work day where small teams were formed and the discussion was set up to tease out points of view, situations and potential solutions. In addition, survey results (data) was used to make decisions relative to the application and selection process.</p>	Approved	2/9/2016

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Delaware (continued from above)	(continued from above)	(continued from above)	There were also lengthy discussions about who should follow up as the Implementation Team and after listening to everyone's comments, it was decided that this team (the team that designed the plan) would be the best people to review it on an ongoing basis. The continuity of understanding was deemed critical to making sure that we are on track to full implementation with fidelity. A high school teacher and principal retired and one teacher moved buildings and so the team decided that those positions would be filled so that adequate involvement and representation could continue. The changes reflected in all three sections came out of those work days.	Approved (continued from above)	2/9/2016 (continued from above)
West Des Moines	They had allocated teacher leaders for an elementary school (Phenix) that, since grant submission, they have closed. They will not need teacher leaders assigned (.5 Instructional Coach, Building Leadership Team, District Leadership Team).	Information not required at time of request.	Information not required at time of request.	Approved	9/16/2014
West Des Moines	The selection committee for one of the teacher leader positions (Professional Development/Curriculum Facilitator for World Languages) interviewed candidates and did not recommend a candidate to the Superintendent. The position was re-opened and the review council recommended that we proceed without this teacher leader position filled for this year.	Information not required at time of request.	Information not required at time of request.	Approved	9/16/2014
West Des Moines	Some of their teacher leader positions will need to travel to multiple buildings. They would like to provide a portion of their TLC budget for this part of their work. Mileage was not specifically allocated in their original grant submission. They would allocate \$20,000 from the \$63,589 budgeted for other costs associated with implementation of the grant.	Information not required at time of request.	Information not required at time of request.	Approved	9/16/2014
West Des Moines	Reduce the stipend amount of the Demo Teacher role from \$2,500 to \$750. Revise the number of Demo Teachers from no more than 40 to no more than 35. Add a .5 fte Professional Development Curriculum Facilitator for K-12 PE. Add a 1.0 fte Thought Partner/Community Outreach Coordinator for New Tech Network implementation. Reduce the number of Instructional Coaches at Valley High School from 4.0 to 3.5 fte. Change the amount of the stipend for Building Leadership Team members from \$500 to \$750. Revise the stipend amount for full time PD/CF from \$500 to \$1,000. Maintain an equal number of administrators and teachers on the site based review councils selecting teacher leaders. The review councils would be formed in coordination with central office and district association leadership.	Information not required at time of request.	Information not required at time of request.	Approved	3/25/2015
West Des Moines	Eliminate reduction of extra days for instructional coaches. It was supposed to go from 5 to 2, but will remain at 5. This is supported by the association and has no budget implications.	Information not required at time of request.	Information not required at time of request.	Approved	4/30/2015



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Des Moines	<p>These relate to section 5-Roles and 10-Budget:</p> <ul style="list-style-type: none"> <li>-Learning Supports/Family Engagement Coordinator job description has been revised to encompass at risk population.</li> <li>-ESL Professional Development/Curriculum Facilitator (PD/CF) job description revised to be ESL only</li> <li>-MTSS Coordinator job description revised</li> <li>-Online Learning Coordinator (.5 fte) proposed new position</li> <li>-Add one Building Leadership Team member for each attendance center from 5 to 6</li> <li>-Number of extra days for IC, PDCF, MTSS, Learning Supports/Family Engagement Coordinator, Online Coordinator and Thought Partner to be no more than 5 additional days</li> <li>-Supplemental Pay revised as follows: BLT \$750 Demo Teacher \$750 Demo Tch Coord \$1,750 Learning Supports/Family Engagement \$2,500 (5 additional days) PD/CF \$2,500 (5 additional days) MTSS Coordinator \$2,500 (5 additional days) Instructional Coach \$2,500 (5 additional days) Mentor Coordinator \$2,500 (5 additional days) Online Learning Coordinator \$2,500 (5 additional days) NTN Thought Partner \$2,500 (5 additional days)</li> </ul>	<p>The district leadership team sub-committee met to revise/revise the TLC plan and the rationale for each requested change is as follows:</p> <ul style="list-style-type: none"> <li>-The ESL PD/CF work load does not support the additional work around at-risk. The at-risk work already is being addressed by the LS/FE Coordinators.</li> <li>-MTSS Coordinator job description was revised to reflect more than early literacy and elementary needs. This allows greater system-ness which aligns with our district strategic plan.</li> <li>-Our online learning committee recommendations support the need for additional integration of online learning opportunities and appropriate infusion of technology skills for teachers. The online learning coordinator will support that work.</li> <li>-We have heard from buildings that there is a greater need for more involvement at the building leadership level. Adding one more member on each building team will address that need.</li> <li>-The number of extra days for specific teacher leader roles will provide clarification for those roles and assist in providing support for our teachers system-wide as they work with Teaching and Learning staff.</li> <li>-Compensation for those supplemental positions provides clarification and addresses utilization and need as noted by the sub-committee members.</li> </ul>	<p>The District Leadership Team has oversight of the TLC implementation and recommends proposed changes and revisions to the plan, as well as the professional development needs of our district. A sub-committee was formed to specifically review aspects of our TLC plan and take possible revisions back to the whole committee and receive feedback from staff. The requests noted above are the result of much conversation to improve the implementation of the TLC plan and provide appropriate compensation for teacher leaders in our system.</p>	Approved	4/2/2016
