

Abstract/Executive Summary - Provide an overview of the school district's proposed teacher leadership and compensation plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another.

The Hampton-Dumont Community School District (H-D) has experienced many shifts in student demographics and curriculum over the last fifteen years. Both our Hispanic and low SES groups have seen increases of at least 23% since 2000-01. While the curriculum has been under constant review with many related initiatives such as C4K, the demographic and achievement data supports the need for significant change in leadership structure in order to advance the district mission and vision. The diverse needs of our students, coupled with the adoption of the Iowa Core have presented our district with challenges in ensuring we provide equitable learning opportunities for all. Feedback from our stakeholders made it clear that meeting the needs of our diverse learners was a concern warranting further attention.

H-D began the process of applying for a Teacher Leadership and Compensation grant in October of 2013, with the overarching goal of improved teaching and learning focused on instruction, student achievement, and research in the field of leadership. The overall vision transforms the structure of our teaching and learning and provides opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. During the planning stages, multiple groups of teachers, administrators, and community members discussed new programming, strategies, and options to effectively move teachers into leadership positions focusing on instructional needs of students, relying on student achievement data and current research-based best-practices in instruction and assessment. These new positions (up to 32) comprised of Instructional Coach, Mentor Teacher, Lead Teacher, and PLC Coach will work collaboratively with teachers, our three current literacy coaches, and administration to enhance instruction and assessment district-wide. Deliberate monthly data collection and review will guide professional development using the Iowa Professional Development Model to enhance instruction. These roles will ensure fidelity in the development, delivery, and maintenance of the district's initiatives and will also be a source of continual support for all instructional staff. The base salary at H-D is above the state minimum. This, coupled with the establishment of new leadership roles provided by this grant, enhances our ability to recruit and retain the most highly skilled, diverse instructional staff.

The new teacher leadership structure will consist of four different roles with individual and overlapping responsibilities enhancing the district's ability to carry out its mission and vision. The Instructional Coaches will spend 75% of the school day in a leadership/coach position, and 25% of the school day teaching their own classes. The Mentor Teachers and Lead Teachers will spend 25% of the day in a leadership/coach position and 75% teaching their own classes. PLC Coaches will spend 100% of their day teaching their classes and will be responsible for facilitating/leading a PLC. A teacher serving in the role of Lead Teacher or Mentor Teacher may also serve as a PLC Coach.

The process for selecting teacher leaders at H-D closely mirrors current hiring practices in the district and will be comprised of a three-phase application process, beginning with a self-assessment tool for potential teacher leader candidates, an online application (including letters of recommendation), and an interview with the selection committee. Following completion of the application process, the applicants will be rated by the selection committee based on a rubric

adapted from materials created by the Center for Teaching Quality, 2012.

Through the establishment of teacher leadership roles that will move instructional practice to be more focused on the target of student achievement, positive student outcomes will occur. The impact/effectiveness of the TLC plan will be measured using a variety of data points: culture and climate data gathered from staff survey, student achievement data (using cohort data for comparative purposes), and leadership team feedback. Building level monitoring teams (Instructional Coaches, PLC Coaches, Lead Teachers, and the AEA School Improvement Consultant) will be held accountable for the monthly analysis of student achievement data and the immediate corresponding changes in instructional practices needed by classroom teachers.

Our plan includes adding four Instructional Coaches who will be compensated with an additional \$10,000 per year. The plan also includes adding a total of 10 lead or mentor teachers. The ratio will depend on the needs of the district. For example, given the size of our district, if there is less of a need in a particular year for mentors, we would increase the number of lead teachers and vice-versa. Mentors and lead teachers will be compensated an additional \$5,000 per year. PLC coaches will be compensated an additional \$3,000. The total cost for all stipends will be \$167,880. Hiring approximately four new teachers will allow the district to fill vacancies created by teacher leaders and potentially accommodate lighter teaching loads for first year teachers. The total cost of these new teachers would be a minimum of \$192,584 using 2013-2014 salary schedule.

Hampton-Dumont has the personnel and resources needed to build capacity, support implementation, and sustain this program over the long term. As with the writing of the plan, implementation will remain a collaborative effort. The district will sustain the TLC plan by focusing on our plan's intent and purpose, along with stakeholder support. This grant will impact all students. The plan will be evaluated for fidelity and success, provide teachers and staff with professional learning needs, based on collected data, and drive increased student achievement.

*Part 1 - Describe the **planning process** used by the district to develop your Teacher Leadership and Compensation (TLC) plan. Please include the following information in your narrative:*

a) A description of how the planning grant and available planning time was used to develop a high-quality plan;

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan;

*c) A description of the **support for and commitment** to the plan from each stakeholder group (teachers, administrators, and parents).*

The Hampton-Dumont School District involved a variety of stakeholders in the planning process. The district sought volunteers from each building to serve on the initial teacher leadership planning committee, consisting of eleven teachers, the superintendent, all three building principals and the curriculum director. Parents were involved through a district-wide survey, participation on the School Improvement Advisory Committee and membership in the Parent Teacher Organization. Feedback was gathered from students, parents, and teachers at two specific points in the revision process.

The specific planning timeline, stakeholder involvement, and support are listed below.

Planning Time

Beginning in May 2013, the H-D District committed to applying for the Teacher Leadership and Compensation (TLC) grant. A committee was formed of teachers and administrators to discuss the process of the applying for the planning grant and ultimately the TLC grant.

The H-D district utilized the planning grant funds to provide additional pay (hourly rate) for teachers who were grant collaborators, hire substitutes, attend trainings, and develop a framework for writing the grant application.

The TLC planning committee:

- researched teacher leadership structures
- investigated best practices for teaching and learning
- discussed how our current systems might flourish with the enhanced resources provided by this grant
- divided into sub-committees to develop each part of the grant application
- shared drafts with district stakeholders
- attended trainings hosted by SAI and AEA 267

Once the TLC planning committee had finalized the draft grant application an outside reader was hired to proofread the grant for content and mechanics. After the grant was submitted, the TLC district team created an implementation action plan in preparation for receipt of the grant.

Following notification that our application was not accepted the team developed the next steps in revising our grant application for 2015-2016 application year. The TLC committee approved additions and deletions of our revised plan and shared the final draft with district constituents, again seeking their approval and commitment.

Stakeholder Involvement

During the application process, an article was published in the district newsletter updating the community on the grant proposal and status of the application. Presentations of the grant proposal were made at the Chamber of Commerce Quarterly Coffee, regularly scheduled SIAC and school board meetings, and community service organizations, including Kiwanis and Rotary.

Throughout the process SIAC (comprised of community members, school staff, parents, and students) was presented with draft versions of the grant application, the scoring rubric, and an online forum to provide feedback on areas of strength and improvement in the application. At the conclusion of the process, SIAC unanimously voted to support the grant application written by the TLC committee.

The school board was an integral part of the grant writing process as updates were provided at each monthly meeting. As the application was written, the board provided input and made decisions that supported the district's desire to add instructional coaching positions as a part of our TLC pilot program.

Support and Commitment

The H-D district believes that the TLC program will allow us to better meet the educational needs of teachers and students by enhancing current initiatives. During the grant writing process district staff were invited to share comments and concerns. When the grant proposal was completed, the Hampton-Dumont Education Association voted 91% in favor for applying for the grant as written. When our district did not receive the grant in the first round, it was determined we would pilot portions of our plan regardless of receipt of the grant. The entire teaching staff was surveyed for input and approval when the decision was made to implement the pilot program.

Community stakeholders received an invitation to a dual-language website and survey during the grant writing process to gauge community support. The results indicated 85% support for the application. Community members identified the following as their greatest hope for the district upon receipt of the grant: increasing student achievement and improving instruction through the use of instructional coaches.

Over the course of the two school years of writing and revising our grant, the large-group TLC team held over 20 meetings with subgroup committees meeting dozens of times. Advice and expertise were gathered from AEA consultants and former teachers of the district who have grant

writing experience. Collectively, over one thousand hours were spent collaborating on the grant proposal and sharing it with constituents to solicit feedback. The TLC committee is confident that steps were taken to involve key district stakeholders. The district is confident that the planning structure was thoroughly followed and is supported by all stakeholder groups in the district as evidenced in the data from our multiple surveys.

Part 2 – Describe the school district’s **vision and goals** for its TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system.

The ultimate vision for the H-D TLC plan is to achieve our mission statement of *creating a safe, caring culture of high expectations where all reach their greatest potential*. For more specificity, we spent time reviewing and reflecting on the vision/theory of action developed by the Iowa TLC task force, which guided our work in developing our own overarching TLC vision:

H-D will create a plan to transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. Teacher leaders will be chosen through a clear selection process, which will allow multiple qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional teacher leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning.

From our own district mission, vision, and guiding principles the TLC planning committee then developed district goals for our TLC plan. Our district TLC goals mirror the goals set forth by the Iowa Department of Ed for the statewide TLC system. The goals and descriptors defined by the H-D TLC team are as follows:

Goal 1: Improve teaching and learning for teachers and students.

Adoption of the Iowa Core has transformed the work in which teachers in Iowa are engaged. At all levels of our district, from preschool through twelfth grade, our teachers are studying the Iowa Core standards and the Iowa Early Learning Standards. We have eighteen PLCs in different stages of alignment with the Iowa Core with only two literacy coaches (serving grades K-8) and the district curriculum director able to guide the PLC coaches in their work. An additional instructional coach at each level (elementary, middle, high school), along with one or two lead and mentor teachers at each level, will allow for the needed differentiation and individualized support among the teams to implement the Iowa Core, including the 21st Century Skills and the Universal Constructs. The TLC grant will allow our work with the Iowa Core to continue at an even deeper and more efficient level. Students will benefit from the work of the teacher teams in terms of more rigorous, relevant, and engaging learning activities aligned with the Iowa Core.

Goal 2: Improve achievement of all learners.

H-D has experienced changes in our student population over the last fifteen years. For example, the chart below depicts the change in some of our demographic groups from 2000-01 to present.

	Hispanic	White	Low SES	ELL
2000-2001	9.0%	89.5%	30.0%	6.8%
2013-2014	31.8%	65.6%	54.0%	18.6%

This drastic and relatively rapid change has presented our district with challenges in ensuring we provide equitable learning opportunities for all. One expectation for the teacher leadership positions provided by the TLC grant will be to design professional learning opportunities and coaching in evidenced-based instructional strategies. We have a discrepancy in student achievement between many of our subgroups and our all students category. For example, 4th grade data shows 71.43% proficient in the 'all students', 82.5% proficient for white students, but proficiency of only 40% in students with IEPs, 50% in both the Hispanic and ELL subgroups and 59% for students who are low SES. This data clearly shows a need to focus on enhancing learner supports for many of our students. As a Phase I MTSS school, the TLC grant will strengthen our ability to implement this process to serve all of our students. Many of the coaching roles included as part of the MTSS system (internal-, data-, content- coaches) may be filled by the positions granted by the TLC plan. The process of fully implementing MTSS, and then expanding those practices throughout the district will be expedited and enhanced through the additional teacher leadership roles.

Goal 3: Enhance our climate of collaboration.

In our second year of full implementation of PLCs, a culture of collaboration has been established. The time for collaboration is limited to teachers in the same grade-level or department. For true growth and improvement to occur in our district, collaboration among teachers must expand to different grade levels and other subjects. Currently we do not have the leadership capability to engage all PLC teams in professional learning across grade levels and disciplines. Teachers are one of our greatest resources, but we are often unable to tap into them because of time and funding constraints. The TLC grant will allow us to provide opportunities for more teachers to take a larger role in the change and improvement processes in our district. This teamwork will create a culture where all members share a collective responsibility for student learning.