West Des Moines	<p>Section 5/10</p> <p>Our district leadership team subcommittee (made of administrators, teachers and association leadership) met and has recommended the following changes to our TLC roles for the 2016-2017 school year:</p> <ul style="list-style-type: none"> <li>-reduction of .5 instructional coach at Valley High School-this still leaves 3 coaches at that site, which the subcommittee believes is adequate at this time</li> <li>-addition of .5 fte Secondary MTSS Coordinator with 5 additional days/\$2500</li> <li>-addition of 1.0 fte Elementary Special Education Instructional Coach with 5 additional days/\$2500</li> <li>-addition of 1.0 fte Secondary Special Education Instructional Coach with 5 additional days/\$2500</li> <li>-addition of .5 fte New Tech Network Instructional Coach with 5 additional days/\$2500</li> </ul>	<ul style="list-style-type: none"> <li>-reduction of .5 instructional coach at Valley High School-this still leaves 3 coaches at that site, which the subcommittee and building leadership believes is adequate at this time</li> <li>-addition of .5 fte Secondary MTSS Coordinator to facilitate MTSS principles and processes at the secondary level, including information about the ESSA guidelines as they are made available</li> <li>-addition of 1.0 fte Elementary Special Education Instructional Coach for the district to support the continuum of needs in our district</li> <li>-addition of 1.0 fte Secondary Special Education Instructional Coach for the district to support the continuum of needs in our district-and as students transition to their next phase in life</li> <li>-addition of .5 fte New Tech Network Instructional Coach for those buildings/teams implementing New Tech Network and project based learning</li> </ul>	<p>Our district leadership team subcommittee (made of administrators, teachers and association leadership) met and has recommended the changes to our TLC roles for the 2016-2017 school year after obtaining additional feedback from the district leadership team and specific staff members. The sub-committee has met on a regular basis beginning in late fall to review elements of our current plan and create revisions and/or clarifications for future implementation. These recommendations have been shared with our District Leadership Team committee.</p>	Approved	5/23/2016
West Fork CSD	<p>Abstract (Part 1), TLC Vision (Part 2), Initiative (Part 3), TLC Positions (Part 5), Job Description (Part 6), Selection Process (Part 7), Teacher's Roles (Part 8), and Budget Items (Part 10). Details of these changes were emailed to Becky Slater.</p>	<p>We need to change some wording for clarity, job descriptions, selection process, and budget items to match positions within the TL team. As the school year begins, we now know exactly what positions have been filled and the job expectations.</p>	<p>The grant writing committee went over the grant after the positions were filled and wanted to make sure that the vision, job descriptions, initiatives, and the budget were clear for the TL team.</p>	Approved	9/13/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Hancock	We would like to create a "line item" for technology and additional resources/ materials. We did not have a specific category for this type of purchase. The change would move \$1800 of the \$3960.38 remaining allocation to be budgeted to this "line item".	We would like to purchase video equipment for the TLC team members to use. Recording lessons is one of their requirements and we need something that is accessible and easy to use, edit, and upload. Each building will need one set.	The Model Teachers and Instructional Coach discussed the need for this type of purchase. Building principals were brought into the conversation and also the superintendent. Having a "line item" for this type of purchase would be better for tracking. The original plan had \$3960.38 as a remaining allocation to be budgeted, plus we may have some additional monies remaining due to enrollment figures. We also submitted a change request in the spring because we did not have enough people to fill all the roles; that has left us with a small surplus in grant monies too. With these areas and the "requirement" to video tape lesson, we feel it would be justified to purchase the equipment out of the grant.	Approved	8/16/16
West Hancock CSD	This is not necessarily a change, but rather not being able to meet the 25% of staff in a leadership role.  Part 5 Leadership Roles Model Teacher (6) 2 per building	We were not able to fill every Model Teacher position. We will only have 4 Model Teachers. The plan stated 6. We have had three hiring opportunities; spring 2015, fall 2015, spring 2016. There were two applicants for one of the positions, but neither met the overall criteria at this time.  We have continued to encourage staff members to consider applying, but many are not eligible yet and others are waiting to "see" the plan in action.  As we move through next year, the committee believes that others will choose to be a part of the TLC Team and these positions will eventually be filled.	See previous answer.	Approved	5/7/2016

TLC Plan Amendments

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West Harrison	<p>Our plan called for a full time Instructional coach in Part 5 of the application as shown here. Our request is to change this from a full time Instructional coach to a half-time Instructional Coach. Rationale is in the next section.</p> <p>The West Harrison TLC system will have 7 of 28 teachers in a leadership role, which is 25% of district teachers:</p> <table border="1" data-bbox="304 389 1289 580"> <thead> <tr> <th>Leadership Positions</th> <th># in district</th> <th>% of time engaged in student teacher leader duties</th> <th>% of time performing instruction</th> </tr> </thead> <tbody> <tr> <td>Instructional Coach</td> <td>1</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Technology Integrationist</td> <td>1</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Lead Teacher</td> <td>3</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Mentor Teacher</td> <td>2</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> <p>The 4 leadership roles are designed to each play a significant and specific role in ensuring that all components of the IPDM are in place. These leadership roles will be integrated with current PD initiatives to provide support and increase effectiveness of those structures. Current PD initiatives include the following: AIW, CGI, Common Core, mentoring and induction, and 32 hours of PD.</p> <p>The leadership roles will help to ensure that data collection serves as a guide for district wide PD, to increase the overall implementation of PD initiatives, to support teachers to meet and build upon professional learning goals, and to reflect on current practices and initiatives to improve student achievement.</p> <p>TLC funds used to support teacher leaders will be used to hire 1 teacher to replace the instructional coach, serving a full-time leadership role. Funds will also be used to provide substitute coverage for teachers in leadership roles as they work to expand PD initiatives through continued PD opportunities.</p>	Leadership Positions	# in district	% of time engaged in student teacher leader duties	% of time performing instruction	Instructional Coach	1	0%	100%	Technology Integrationist	1	100%	0%	Lead Teacher	3	100%	0%	Mentor Teacher	2	100%	0%	<p>We are asking for this change because we had no applicants for the full time Instructional Coach position. We encouraged some folks to apply but no one was interested in it as a full time position. There was some interest if it was half time so that they could continue to work with students directly for a portion of the day.</p>	<p>There was considerable encouragement from the administration to have teachers apply for the full time position. When it became apparent that this was not going to happen, we have several conversations among the administration initially. We pulled together the initial TLC planning committee to discuss how we might adjust the plan. This committee suggested some options and the teachers were polled to see what options would best fit our district. The option to make this a half-time position was the best received. We have moved forward with that adjustment and we did receive a quality application. The school board was informed of the change from the original plan.</p>	Approved	2/24/2016
Leadership Positions	# in district	% of time engaged in student teacher leader duties	% of time performing instruction																						
Instructional Coach	1	0%	100%																						
Technology Integrationist	1	100%	0%																						
Lead Teacher	3	100%	0%																						
Mentor Teacher	2	100%	0%																						

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Harrison (continued from above)	<p><b>Instructional Coach</b> Utilizes research-based strategies. Is aware of transition from grade-to-grade instruction. Models strategies for teachers. Builds trust with classroom teachers to create a meaningful, collaborative relationship. Addresses common concerns in a professional development atmosphere. Teaches learning strategies to struggling students in a specific academic area. Spends time in classrooms to observe teacher instruction. Directs colleagues to the model teacher for exemplary instructional examples.</p> <p><b>Lead Teacher</b> Is a full-time teacher in his or her own classroom. Other teachers observe him/her modeling specific instructional strategies. Teaching is completely aligned to the Common Core. Frequently assess how classroom teachers are meeting the Common Core Standards. Utilize research-based strategies. Meet with teachers for reflection on strategies taught. Spends time in classrooms to observe teacher instruction.</p> <p><b>Mentor Teacher</b> Is a full-time teacher in his or her own classroom. Provides support for teachers in their first or second year of teaching. Meets with mentee(s) to discuss goals, daily routines, classroom management, teaching strategies, etc. Observed for their teaching techniques within the classroom. Refers their mentee(s) to Model Teacher and Instructional Coach For advice in teaching strategies.</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/24/2016 (continued from above)
West Harrison (continued from above)	<p><b>Technology Integrationist</b> Plays a leading role on the district's technology committee. Researches trends, programs, best practice, and tools for classroom integration. Plans and provides individual and small group technology training. Collaborates with teachers and other teacher leaders to design technology projects, assignments, and activities that promote learning and meet the Iowa Core 21st Century Skills. Models teaching strategies that infuse technology in all content areas. Demonstrates and promotes the appropriate and ethical use of technology. Models technology integration in his or her instruction. Observes instruction and provides feedback. Collaborates with the district technology director, administration, and other district personnel as needed.</p>	(continued from above)	(continued from above)	Approved (continued from above)	2/24/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Liberty CSD	<p>We need to eliminate any leadership assignments that are part-time classroom and part-time outside of the classroom, due to the complexities of finding replacement teachers for part-time classroom assignments. We will continue to have 25 teachers involved in positions of leadership: instead of 16 model teachers and 9 individuals involved part-time or full-time outside the classroom, we will recruit 20 model teachers and 5 individuals who will serve as full-time instructional coaches. We will maintain our plan of 5.0 FTE serving in leadership positions outside the classroom.</p> <p>Following is the original language:</p> <p>With a K-12 teaching staff of 100 teachers, 25 WLCSD teachers will be involved in positions of teacher leadership. As shown in the chart below, a total of 5.0 FTE will be assigned to duties outside the classroom: 2.5 FTE at the primary level (PK-5), and 2.5 FTE at the secondary level (6-12). The 25 teacher leaders will include one lead teacher for PK, one lead teacher for kindergarten, two instructional coaches for grades 1-5 (1.5 FTE), five content coaches for grades 6-12 (2.5 FTE), and 16 model teachers for grades 1-12. A secondary coach(es) would be hired if we could not fill our quota of 2.5 FTE content coaches.</p> <p>The content coaches to be hired at the secondary level will include a Math Coach, a Science Coach, an ELA Coach, a Social Studies Coach and a 21st Century Skills Coach, each approximately 0.5 FTE outside the classroom. Content coaches will provide leadership for both content and pedagogy; a secondary coach would be chosen primarily for his/her knowledge and skills in pedagogy.</p> <p>[See table in original. The table does not paste well into this form.]</p>	<p>Our plan had been approved in 2014. In October of 2015, when we began discussions with the teachers at each building regarding implementation of the plan, it became clear to us that we would not be able to maintain our original design due to the complexities of filling part-time classroom positions. The teachers also recognized this fact, and withdrew their support for any plan that involved part-time classroom assignments. At the same time, the middle school teachers had established consensus that a full-time instructional coach, assigned exclusively to their building, would fill their needs better than five part-time content area coaches shared with the high school.</p>	<p>The school board requested that we re-examine and revise the plan. The TLC committee met and agreed to the revisions described above. An anonymous survey was administered to all certified staff in December: 10.8% had significant reservations with the new plan, 46.7% had some reservations, 34.2% had no reservations, and 8.2% did not express an opinion about reservations or did not complete the survey.</p> <p>The TLC plan was discussed at school board meetings on October 5, October 19, November 16, December 7 and December 21. WLEA (teacher union) members were involved all throughout the process. We have consensus around the revised plan.</p>	Approved	1/13/2016
West Liberty CSD (continued from above)	<p>Here is the new language:</p> <p>With a K-12 teaching staff of 100 teachers, 25 WLCSD teachers will be involved in positions of teacher leadership. As shown in the chart below, a total of 5.0 FTE will be assigned to duties outside the classroom: 3.0 FTE at the primary level (PK-5), and 2.0 FTE at the secondary level (6-12). The 25 teacher leaders will include one instructional coach for the Early Learning Center (PK-K), two instructional coaches for grades 1-5, one instructional coach for grades 6-8, one instructional coach for grades 9-12, and 20 model teachers for grades PK-12.</p> <p>[New table does not paste well into this form.]</p>	(continued from above)	(continued from above)	Approved (continued from above)	1/13/2016 (continued from above)
West Lyon CSD	<p>We would like to reduce from Ten Mentors to Five Mentors. This would result in a \$10,000 reduction in our Mentoring budget. We will use this \$10,000 to pay receiving districts of our Open Enrolled students out of the district.</p>	<p>We do not have a need for Ten Mentors. Our staff will only have Five members who are in their first three years of employment in our district. Thus, the need for only Five Mentors. Our original TLC Grant did not address the payments to receiving districts for Open Enrolled students out of the district.</p>	<p>The TLC Committee that was in charge of writing our grant met and discussed this area of our grant and felt that this change was needed.</p>	Approved	8/18/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Marshall CSD	We had planned on 15 model teachers and an instructional coach to serve the district. We changed the name of model teacher to teacher leader based on the committees recommendation and role we wanted them to play. We also decided to hire the instructional coach to serve the K-5 building only since this is the critical time to develop foundational skills in students.	We changed the name of model teacher to teacher leader based on the committees recommendation and role we wanted them to play. We also decided to hire the instructional coach to serve the K-5 building only since this is the critical time to develop foundational skills.	The TLC committee consisted of a school board member, parents, teachers, building principals, and the superintendent in the writing of the plan. The group involved determining the change included the teacher quality committee, TLC team members, building principals, and the superintendent.	Approved	7/1/16