Goal 4: Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.

Incorporating all of the aspects of the TLC plan will assist us in attracting and retaining teachers. As a small, rural district with no major urban areas nearby, we desire, but are not always able, to attract and retain a large, diverse pool of applicants. By eliminating the flat career path and providing multiple, meaningful teacher leader roles, we may attract more applicants. Teachers who desire those 'hybrid' roles (classroom and coaching) will be more apt to stay in the district. All teachers in the district will feel more supported and part of a culture of collaboration when all teachers, through peer coaching and the work of the PLCs, are held mutually accountable for student learning. No longer will one teacher in one room be solely responsible for student learning in that classroom. We desire a culture where ALL teachers play a role in supporting each other to improve the learning of ALL students.

Part 3 - Describe how the TLC plan will **connect to, support and strengthen** the district's key **school improvement** structures, processes, and initiatives (e.g. MTSS, K-3 Literacy, Iowa Core implementation, etc.).

The mission of Hampton-Dumont Schools is to create a safe, caring culture of high expectations where all reach their greatest potential. We strategically chose the wording "...ALL reach their greatest potential" in order to include both students and staff. Research is clear that improving teacher practice will lead to improved student learning. The TLC plan will strengthen our initiatives of *strengthening universal instruction by aligning with the Iowa Core, developing a multi-tiered system of supports for student learning and behavior when universal instruction is not sufficient, and integrating effective literacy instruction in all disciplines K-12*. These initiatives will be strengthened by the teacher leader roles provided by the TLC grant through the framework of *authentic, job-embedded professional learning through PLCs*.

Key School Improvement Initiative	How teacher leader roles will connect to, support, and strengthen the initiative
<p>Strengthening universal instruction by alignment with the Iowa Core.</p>	<p>Instructional Coaches will provide guidance and support in unit design, assessment planning, and best practice for instruction all aligned to the expectations of the Iowa Core. While structures are in place in the district toward greater alignment with the Iowa Core, the instructional coaches will support and strengthen those structures by training all teacher leaders on our online curriculum mapping tool called Curriculum Manager. They will lead, support, and strengthen our K-6 standards based grading system aligned to the Iowa Core as we further expand implementation of that system to grades 7-12. Curriculum alignment data from these systems (Curriculum Manager and standards-based grading in Powerschool) will be analyzed by instructional coaches, administration, and teacher leaders to be used by PLC teams to strengthen unit planning and alignment.</p> <p>Lead Teachers and Mentor Teachers will coordinate with instructional coaches to strengthen this initiative with one-on-one support for teachers in ensuring fidelity of implementation of the Iowa Core standards in all subjects.</p> <p>PLC Coaches will facilitate entry of curriculum information into the online Curriculum Manager software which will identify areas of gaps and overlap. PLC teams, led by their PLC Coach, will be able to use the data from the mapping software to guide their weekly work in unit design.</p>
<p>Developing a multi-tiered system of supports</p>	<p>Instructional Coaches: In anticipation of receiving the TLC grant, we have literacy coaches at each level (elementary, middle, high) and a technology coach at the middle school. These positions are evidence of</p>

<p>(MTSS) for student learning and behavior.</p>	<p>our commitment to empowering teacher leaders and improving student achievement. Receipt of this grant will allow us to add additional instructional coaches at each level who will further support implementation of a district-wide multi-tiered system of supports such as developing and training teachers in research-based interventions and progress monitoring.</p> <p>Lead Teachers and Mentor Teachers will support teachers in maintaining quality universal instruction, especially when new teachers are hired. Teachers in these roles will ensure that grade level alignment to the Iowa Core continues. They will also enhance the staff’s ability to meet the needs of students requiring Tier II and Tier III interventions through additional classroom activities and small group instruction as needed.</p> <p>PLC Coaches share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district’s multiple tiers of support by ensuring students receive the universal and tiered interventions they need.</p>
<p>Integrating effective literacy instruction across all disciplines areas in grades PK-12.</p>	<p>Instructional Coaches will be key to connecting our focus on literacy to all other initiatives in our district. With three literacy coaches already in our district, the addition of instructional coaches to our teacher leader team will allow us to strengthen the push to embed research-based literacy practices into all classrooms in all discipline areas. Modeling, demonstrating, and training teachers in strategies focusing on close reading, fluency, writing to demonstrate learning, text features, and other foundational literacy skills as well as discipline-specific literacy skills will be the first function of the instructional coaches. With this focus by our instructional coaches in tandem with the literacy coaches, we will further connect and strengthen our multi-tier system of supports for students and our alignment with the Iowa Core.</p> <p>Lead Teachers and Mentor Teachers will work under the direction of the instructional coaches and current literacy coaches to continue to embed literacy strategies across all disciplines. Lead and Mentor teachers will be provided the time to work individually with classroom teachers to model the use of quality technology tools to enhance student learning and collaboration around literacy. With our one-to-one laptop initiative in grades 7-12 and nearly one-to-one iPads in elementary grades, tools and applications available on those devices and online will further strengthen teachers’ ability to engage students in literacy activities.</p> <p>PLC Coaches will support this initiative by engaging their PLC teammates in protocols, such as the fine tuning protocol, in order to</p>

	allow teachers to peer review lessons or units to ensure literacy strategies provided by instructional coaches are embedded in their instruction and assessment.
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*Part 4 - Describe how the TLC plan will **utilize teacher leaders and the additional funding** to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program, areas of improvement needed in the current program and how your TLC plan will address these gaps.*

Currently, new teachers' contracts are extended two days to introduce them into H-D's professional learning initiatives, district and building procedures. The extra days also allow them to meet peers and acclimate themselves to their classrooms while beginning to develop a relationship with their mentor. We are proud that in the eight years the mentoring program has been in place, no teacher has voluntarily left teaching. Providing a mentoring program in the district allows us to tailor the topics to meet the unique needs of our new teachers and at the same time, familiarize them with the unique aspects of Hampton-Dumont.