West Monona CSD	We respectfully request a change in the number of Lead Teachers in Part 5 of the grant. We wish to move from 8 to 7 Lead teachers.  We also request that one of our full time instructional coaches in Part 5 be moved to .6 FTE.	The reason for the request to go from 8 to 7 Lead Teachers is that our total number of teachers has declined and we still meet the 25%. In addition, one person who had been selected for the position left the district. In anticipation of a reduction in funds for the following year due to money following open enrolled out students, it is a prudent decision to not fill the vacated position. Even though the positions are one year positions, we believe this is the best choice.  One of our full time instructional coaches has been a curriculum specialist in the past. As part of the overall district financial plan to meet our SBRC Corrective Action Plan, we are sharing this person as a Curriculum Coordinator with a neighboring district. Her duties as both curriculum coordinator and instructional coach are very compatible.	The administrative team discussed the options and shared this with the TLC selection committee. Following those discussions, it was shared with the school board who approved the changes.	Approved	10-11-2015
West Sioux CSD	Part 3- Original Language  The West Sioux School District strives for constant improvement in instruction to maximize student achievement outcome. In this effort for continuous improvement, AIW, APL, PBIS, and Iowa Core alignment are key initiatives that have been implemented district-wide, and the TLC planning committee believes that these initiatives can be expanded and supported under the proposed TLC design to ensure fidelity of use and maximize positive outcomes for all students in the district.  AIW is an initiative adopted by the West Sioux School District in an effort to improve collaboration among staff members, improve instruction, and ensure rigor and high expectations across the curriculum. While training all West Sioux staff members in this instructional philosophy has occurred, at present, time constraints limit the number of opportunities staff members have to present and receive feedback on their work, and scheduling conflicts interfere with teacher's ability to observe the instruction of their colleagues and have their own instruction observed on a regular basis. Under the proposed TLC design, teacher leaders with AIW coach training will lead teams in AIW scoring, conduct CIP instructional data collection, map building AIW growth, observe instruction upon request, provide AIW-focused PD for new and current staff, attend AIW trainings and conferences, and implement district AIW goals. It is the belief of the TLC Planning Committee that the addition of instructional coaches will alleviate many of the time and scheduling constraints that have interfered with achieving the level of AIW implementation in classrooms district-wide that has been envisioned for this initiative. With the addition of instructional coaches, teacher leaders will be able to provide training and instruction in AIW to new staff members, facilitate AIW teams, and ensure frequent opportunities for collaboration through their own observations and feedback as well as by providing other staff members with the freedom to leave the classroom to observe and collaborate with their colleagues.	The original grant language called for a co-teaching model for instructional coaching, included curriculum specialists and AIW Local Coaches. Our current model was approved in spring of 2015 application and includes seven .5 FTE Instructional Coaches that are not referred to as curriculum specialists or AIW Local Coaches. Part 3 is now up to date with the approved application.	The TLC Committee, Administration, and the Dept. of Education Grant Writing process were involved and since Part 3 was approved early in the grant writing it was necessary to go back to assure that part 3 matched the rest of the parts of the grant.	Approved	9/27/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Sioux CSD (continued from above)	<p>Additionally, placing leadership of this initiative in the hands of teacher leaders will help to integrate the initiative more fully into the day-to-day instructional culture of the district, ensuring its longevity, fidelity of implementation, and effectiveness in reaching district improvement goals.</p> <p>The APL (district-wide) and PBIS (elementary/middle school) initiatives at West Sioux were adopted as classroom management tools designed to promote effective time management through instructional routines and supports for student learning that are common to all school settings while providing a district-wide approach for dealing with minor behavior issues, which can distract from learning and cut into instructional time. Through the proposed TLC design, this initiative would be supported through the addition of instructional coaches at all levels who would be responsible for training new staff in APL and/or PBIS, supporting existing staff in their implementation of APL and/or PBIS techniques in the classroom, and modeling APL and/or PBIS strategies for new and current staff members. APL/PBIS-focused instructional coaches will also help with the RTI process as it relates to classroom management.</p> <p>The TLC Planning Committee envisions instructional coaches at each level – early elementary, upper elementary, middle school, and high school. Each teacher leader will be knowledgeable in AIW and APL/PBIS. In this way, instructional coaches will be best able to meet the needs of the district in a way that ensures adequate and ample attention is paid to each of the two initiatives that fall under the purview of the instructional coach position.</p> <p>To ensure successful implementation and maintenance of the Iowa Core Curriculum throughout the district, the proposed TLC design includes the addition of curriculum specialists who will be tasked with continuing the process of alignment that has begun at West Sioux.</p>	(continued from above)	(continued from above)	Approved (continued from above)	9/27/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Sioux CSD (continued from above)	<p>Curriculum specialists Instructional coaches, mentors, and the TLC Lead will ensure that the curriculum district-wide is based on the Iowa Core and instructional best-practices. Curriculum Specialists They will also conduct data analysis on district academic performance and consult or train teachers on improving academic performance in their content areas.</p> <p>Finally, to ensure the goals of the teacher leader initiative are met and fulfilled with fidelity, the TLC Planning Committee felt it was essential to provide guidance and facilitation to the teacher leaders in the instructional coaching and mentoring positions. For this reason, the TLC design designates a TLC Lead to oversee implementation of the TLC plan by coordinating and providing guidance to teacher leaders. This position would also oversee curriculum implementation by taking a leadership role in working with curriculum specialists and assisting them in performing their duties.</p> <p>Part 3- Revised</p> <p>The West Sioux School District strives for constant improvement in instruction to maximize student achievement outcome. In this effort for continuous improvement, AIW, APL, PBIS, and Iowa Core alignment are key initiatives that have been implemented district-wide, and the TLC planning committee believes that these initiatives can be expanded and supported under the proposed TLC design to ensure fidelity of use and maximize positive outcomes for all students in the district.</p> <p>AIW is an initiative adopted by the West Sioux School District in an effort to improve collaboration among staff members, improve instruction, and ensure rigor and high expectations across the curriculum. While training all West Sioux staff members in this instructional philosophy has occurred, at present, time constraints limit the number of opportunities staff members have to present and receive feedback on their work, and scheduling conflicts interfere with teacher's</p>	(continued from above)	(continued from above)	Approved (continued from above)	9/27/2016 (continued from above)



TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Sioux CSD (continued from above)	<p>ability to observe the instruction of their colleagues and have their own instruction observed on a regular basis. Under the proposed TLC design, teacher leaders will lead teams in AIW scoring, conduct CIP instructional data collection, map building AIW growth, observe instruction upon request, provide AIW-focused PD for new and current staff, attend AIW trainings and conferences, and implement district AIW goals. It is the belief of the TLC Planning Committee that the addition of instructional coaches will alleviate many of the time and scheduling constraints that have interfered with achieving the level of AIW implementation in classrooms district-wide that has been envisioned for this initiative. With the addition of instructional coaches, teacher leaders will be able to provide training and instruction in AIW to new staff members, facilitate AIW teams, and ensure frequent opportunities for collaboration through their own observations and feedback as well as by providing other staff members with the freedom to leave the classroom to observe and collaborate with their colleagues. Additionally, placing leadership of this initiative in the hands of teacher leaders will help to integrate the initiative more fully into the day-to-day instructional culture of the district, ensuring its longevity, fidelity of implementation, and effectiveness in reaching district improvement goals.</p> <p>The APL (district-wide) and PBIS (elementary/middle school) initiatives at West Sioux were adopted as classroom management tools designed to promote effective time management through instructional routines and supports for student learning that are common to all school settings while providing a district-wide approach for dealing with minor behavior issues, which can distract from learning and cut into instructional time. Through the proposed TLC design, this initiative would be supported through the addition of instructional coaches at all levels who would be responsible for training new staff in APL and/or PBIS, supporting existing staff in their implementation of APL and/or PBIS techniques in the classroom, and modeling APL and/or PBIS strategies for new and current staff members. APL/PBIS-focused instructional coaches will also help with the RTI process as it relates to classroom management.</p>	(continued from above)	(continued from above)	Approved (continued from above)	9/27/2016 (continued from above)
West Sioux CSD (continued from above)	<p>The TLC Planning Committee envisions instructional coaches at each level – early elementary, upper elementary, middle school, and high school. Each teacher leader will be knowledgeable in AIW and APL/PBIS. In this way, instructional coaches will be best able to meet the needs of the district in a way that ensures adequate and ample attention is paid to each of the two initiatives that fall under the purview of the instructional coach position.</p> <p>Instructional coaches, mentors, and the TLC Lead will ensure that the curriculum district-wide is based on the Iowa Core and instructional best-practices. They will also conduct data analysis on district academic performance and consult or train teachers on improving academic performance in their content areas.</p> <p>Finally, to ensure the goals of the teacher leader initiative are met and fulfilled with fidelity, the TLC Planning Committee felt it was essential to provide guidance and facilitation to the teacher leaders in the instructional coaching and mentoring positions. For this reason, the TLC design designates a TLC Lead to oversee implementation of the TLC plan by coordinating and providing guidance to teacher leaders. This position would also oversee curriculum implementation.</p>	(continued from above)	(continued from above)	Approved (continued from above)	9/27/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
West Sioux CSD	<p>Part 4: Original: The district will use TLC funds to create 15 Teacher Leadership (TL) positions. These 15 TL positions include a TLC Lead, Instructional Coaches, and Mentor Teachers. Revised: The district will use TLC funds to create 14 Teacher Leadership (TL) positions. These 14 TL positions include a TLC Lead, Instructional Coaches, and Mentor Teachers. The table entitled Newly Created TLC Position under Mentor Teachers it states in the column, Level, 7 positions originally. That number in the revised version should say 6 positions.</p>	The original grant was approved for 7 positions, in a good faith effort we were able to get only 6 applicants for the position of Mentor.	TLC Committee, Administration	Approved	9/27/16
West Sioux CSD	See email for Part 10 changes	We have an overage of \$5,532 which the district administration and school board has committed to absorb into the school budget. The district administration has also agreed to provide funding for PD and Trainings required for TLC that has not been written into the grant budget.	TLC Committee, Administration, School Board and Business Manager	Approved	9/27/16
Western Dubuque	The changes requested reflect changes in the “supplemental contracts” for our leadership positions. After meeting with our Teacher Association, they thought additional contract days and adjusted pay would be more than fair for two reasons: 1) have more time with the teacher leaders; and 2) when doing the math of what they are getting paid for their additional time compared to our normal curriculum pay rate, they are getting far more per hour. The change involves the following: Instructional Coaches - 10 additional contract days to 20 additional contract days; Mentor/Model Teachers - 5 additional contract days to 10 additional contract days; and Mentor/Model Teachers -supplemental payment \$3,500 to \$3,000.	Information not required at time of request.	Information not required at time of request.	Approved	6/24/2014
Western Dubuque	The site-based interview and hiring committee and all administration felt very strongly in employing a strict, fair, and transparent hiring process for the TLC roles. Involving HumaneX Ventures company allowed them to have much more rigorous selection process with clear, proven results that allowed everyone involved to feel they were making the best decisions for our district.	Information not required at time of request.	Information not required at time of request.	Approved	9/28/2014