Our previous mentor programming involved two-hour meetings for first and second year teachers each month with their mentors. Two additional full days in August were also included. During these meetings, the topics covered include being a part of the community, leading parent-teacher conferences, preparing a portfolio, planning lessons, motivating talent and understanding the evaluation process. Mentors met daily with their mentees at the beginning of school year. Mentors and mentees were encouraged to visit each other's classrooms and confer about what was observed. Later in the school year, meetings became less frequent. The director of the program, a respected retired teacher of H-D, observed each first and second year teachers twice a year and held a pre and post conference on what was observed.

When surveying our staff who have been through the mentoring program, results showed appreciation for the support of the current mentoring and inductions program, but offered the following suggestions:

- Allow for more time in August to prepare for the first few weeks of school.
- Consider that first-year teachers have different needs from the mentoring program than second-year teachers.
- Create a schedule that allows for a lighter-than-average work load, which would be invaluable in the first year of teaching.
- Have the time to develop a positive, trusting relationship with the mentor.

To accommodate the need for more time before the start of school, we will increase the days for new teachers' professional development regarding the district from two to five days. This will allow for a more in-depth study of Hampton-Dumont's curriculum and curriculum maps that have been established by grade-level teams or departments. More exposure will be given to established strategies that Hampton-Dumont uses for working with our ELL and SES students. Also, sessions with our tech integrationist will be added regarding teaching in a 1:1 environment at the secondary level and a technology rich environment at the elementary level.

The extended schedule will allow mentor teachers to contact newly hired teachers to assist them with current curriculum and textbooks. This will provide new teachers access to these materials over the summer. Likewise, mentoring will not be limited to school-related issues. This can include helping new teachers with community-related questions, such as housing and recreation. We hope that starting a relationship with the mentors and the other district personnel early, will make new teachers feel more comfortable contacting their mentor as concerns arise, especially

during the critical first few days of school. Mentors will also assist mentees in making connections with content specialists, PLC coaches, or tech integrationists within the district.

Our current mentoring program does not allow for differentiation between inexperienced and experienced new hires. Our future mentors will be asked to develop a basic curriculum, with district support, and expectations for both mentors and mentees that are in their first year, second year, and veteran teachers new to our district. Allotting mentors time during the regular school day will allow them to meet the individual needs of the mentees while working with other mentors to plan topics that can be introduced in a group setting. Our plan would limit the number of mentees to three per mentor. Our plan includes daily contact as new teachers work through their first few weeks of classroom expectations and procedures to ensure a positive start.

Our plan also will assign a lighter load to first-year teachers. Depending on the teaching assignments, this may include one or more of the following: smaller class sizes, no or fewer duties, smaller class load, no coaching assignments or no coaching back-to-back seasons, and/or being assigned fewer students who receive special programming. This practice will enable new teachers to focus their attention on a successful first year of teaching.

Mentor teachers who will be out of the classroom approximately 25% of the day, will have a five day extended contracts and will be compensated an additional \$5,000. To accommodate the overall plan of teacher leaders being out of the classroom, we will hire four additional teachers. Between the newly-hired teachers who have proper certification and skill sets as well as instructional coaches who will be teaching a quarter of the day, we will have highly qualified teachers in the classrooms as we cover our mentor teachers' classrooms when they are working with their mentees. This approach will provide stability for teachers by having the consistency and ownership of teaching the subject or class throughout the year. More importantly, it will ensure consistency and stability for the students in those classrooms by seeing the same teacher every day, as opposed to having a rotating substitute teacher.

Part 5 - Describe each of the proposed teacher leadership roles in your plan. Please include the following information in your narrative:

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

The Teacher Leadership and Compensation Plan at Hampton-Dumont Schools will strengthen the collaborative efforts that currently exist among staff as we strive to provide the most effective teaching strategies to meet the diverse needs of students from a wide range of ethnic and economic backgrounds.

Our model includes new roles of: Instructional Coach, Mentor Teacher - Secondary, Mentor Teacher - Elementary, Lead Teachers and revises the existing roles of PLC Coaches. Lead and Mentor Teachers may also serve as a PLC Coach.

Instructional Coach:

Instructional Coaches will spend approximately 75% of their time in leadership/coaching and 25% as a classroom teacher. Based on our current curricular structure, we will have four people in this roll with two at each elementary level and two at the secondary level.

Responsibilities may include the following:

- Modeling/training/coaching best-practice for effective instruction
- Providing curriculum updates and support for district PD initiatives
- Coordinating intervention/enrichment activities
- Collecting, disaggregating and disseminating assessment data
- Coordinating meetings with teacher leader teams
- Conducting, analyzing and synthesizing research that addresses classroom core curricular issues
- Promoting and supporting technology integration at all grade levels (flipped teaching, interactive skill builders)

Role Rationale: We would like strong educators to have time to model their strengths, look at data, and help teachers use this data to drive their instruction. The Instructional Coaches will use their expertise to encourage colleagues to adopt the best instructional practices in the classroom, continue to implement the Iowa Core and pursue professional development opportunities.

Mentor Teacher - Secondary Level (6-12):

Mentor teachers will spend approximately 25% of their time leading/coaching and 75% as a classroom teacher. This position will be based on having up to three mentor teachers whose assignment will be determined based on annual hiring.

Responsibilities may include:

- Teaching 6 periods/ Mentoring 1 period/ Planning 1 period
- Mentoring 1-3 new staff members dependent on hires in a given year
- Providing support as needed to veteran teacher new to district
- Delivering an established district-developed mentoring curriculum (including quarterly district-wide meetings)

Role Rationale: In anticipation of changes in the New Teacher/Peer Mentoring and Induction Program, this role will replace the current structure at H-D. Mentors will serve as role models,

provide guidance, advocate, act as a sounding board for new ideas and teaching strategies and provide input and strategies for their mentee. Mentors will help the mentee develop reflective anticipatory thinking skills by providing constructive immediate feedback in a non-threatening manner. The mentor should be open-minded and approachable so mentees are encouraged to seek them out for assistance.