Western Dubuque	They would like to add a Perception Survey results on the effectiveness of Instructional Coaches given to all teachers and administrators in September, January, and May in the 2014-2015 school year. Since the WDCSD Satisfaction Survey is only given on a bi-annual basis, and the 2014-2015 school year is not a year that it will be given, they wanted to create and add a survey given this year that was based solely on the effectiveness of Instructional Coaches. Next time they give the WDCSD Satisfaction Survey, in 2015-2016, specific questions to the entire TLC system will be added to that survey.	Information not required at time of request.	Information not required at time of request.	Approved	9/28/2014

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Western Dubuque Community School District	The proposed changes pertain to both Part 4 and Part 5 of our original grant submission. We wrote our original grant and held the positions of Mentor/Model teacher as one role for the last three years. We are now proposing we split this role into two different leadership positions - Mentor Teachers and Model Teachers. See documents (new job descriptions for both jobs and chart on the differences between the two positions) emailed to Becky Slater on 12.22.16 for further description of the role split.	As we have gained experience in teacher leadership positions over the last three years, we have been able to see areas of strength and areas that could use added support. Our Instructional Coach position, Professional Development Facilitator position, and even the Mentoring portion of the Mentor/Model position have been very strong and hugely successful for our district. However, we have spent time over the last three years studying how to strengthen the Model Teacher portion of the role. We even submitted a change request last year working toward strengthening this role (which worked and allowed us to see additional changes were needed). Essentially, what we have discovered is the roles of being a Mentor teacher and Model teacher really take different qualifications and require different responsibilities. Combining these two roles really didn't allow for the person to do justice to both. In our proposal of the split, the Mentor position really doesn't change much from the original grant - it just becomes a position that can be applied for and held in isolation of any other teacher leadership position. The Model Teacher role, however, we are proposing we change from one per building to one per grade level/department level in order to strengthen their leadership responsibilities during professional development/PLC time that is organized by grade level/department level. We are also changing the position from a 3 year term to a 1 year term to allow for more teachers to rotate into the role in a shorter time-frame. With the split of these two roles, the stipend for the Mentoring position will be \$1000, the stipend for the Model role will be \$3500 because of the amount of outside of contract time required.	Groups involved: Superintendent, Director of Curriculum Instruction, and Assessment, original Grant Writing Team, all Principals, all Instructional Coaches, and all teachers currently in the Mentor/Model position. Process: 1- notes and refinement ideas over the course of the last three years we have had the combined position. 2- Three meetings with Superintendent, Director of Curriculum, Instruction, and Assessment, and original Grant Writing Team from October-December 2016. 3- Three Feedback meetings held with principals, Instructional Coaches, and current M/M teachers. 4- Meeting with Western Dubuque Teacher Association reps 5- Final proposal sent to all of above groups for approval before submitting to State. 6- If state approves, proposal will be shared with all teachers as soon as possible, and we will start posting for jobs and hiring process for next school year.	Approved	12/23/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Western Dubuque Community School District	<p>Changes to our Mentor/Model Teacher TLC position                      * More detailed descriptions of the change, the updated job description, and budget plan will all be sent to becky.slater@iowa.gov                      Summary:                      When first writing the Mentor/Model Teacher role, we wrote most of their responsibilities as being "open to" implementation - and there was not specific direction or focus to what this meant. The change in our plan brings a clear focus to their responsibilities (see changes in red on the document "WDCSD Teacher Leadership and Compensation System").</p> <p>With these more specific changes, we are requiring Model teachers to engage in the full coaching cycle with the Instructional Coaches focused on the High Impact instructional strategies (Jim Knight and John Hattie). We would ask the IC's and M/M to spend the trimester in a full coaching cycle around a specific strategy in preparation to role out this strategy to all staff in the following trimester's professional development time. This way, the strategy will be field-tested and proven within our walls. We will have goals, data, video, and experiences to use for a "power within" model of professional development.</p> <p>Changes in our Mentoring portion of this role includes the new teacher and mentor video taping and using this video to guide discussions around the Iowa Teaching Standards (again see "WDCSD Teacher Leadership and Compensation System" document in email for additional details.                      This change will require additional purchases of proper video recording and viewing technology pieces (see Budget sheet)</p> <p>In order to implement these changes, we are expanding the training for Mentor/Model teachers. In the original plan, we did not provide any training for this position. With this revised plan, we feel it is vital to train the Mentor/Model teachers in the High-Impact Instruction strategies with Jim Knight. We would also consider the purchase of the Focus on Teaching: Using Video for High-Impact Instruction book for additional understanding of the use of video (for both the Mentoring role and the Model Teaching role).</p>	<p>A year and half into the TLC process, we are now ready as a district to take a closer look at the Mentor/Model Teacher position. Full admittance - we have spent the majority of our time and efforts ensuring our Instructional Coaches had the job description, training, support, and implementation success necessary for their position. We are now ready to turn our attention to some improvements that need to be made with the Mentor/Model Teacher position. These changes are not for lack of planning when writing the grant, they are because we now understand the roles better and are ready to strengthen the position, the training, and the support they receive as well. We have noticed across many TLC schools, we feel our Instructional Coach positions are going strong, but many have questions or reservations on how their "Model" (or similar term) positions are used. We are ready to devote more to this position and make it the strong teacher-leadership position we envisioned when writing the grant.</p>	<ol style="list-style-type: none"> <li>1) Kelly Simon read many other district's "Mentor/Model" (or similar titles) portion of their TLC grants to get a better feel for what others were doing with this position.</li> <li>2) Kelly Simon started serving on the TLC-C4K Leadership Task Force which prompted her to spend more time strengthening this position (to strengthen their role in MTSS efforts)</li> <li>3) Kelly Simon, the superintendent, all building principals, and business office director worked on the revision of our originally written Mentor/Model teacher position and budget</li> <li>4) Plan was taken to original grant writing team for revisions and approval</li> <li>5) Plan was taken to Instructional Coaches for input and approval</li> <li>6) Plan was taken to current Mentor/Model teachers for input and approval</li> <li>7) After approved through this process, we will move forward in planning for this change for the 2016-2017 school year</li> </ol>	Approved	12/23/2015