Mentor Teacher - Elementary Level (PreK-5):

Mentor Teachers will spend approximately 25% of their time leading/coaching and 75% as a classroom teacher. We anticipate having up to three mentor teachers whose assignment will be determined based on annual hiring.

Responsibilities may include:

- Mentoring 45 min / Planning 45 min / Teaching remainder of day
- Mentoring multiple new staff members dependent on hires in a given year
- Providing support as needed to veteran teacher new to district
- Delivering an established district-developed mentoring curriculum (including quarterly district-wide meetings)
- Coordinating with instructional coaches to provide specific strategies and co-teaching for new teachers.

Role Rationale: In anticipation for changes in the New Teacher/Peer Mentoring and Induction Program, this role will replace the current structure at H-D. Mentors will serve as role models, provide guidance, act as a sounding board for new ideas and teaching strategies, and provide input and strategies for their mentee. Mentors will help the mentee develop reflective anticipatory thinking skills by providing constructive immediate feedback in a non-threatening manner. The mentor should be open-minded and approachable so mentees are encouraged to seek them out for assistance.

Lead Teacher:

Lead Teachers will spend approximately 25% of their time coaching/leading and 75% as a classroom teacher. We anticipate having five lead teachers district-wide.

Responsibilities may include:

- Teaching 6 periods/ Planning 1 period/ Coaching or Co-Teaching 1 period
- Collaborating with Curriculum Director
- Assisting Instructional Coaches and Mentor Teachers in coordinating Reading and Math across rooms at Grade Level

Role Rationale: This role will help facilitate and sustain the authentic professional learning community. With the need for more peer review, data collection, and curriculum development and mapping, this role will allow teams to move forward in a more timely and efficient manner. This position will work closely with other PLC Coaches and the Curriculum Director to use data to drive our instructional decisions.

PLC Coach

Teachers in this role will help facilitate and sustain the authentic professional learning community as a PLC Coach and will not spend any time outside of the classroom.

Responsibilities may include:

- Attending additional training as directed by curriculum director
- Coordinating Peer Review Process
- Collaborating with Curriculum Director - delivery of district PD initiatives

- Assisting with data collection, preparation, analysis for and with other PLC coaches
- Organizing Peer Review Process -work closely with Curriculum Director

Role Rationale: This role will help facilitate and sustain the authentic professional learning community by planning for weekly PLC meetings using lead teacher(s) as a resource. The leadership of the person in this role will help build trust in their PLC and guide the PLC team through professional conversations needed. “It’s about balancing the needs of individual members with the need to honestly look at our teaching and do right by our students.”(Venables, 100)

b) Teachers in these roles will work collaboratively to best meet the needs of the students, the staff and the district - with the goal of raising student achievement. There will be fourteen additional professionals who will have been selected to partner with the current teaching staff. These new positions include four instructional coaches, adding a total of ten lead or mentor teachers (ratio will depend on the needs of the district). For example, given the size of our district, if there is less of a need in a particular year for mentors, we would increase the number of lead teachers and vice-versa.

The shared goal of these professionals is to optimize student achievement through improved instructional practices. Each of these individuals will share a collective commitment to fine-tune and strengthen instructional practices throughout the district, while supporting initiatives and embracing the vision, mission and goals of the district. Working closely with the curriculum director, building principals and building leadership teams, progress will continually be monitored and evaluated for effectiveness.

The inherent collaborative nature of Building Level Monitoring teams, as evidenced in the SINA Restructuring plan, provides a natural working environment for the Instructional Coaches and the MTSS/RTI leadership team to work along side the AEA School Improvement Consultant assigned to the building. The Building Level Monitoring Team is tasked with data collection and analyzing to chart the course for the Multi-Tiered System of Supports. The data collected from the monitoring visits and data from Iowa Assessments, MTSS/RTI interventions, and other classroom assessment tools provide invaluable information into what skill sets students are deficient in which will allow for a more targeted approach for those students.

The instructional coach positions have been intentionally divided by age grouping to enable them to more closely pair best practices and implementation of specific teaching strategies with student needs. It is anticipated that individuals serving in these roles will work closely with the central office leadership team to review collected assessment data using a consistent schedule so that necessary adjustments to instructional practices are not missed. The timetable that will be established for this review of achievement data, at least once every thirty days, coinciding with the monitoring visits required as part of the SINA restructuring plan, will allow the district and teachers to make immediate changes to instructional practices. The expectation is that instructional coaches will partner with the curriculum director to disseminate information to the PLC Coaches, Lead Teachers, and Mentor Teachers to utilize as they work with colleagues in coaching relationships.

The decision to divide mentor teachers into secondary and elementary is rooted in the belief that age appropriate strategies and understanding of the developmental needs of students are best

modeled by fellow educators who have worked with students at that age level. New teachers will benefit from the expertise of veteran teachers who have successfully implemented differentiation and intervention strategies as measured by student pre/post assessment data. Mentors will be encouraged to model and co-teach lessons with mentees when possible to help them develop their skills and build confidence in using a variety of teaching strategies and methods to fit the Multi-Tiered System of Supports.

The PLC Coach/Lead Teacher role is primarily designed to provide leadership in the facilitation of PLCs and function as an additional liaison between the curriculum director and instructional coaches to partner with teacher leaders in the delivery of needed resources to the entire teaching staff in a consistent manner.

*Part 6 - Describe how teacher leaders will be selected. Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:
How will teachers be selected to be on the Committee to "CHOOSE" the coaches?*

- a) Measures of effectiveness.*
- b) Professional growth.*

The process for selecting teacher leaders at Hampton-Dumont will be comprised of an application and self-assessment tool, a letter of recommendation and an interview with the selection committee. This process closely mirrors the current hiring practices in the district. The selection committee will be the team charged with screening and selecting potential teacher leaders (like an interview team). The selection team membership will include administrators, teachers and other staff as needed. The selection committee members will be:

- Allowed to serve for no more than two consecutive years (beginning the academic year after formal evaluation).
- Comprised of a balanced representation of departments/subject areas.
- Nominated by peers.
- Asked to serve by the building administrators, if there are too few or too many volunteers.
- In good standing, having met the Iowa Teaching Standards as demonstrated by the district evaluation tool.

The first phase of the selection process will be the presentation of the leadership positions to the teaching staff and provide them with a self-assessment tool to help each staff member decide if this is a role that he/she wants to pursue. The self-assessment tool will ask candidates to rank themselves based on desirable coaching characteristics on page 23 from Daniel Venables' 2011 book, *The Practice of Authentic PLCs*. This self-assessment tool will be a survey type questionnaire where the applicant can score himself or herself against a scale that would show the potential compatibility between the applicant and the position.

The second phase is an online application form where applicants will be given a set of questions to be electronically submitted. Included in this set of questions the applicant must provide evidence showing competence in specific areas. For example, an applicant may have to provide documentation that he or she meets the nine Iowa Teaching Standards by giving an example how each standard is met. Included in this application process will be a letter of recommendation from a peer or administrator. The letter of recommendation should highlight the applicant's leadership qualities and ability to perform the duties of the teacher leader role. A rubric-based approach will be utilized to determine which applicants will be invited to participate in face-to-face interviews.

The third phase will consist of a face-to-face interview with the selection committee. Following completion of the application process, the applicants will be rated by the selection committee based on a rubric adapted from materials created by the Center for Teaching Quality, 2012. Scoring will be based upon rubric criterion; including but not limited to:

- a minimum of standard license
- a minimum of one year in the district (preference may be given to teachers serving full-time in district at the selection committee's discretion)
- significantly high scores on established rubric criteria

- evidence of professional growth including, but not limited to the following: additional coursework in the content area, additional certifications, degrees, training, teacher evaluation, career development plan

Additionally, teacher leaders will be selected based upon potential for the greatest impact on student achievement and the best skill set match for meeting the academic needs of students. The effectiveness of the candidates will be measured by the information gathered during the multiple selection process steps including answers on the initial application, answers to interview questions around teaching strategies, leadership experiences, and professional growth. Collected evaluation tools that reside in the district will provide a final piece of evidence of teacher effectiveness.

Teachers assigned to leadership roles shall retain all rights to their most recent previous assignments or comparable assignments and previous classifications, including seniority, while serving in any one of the one year leadership roles (instructional coach, mentor teacher, lead teacher).

b) Professional growth will be a critical component in the criteria for selecting teacher leaders. As a district, we encourage teachers to obtain additional training to improve their craft of teaching and to share that knowledge with team members. Through the application process (online application, resume, letter of recommendation, and interview) the selection committee will specifically score the applicants' professional growth based on rubric criteria. Active participation in recent district professional development initiatives, attendance at regional conferences on related topics, and self-initiated professional learning communities will be scored on the rubric. Enrollment in training provided through the AEA course offerings such as mentoring, EdInsight, PLC, technology, RtI, PBIS, and the statewide C4K (MTSS) trainings would also show a commitment to professional growth. Finally, applicants' in-district evaluations and career development plans will be used to show evidence of the ability to use student learning data to set a SMART goal, designing action steps to reach that goal, analyzing data on achievement of the goal, and reflection throughout the entire process.

The career development plan may include opportunities for additional training in strategies needed in a leadership or coaching role. In order for each position to be successful, teachers serving in those roles will remain up-to-date with current best-practice instructional strategies through available PD resources of which the district will provide time and resources for training. The teacher leaders will meet every other week in a PLC format, and will provide monthly assessments of program effectiveness to the administration (tool to be determined).

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.*
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).*

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers have an extensive role in the development and delivery of Hampton-Dumont Community School District's Professional Development Plan. The Hampton-Dumont CSD aligns their planning phases and incorporates the key elements with the the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	Instructional Coaches, PLC Coaches, and Mentor Teachers will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assist in the development a district-wide PD plan.
Collect and Analyze Data	All District Teachers will collect and analyze student data according to the Hampton-Dumont Assessment Plan. Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and III instruction.
Goal Setting & Student Learning	Instructional Coaches and Lead Teachers will lead the goal-setting and instructional strategy selection process based on system data to ensure that the goals support the attainment of the Iowa Core. PLC Coaches will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. PLC coaches will facilitate the peer review process with their team members. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.
Selecting Content	Instructional Coaches will review instructional resources to select the most effective materials to increase student achievement based on the Iowa Core. PLC Coaches will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular area.

	<p>Mentors Teachers will be demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.</p>
Designing Process	<p>The district will monitor the delivery of professional development through the existing PLC structure.</p> <p>Instructional Coaches and Lead Teachers will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers.</p> <p>Instructional Coaches will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.</p>
Training and Learning Opportunities	<p>Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers or those with the necessary expertise will deliver district and building PD and will align with current district initiatives including MTSS, K-12 literacy and Iowa Core Implementation.</p> <p>Instructional Coaches will co-teach and model learning strategies being studied in PD.</p> <p>PLC Coaches will support teachers on their team in the implementation of initiatives.</p>
Collaboration	<p>One of the district’s guiding principles is “collaboration is our culture”. The PLC initiative is true collaboration.</p> <p>Instructional Coaches and PLC Coaches will be actively involved in leading PLC work through collaborative design and facilitation of professional learning.</p> <p>Lead Teacher and Mentor Teachers provide support for teachers in unit design and alignment with the Iowa Core and other district initiatives.</p>
Implementation	<p>All Teacher Leaders will focus on the priority of the district TLC plan which is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through our existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.</p>
Formative Evaluation	<p>Instructional Coaches and Lead Teachers will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared four times per year at Building Leadership Team meetings.</p>
Program Evaluation	<p>The Instructional Coaches, PLC Coaches, and Mentor teachers will use the following data points to measure the effectiveness of the district professional learning plan:</p> <ul style="list-style-type: none"> ● student achievement data