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Western Dubuque Community School District	<p>Part 8 - need to revise the following original grant wording:</p> <p>ORIGINAL: We will compile data and feedback to use in our PDSA cycle through the use of:</p> <ul style="list-style-type: none"> <li>• Plus-Delta feedback tool for Instructional Coach meetings and district PD days led by coaches</li> <li>• Collaboration minutes submitted electronically at the conclusion of each building level meeting</li> <li>• Student achievement data from AIMSWeb, NWEA MAP, Iowa Assessments, District-Wide Common Assessments</li> <li>• Building strategic plans and goals – part of our CI system, each building submits annual goals based on student achievement data</li> <li>• Teacher strategic plans and goals – each teacher submits two TIP goals based on one SMART and one STEM goal</li> <li>• WDCSD Satisfaction Survey results from all stakeholder groups (already established) – given to all teachers, parents, students, and community members bi-annually</li> </ul> <p>REVISION:</p> <ul style="list-style-type: none"> <li>• Plus-Delta/Survey feedback tool for Instructional Coach meetings and district PD days led by coaches <ul style="list-style-type: none"> <li>o Specifically Teacher survey percentages and narrative responses</li> </ul> </li> <li>• Student achievement data from Iowa Tier (AIMSWeb), Iowa Assessments, and ACT</li> <li>• WDCSD Satisfaction Survey results from all stakeholder groups (already established) – given to all teachers, parents, students, and community members bi-annually</li> <li>• Teacher Retention data- percentage of new hires working with mentors, IC's, and remaining in our district.</li> <li>• Coaching System data – tracking data on level of involvement in which our teachers are choosing to work with Instructional Coaches.</li> </ul>	<p>Since writing the grant, we have changed multiple assessment measures. We no longer give NWEA Map assessment, but we now give the ACT practice assessment to our students in grades 7-11. We have also development more accurate measures of our Instructional Coaching effectiveness with our Coaching System level tracking. This was created with our coaches over the course of years one and two of receiving the grant.</p>	<p>The Superintendent, Director of Curriculum , Site Based Grant Team, Instructional Coaches, Mentor/Model teachers were all involved in these revisions. This is a continuing process to make sure we are getting the most accurate data to evaluate our effectiveness. This group meets quarterly to discuss our system and make sure we are continuing to gather the most accurate data.</p>	Approved	9/8/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Western Dubuque Community School District	With an abundance of additional hires this year, and the increased Mentor/Model job description (change request written last year), we are in need of additional Mentor/Model teachers. In our original plan, we have: Original: Logistics •☐DE 1 •☐EE 1 •☐FE 1 •☐PE 1 •☐Cascade and Bernard Elem PK-6 1 •☐DMIS 5/6 1 •☐DMIS 7/8 1 •☐CJHS 1 •☐WDHS 2 Revision: •☐DE 2 •☐EE 2 •☐FE 1 •☐PE 1 •☐Cascade and Bernard Elem PK-6 2 •☐DMIS 5/6 2 •☐DMIS 7/8 1 •☐CJHS 2 •☐WDHS 2 •District-Wide specialist areas: 1	In order to best support our new to district employees, the observation requirements, and our professional development goals, additional mentor/model teachers are being added throughout the district. We have put a great deal of work into strengthening this role since receiving the grant, and with the strengthening, we have also experienced an increase in usage. We purposely wrote the original budget for the grant to have a cushion in the budget to add to our fleet as the program grew.	Superintendent, Director of Curriculum, and Site-based grant team meets quarterly to review original grant, current data, and therefore, make recommendations on strengthening the overall program.	Approved	9/8/16
Wilton	We have just moved the additional TLC salary amounts from per diem to supplemental salary	Information not required at time of request.	Information not required at time of request.	Approved	2/2/2015
Wilton CSD	Part 8 - Updates and aligning measures to goals.	We are updating the outputs and outcomes for Part 8 and that the full details have been emailed to Becky Slater.	AEA staff: Andrea Stewert and Cassie Burbach started off this work. Andministrators, teachers, teacher leaders, etc. all support	Approved	5/25/2016
Winfield-Mount Union	Reallocate funds remaining from failure to fill 1 lead teacher and 1 mentor teacher position to professional development for teacher leaders.	Information not required at time of request.	Information not required at time of request.	Approved	6/1/2015
Winterset	Leave 2 Model Teacher Teacher positions unfilled; through a rigorous selection process the district selected 18 Model Mentor Teachers, instead of the planned 20; the district will work to develop skills and interest through the coming school year; will be over 25% counting teacher leaders paid for by TQ funds.	Information not required at time of request.	Information not required at time of request.	Approved	5/28/2014
Winterset	Allow a Core Curriculum Professional Development Leader to co-teach 1 course per term with the replacement teacher rather than be 100% release; this will aallow continuation of a concurrent enrollment credit for students while the replacement teacher completes the requirements to teach the course.	Information not required at time of request.	Information not required at time of request.	Approved	5/28/2014
Winterset	Part 3- Implementation of the Iowa Core. Original: With the addition of 3 Core Curriculum Instructional Coaches in the areas of English Language Arts, Math/Science & Special Education we will have the necessary supports to: New: With the addition of 3 Core Curriculum Instructional Coaches in the areas of Literacy , Math & Special Education we will have the necessary supports to:	English Language Arts is known more as Literacy based upon the ELI implementation within the state. We are also moving to more of a Disciplinary Literacy Philosophy. Within in the district we have a smaller Science team that has many instructional leaders.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Winterset	Part 3-Key Structures: Mentoring & Induction Support Original: MMT's will be able to provide more concentrated support & assistance to beginning teachers as well as our new to the district teachers. New: MMT's and/or mentors/hosts will be able to provide more concentrated support & assistance to beginning teachers as well as our new to the district teachers.	The District wants to have the best possible mentor/host for beginning teachers as well as our new to the district teachers. It is believed the original language may limit our selection.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16
Winterset	Part 3-SINA Plan Original: Our elementary & middle schools have SINA plans. New: Our middle school has a SINA plan	Our elementary school no longer has a SINA designation. This is a PK-3 building.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16
Winterset	Part 4-TLC INDUCTION and MENTORING ACTIONS and in other areas this wording takes place.  Original: The district has used the abbreviation MMT's (Model Mentor Teacher) New: The district would like to add MMT's and/or mentors/hosts	The district is rewriting the Mentoring plan for the 2016 CASA. To ensure we have high quality mentors/hosts to align with our beginning teachers and new hires it is believed the original language may be to limiting.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16
Winterset	Part 6-Selection Current: TLs will be selected based upon the following criteria. Proven record of effective instruction & high student learning measured by <input type="checkbox"/> Data indicative of student growth <input type="checkbox"/> Use of formative assessment <input type="checkbox"/> Use of high impact instructional strategies <input type="checkbox"/> Responsiveness to student needs Strong command of the curriculum measured by <input type="checkbox"/> Development of curricula & resources that reflect command of subject <input type="checkbox"/> Students acquiring mastery of standards & benchmarks Skill in facilitating adult learning measured by <input type="checkbox"/> Use of engaging strategies appropriate to audience <input type="checkbox"/> Ability to match content & skills to needs <input type="checkbox"/> Providing opportunities for practice, reflection & feedback <input type="checkbox"/> Outreach & collaboration with families & the community Life-long investment in their own professional growth behaviors measured by <input type="checkbox"/> Reflective assessment of strengths & areas for improvement <input type="checkbox"/> Implementing skills aligned to WCSD's goals & key initiatives <input type="checkbox"/> Utilizing skills & dispositions to support increased student achievement <input type="checkbox"/> Cultivating a strong PLC culture conducive to improvement <input type="checkbox"/> Exhibiting growth mindset & a leader of change New: Teacher Leader Model Standards as evidence of: Domain 1: Fosters a collaborative culture to support educator development and student learning. (Iowa Teaching Standards – 1, 7, 8) Domain 2: Assesses and uses research to improve practice and student learning. (Iowa Teaching Standards – 1, 2, 3, 4 and 5) Domain 3: Promotes professional learning for continuous improvement. (Iowa Teaching Standards – 2, 3 and 7) Domain 4: Facilitates improvements in instruction and student learning. (Iowa Teaching Standards – 3, 4, 5, 6 and 7) Domain 5: Promotes use of assessments and data for school and district improvement. (Iowa Teaching Standards – 1 3, 4, 5 and 7)	The district will be using a system that more accurately defines what we are asking our teacher leaders to do. The Teacher Leader Model Standards are nationally recognized and can support effective teaching and promote student learning.	The Teacher Quality Team made up of teacher and administrators meets on a monthly basis looks at data and makes these decisions. This team worked at writing the original grant application.	Approved	6/30/16
Winterset (continued from above)	Domain 6: Improves outreach and collaboration with families and community. (Iowa Teaching Standard – 1 and 8) Domain 7: Advocates for student learning and the profession. (Iowa Teaching Standard – 1 and 8)	(continued from above)	(continued from above)	Approved (continued from above)	6/30/2016 (continued from above)

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Winterset	Part 5-Roles Differentiated Roles Current: Twenty Model/Mentor Teachers (MMTs) Four Instructional Coaches (ICs) Three K-12 Curriculum Instructional Coaches Building Leadership Team Members New: Up to Twenty Model/Mentor Teachers (MMTs) Up to Four Instructional Coaches (ICs) Up to Three K-12 Curriculum Instructional Coaches Up to Twelve Building Leadership Team Members	Within the District there are different needs, this can be based on the PLC teams, beginning teachers and new hires, curriculum development and professional development. This system will support all students reaching their full potential.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16
Winterset	Part 3- Implementation of the Iowa Core: Original: With The addition of 3 Core Curriculum Professional Development Leaders in the areas of English Language Arts, Math/Science & Special Education we will have the necessary supports to: New: With The addition of 3 Core Curriculum Instructional Coaches in the areas of Literacy, Math & Special Education we will have the necessary supports to:	The name change ties the seven teacher leaders together and gives the faculty and staff a better understanding that they are all Instructional Coaches and they work together to support all teachers in the district.	The Teacher Quality Team made up of teachers and administrators meets on a monthly basis looks at data and makes these decisions this team worked at writing the original grant application.	Approved	6/30/16
Woodward-Granger CSD	The change that we are asking for is a fundamental Leadership Role change that has an impact throughout the entire application. Beginning in the narrative we have listed the roles of Technology Infusionist and Data Coach separately. After much discussion with our TLC stakeholders we feel these two positions go hand in hand and would like to request that they be combined into one position with the new position being called Technology/Data coach. In addition to the narrative you will see in Part 4 of the application the duties will remain the same of both the Tech Infusionist and the Data Coach but they will now be accomplished with a single person. In part 5 of the plan the money used to pay for the supplemental contracts of both positions will now only have to pay for one and the remaining money can go into instructional coach training (Jim Knight) and additional PD planning for our TLC members.	This new role (Tech/Data Coach) combination is requested because our district's fundamental beliefs in what these two individual positions could do at each building level have shifted to a more comprehensive all-inclusive job description . In addition, we felt that the way we use data and technology in our district (simultaneously), bridging these gap between how data can be disaggregated and analyzed using technology would better be served by a common leader.	The same group of stakeholders as outlined in our original plan ( teachers, SIAC, administration, students and District Leadership Team) were utilized in recommending this fundamental change to the plan. The groups met individually and as a whole to develop pros and cons to the change. These were discussed extensively in relation to meeting our goals or being obstacles to meeting our overall goals and it was determined the the pros in the situation overwhelmingly outweighed the negatives. For those negatives that were discussed in the plan, the groups came up with solutions to overcome these obstacles. The bottom-line is that these local groups all felt strongly that this change to the plan would better meet our needs as a New TLC System.	Approved	7/26/16
	This change pertains to Part 6. In our Yearly Review and Reapplication section, we originally stated the following concerning Teacher Leaders: They will submit a video of their work with a peer. Along with this, they will be asked to include an analysis of strengths and areas for growth (aligned to the ITS), along with a resulting plan for professional growth. (Measure of effectiveness)  The new language states: They will review Teacher Leader Standards for Collaborative Cultures and/or Facilitating Improvements in Instruction and Student Learning (developed by the Teacher Leadership Exploratory Consortium), submit a reflective analysis of strengths and set a goal for the 2015-16 school year.	This seems to be a far more time efficient manner of involving teacher leaders in self-reflection and goal setting. Incorporating the Teacher Leader Standards also provides a bar for improving performance.	The changes were discussed and approved by the District Leadership Team which is made up of teacher leaders and administrators from each building.	Withdrawn	