	<ul style="list-style-type: none"> ● score from the IPDM District Profile (self study) ● implementation data from PLC team notes ● walkthrough data from building principals <p>This information will also be shared out with the district SIAC, Schoolwide Title I Committee, and the public.</p>
<p>Developing Teacher Career Plans</p>	<p>Instructional Coaches, Lead Teachers and Mentor Teachers will evaluate and update the design format to record SMART goals, data, and action steps.</p> <p>PLC Coaches will assist teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals.</p> <p>ALL Teacher Leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.</p>

Part 8 – Given the state and school district goals, please provide the following information:
 a) A description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.

b. How we will monitor and adjust the plan over time.

a) Measuring effectiveness of the H-D TLC plan will be a two-pronged approach involving program evaluation and teacher-leader evaluation. In each case, the purpose of the evaluation is to determine the effectiveness of our TLC plan. The following goals will be used to measure the overall impact and effectiveness of implementing these teacher leadership roles into our district:

- 1 Improved instruction
- 2 Improved achievement of ALL learners
- 3 Enhanced climate of collaboration
- 4 Enhanced ability to attract and retain quality, innovative teachers

District TLC Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: Improve teaching and learning for teachers and students.	<ul style="list-style-type: none"> ● District initiative implementation walkthroughs three times/yr identifying: Formative assessment strategies, Iowa Core standards, Content literacy standards, Iowa Early Learning Standards, 21st Century Skills, and the Universal Constructs ● District mentoring observations completed monthly to provide focused feedback to new teachers on best practices using the Notice and Wonder Protocol ● District Leadership Team (DLT) meetings to review data and plan PD to meet learning needs ● Annual Peer Review of all staff to provide focused feedback on best practices using the Notice and Wonder Protocol ● Teacher participation in weekly PLC workshops focusing on 	<ul style="list-style-type: none"> ● Teacher survey data on perception of effectiveness of TLC program ● EdInsight, TIER database, NWEA will continue to be used to evaluate longitudinal data through the work of PLCs. ● Effectiveness of teacher leaders will be evaluated in 4 ways: <ol style="list-style-type: none"> 1. Data from administrator walkthrough tool measuring implementation of district instructional initiatives 2. Performance evaluation based on district Teacher Evaluation System 3. Number of teachers increasing type of collaboration with coach using Woodruff’s Instructional Coaching Scale 4. Results of teacher survey based on set criteria

	<p>aligning/developing curriculum with Iowa Core</p> <ul style="list-style-type: none"> ● Frequency and type of type of collaboration with teachers and mentees using Woodruff’s Instructional Coaching Scale ● Principal meetings throughout year to develop and update individual career professional development plans ● Current data will be evaluated through the work of PLCs using EdInsight, TIER database, NWEA 	
Goal 2: Improve achievement of all learners.	<ul style="list-style-type: none"> ● Annual Iowa Assessment achievement and growth data ● Fall to Winter MAP growth data ● FAST, SIPPS & Jamestown assessment data ● Other district formative and summative assessments 	<ul style="list-style-type: none"> ● Iowa Assessment achievement data comparing 2013-15 to 2015-17 school years. ● AYP/SINA/DINA status ● State-approved attendance area ranking system ● DLT meetings to review data and evaluate PD
Goal 3: Enhance our climate of collaboration.	<ul style="list-style-type: none"> ● PLC agendas/minutes ● Frequency and type of type of collaboration with teachers and mentees using Woodruff’s Instructional Coaching Scale 	<ul style="list-style-type: none"> ● Teacher survey data on perception of effectiveness of TLC program ● Number of teachers increasing type of collaboration with coach using Woodruff’s Instructional Coaching Scale
Goal 4: Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.	<ul style="list-style-type: none"> ● Principal interviews assessing mentees’ feeling of support and increased confidence of teaching abilities ● Number of district staff applying for teacher leadership roles ● Number of veteran teachers in teacher leadership roles ● District initiative implementation walkthroughs three times/yr identifying: Formative assessment 	<ul style="list-style-type: none"> ● District teacher retention biennium data comparing 2013-15 to 2015-17 school years ● Exit interview data detailing reasons for leaving the district ● Teacher survey data on perception of effectiveness of TLC program ● Number of teachers increasing type of collaboration with coach using Woodruff’s Instructional Coaching Scale ● Mentee survey data measuring perception of teacher mentor

	<p>strategies, Iowa Core standards, Content literacy standards, Iowa Early Learning Standards, 21st Century Skills, and the Universal Constructs</p> <ul style="list-style-type: none"> ● PLC agendas/minutes ● Frequency and type of type of collaboration with teachers and mentees using Woodruff’s Instructional Coaching Scale ● Self-evaluation of teacher leaders’ professional growth using a tool such as the Teacher Leadership Skills Framework (from CSTP) 	<p>program</p> <ul style="list-style-type: none"> ● Self-evaluation of teacher leaders’ professional growth and level of satisfaction in the teacher leadership roles ● Administrators and teacher leaders complete School & District Capacity to Support Teacher Leadership Assessment annually ● DLT annual district evaluation of TLC program
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b. How we will monitor and adjust the plan over time.

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

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

Ongoing communication between administrators, teacher leaders, and mentees will provide a means to monitor progress. District administrators will assess the needs of teacher leaders and provide supports to ensure success.

Part 9 - Describe the school district's capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section.

The ability of our district to sustain the proposed TLC plan is strong because we have a clear vision of our plan's intent and purpose, we have stakeholder support and we have the personnel and resources to build the capacity needed to sustain this plan over the long term. The intense, collaborative process of developing our TLC plan refined our vision of how this plan will be implemented and sustained. The following vision statement, developed by the TLC team, drove our work in creating a TLC program that intentionally capitalizes on the outstanding teacher leaders who, informally, are already impacting all of our learners.

H-D will create a plan to transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. Teacher leaders will be chosen through a clear selection process, which will allow multiple qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional teacher leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning.

By keeping this vision in mind while writing the plan, our team is confident we have a sustainable leadership plan that will positively impact student learning through collaborative teaching and coaching on proven instructional strategies.

As with the implementation of any initiative or plan, stakeholder support is critical to the success and sustainability of H-D's TLC plan. It was a goal of the TLC team to keep stakeholder groups informed of the evolution of our plan as it was being developed. Teacher representatives from the TLC team updated staff in their respective attendance centers. The local teachers' association and their regional director were given updates and drafts throughout the process. The school board was made aware of the plan's progress during updates at monthly school board meetings. The School Improvement Advisory Committee, made up of community members, parents, students, and school staff, was also given an overview of the plan and provided the TLC team with effectual feedback. We are confident our communication and collaboration in developing the plan has generated the needed support from all stakeholder groups to implement and sustain the plan.

Hampton-Dumont has the personnel and resources needed to build capacity, support implementation, and sustain the program. As with the writing of the plan, oversight of implementation of the plan will remain a collaborative effort. At the district level, with the support and guidance from the board of education, the superintendent will be charged with the overall governance of the plan by working in conjunction with the TLC team, administrators and teacher leaders. The superintendent's responsibilities will include, allocating financial resources, whether from the TLC grant or other funding sources, allocating personnel resources and asking the guiding questions to keep the program on track.

Also at the district level, the curriculum director will be charged with the day-to-day oversight of

the district TLC plan. In this sense, our district is very fortunate to have a full-time curriculum director whose responsibilities already lie in leading professional learning in the district. As part of these responsibilities in the TLC plan, the curriculum director will work closely with existing literacy coaches and the additional instructional coaches and lead and mentor teachers provided by the TLC grant to plan professional learning for teachers using the guidelines of the Iowa Professional Development Model specifically the Design Process for Professional Development (theory, demonstration, practice with support, and continued coaching p. 45 IPDM Manual). Professional learning experiences, tailored to the needs of each PLC team will then be provided by the teacher leaders.

The responsibility for evaluation of our TLC plan will be a collaborative effort. The curriculum director will oversee program evaluation efforts with the assistance of teacher leaders, TLC team and building administrators. Annual evaluation of the program will include the collection and analysis of student achievement data (including subgroup data), instructional coach scales (measuring coach/teacher interactions), culture/climate survey data, implementation data and other sources. Evaluation of the effectiveness of the teacher leaders will fall to the respective building principal who will use the agreed-upon evaluation tool developed by the TLC team using the *Model Teacher Leader Standards (2009)*.

As evidenced in the previous paragraphs, the successful implementation and sustainability of our TLC plan will be a truly collaborative effort. Many will be involved in ensuring our plan is executed as intended, supported and sustained. Not only will in-district personnel be involved, but other partnerships will also assist in having a successful plan. We will rely on the AEAs for training, such as coaching, technology and data usage and analysis. While we more than likely will not share teacher leaders with neighboring districts, we may partner with neighboring districts in sharing teachers who are able to teach in classrooms during the time teacher leaders are in their coaching roles. With all of these layers of support and accountability, our TLC plan is sure to achieve its purpose of improving teaching and learning in the Hampton-Dumont Community School District.

Part 10 - The extent to which the district's budgeted use of teacher leadership funding is aligned with the narrative of the plan.

Hampton-Dumont's current enrollment is 1,217.28. That number, multiplied by \$308.81, totals \$375,908.24. Our district will spend approximately 50% of these dollars hiring additional teachers to fill in for current teachers on staff, who will fill teacher leadership roles around the school improvement process. The remaining dollars will be used on leadership stipends and professional development for teacher leaders. The district has made strides in the last few years to raise the base salary. Hampton-Dumont's base salary for the 2013-14 school year is \$34,216, which is above the minimum of \$33,500.

Our plan includes adding four Instructional Coaches who will be out of the classroom approximately 75% of the school day, have a ten-day extended contract and be compensated an additional \$10,000. The plan also includes adding a total of ten lead or mentor teachers. The ratio will depend on the needs of the district. For example, given the size of our district, if there is less of a need in a particular year for mentors, we would increase the number of lead teachers and vice-versa. Mentors and lead teachers, who will be out of the classroom approximately 25% of the day, will have five-day extended contracts and will be compensated an additional \$5,000.

We are currently in our second year of using the PLC structure to deliver job-embedded professional development. We will continue this initiative, but have found that to be an effective PLC coach, a considerable amount of preparation is needed to have the weekly PLC sessions run efficiently. Therefore, each of the PLC coaches remains in the classroom full time but has a three-day extended contract and will be compensated an additional \$3,000. Both the mentor teachers and the lead teachers will have the option to be PLC coaches, but it is not a requirement. The total cost for all stipends will be \$144,000, with the total increasing to \$167,880 with the addition of FICA and IPERS.

Hiring approximately four new teachers will allow the district to fill vacancies created by teacher leaders and potentially accommodate lighter teaching loads for first-year teachers. In our district, a new teacher's salary and benefits are \$48,150. The total cost of these new teachers would be a minimum of \$192,584. We value the stability and consistency of having the same teacher in the classroom for students and staff. Hiring additional permanent teachers insures students will see the same teacher every day for their specific classes.

These additional teachers may be full or part-time teachers, depending on the needs of the district after the teacher leaders from the district are hired. Hampton-Dumont has worked collaboratively with neighboring school districts on the idea of possibly hiring full-time teachers that are shared between districts to make the position more attractive. Instructional Coaches may also be used to fill in for Mentor or Lead Teachers, depending on their teaching expertise.