

TLC System Application FAQs

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A1: What are acceptable uses of the planning grant funds? The only requirement is that the funds be used to facilitate a local decision-making process to prepare an application that includes representation of administrators, teachers, and parents and guardians of students. School districts are, accordingly, able to spend their planning funds in ways that they believe align with this purpose. The one exception to this is that school board members are not allowed to receive compensation for being a part of a local planning committee unless they are part of the committee in their role as a parent.

A2: Can planning grants (and eventually TLS funds) be carried forward? Yes. Both planning grant and TLS funds are allowed to be carried forward, but must be spent within two years. Planning grant dollars can also be used to support planning for the implementation of the TLC plan. (see also Q54)

A3: What is the relationship between TSS and TLS funds in meeting the minimum salary requirement of \$33,500? TSS funds are currently used to supplement local general funds to meet State minimum salaries. When a district's TLC plan has been approved, TSS and TLS funds may both be used to meet the \$33,500 minimum salary requirement. The new minimum salary requirement currently applies only to those districts with an approved TLC plan.

A4: Is the requirement that 25% of a participating school district's teachers serve in a teacher leadership role applicable to all three models? Yes, all three models require a "good faith" effort to attain participation of 25% of the teacher workforce in teacher leadership roles.

A5: What if a school district is not able to identify 25% of the teaching staff as teacher leaders? The law requires a "good faith effort" to attain participation by 25% of teachers in a leadership role. Accordingly, districts should have developed a plan that includes teacher leadership roles that enabled them to reach this target and should have engaged in recruitment efforts to encourage teachers to apply for these roles.

If a school district has taken the steps above and is unable to attract enough teachers that meet their selection requirements to fill their proposed teacher leadership roles, the district should consider possible adjustments to their plan that would enable it to maximize the number of teachers in leadership roles while also holding a high selection bar. Districts might consider adjusting their plan to either create a new leadership role or to add an additional leadership role to an existing category such as a mentor or model position that might draw a stronger applicant pool. In some cases, the solution may be to create more roles that are not full-release positions, but instead are a hybrid of teaching and partial release for leadership activities.

If you have questions on how to address this challenge, please contact [Lora Rasey](#) or [Becky Slater](#). In addition, if a district decides to change the type or number of teacher leadership roles in its plan (or does not attain participation by 25% of teachers and chooses to leave positions unfilled), the district must request approval from the Director of the Iowa Department of Education (see Q57 for information on the process to request a change).

A6: The legislation states that a district with an Instructional Coach model should assign at least one instructional coach at each attendance center or at least one instructional coach for every 500 students enrolled in an attendance center, whichever number is greater. Accordingly, if an attendance center has more than 500 students but less than 1,000 students would it be required to have more than one instructional coach? School districts that develop an instructional coach model should consider adding an additional instructional coach for attendance centers each time the 500 student increment is surpassed (i.e. schools would add an additional coach at 501 students, a third coach at 1,001 students, etc.). However, the legislation states this as a goal and not a requirement. In addition, the comparable plan model would allow additional flexibility for districts to determine the appropriate number of instructional coaches for each attendance center.

A7: If a district selects the Instructional Coach model and has existing instructional coaches, do these coaches need to have taught in the district for one year to be eligible to remain in their position? The legislation requires that “a teacher assigned to a leadership role must have at least three years of teaching experience, and at least one year of experience in the school district.” Accordingly, instructional coaches who have three years of teaching experience and who have at least one year of experience in the district would be eligible for an instructional coach role.

A8: Should a per diem be paid for additional days for teacher leaders in addition to the salary supplement for the position? Contracts for teacher leader roles should specify the amount of additional compensation for that role (e.g. \$10,000 for a lead teacher role in Model 1) as well as any additional days required to perform that role (e.g. 15 additional days for a lead teacher role in Model 1). The salary supplement is intended to cover the cost of those additional days. Accordingly, a per diem would not be paid on top of this salary supplement.

A9: The legislation requires that the selection process for teacher leaders must include “the use of measures of effectiveness and professional growth to determine suitability for the role.” What does this mean and how should districts define these terms? Applicants for teacher leader roles should be able to demonstrate growth as a teacher over time by learning, improving skills, and increasing knowledge of content and pedagogy. In addition, teacher leaders should be able to demonstrate how they have been effective in their previous role as a teacher and/or teacher leader. Each school district, however, has the ability to define “effectiveness and professional growth” and how it will evaluate these categories.

A10: How might "Teacher Emeritus" be utilized? The legislation states that, “A school district is encouraged to utilize appropriately licensed teacher emeritus in the implementation of this section [284.15] and Sections 284.16 and 284.17.” Accordingly, teachers emeritus are eligible for participation in a district’s TLC plan provided that they have a valid teaching license, three years teaching experience, and one year experience in the district.

A11: Is feedback from staff required for teacher leaders Yes. The legislation requires an annual review of a teacher’s assignment to a leadership role by the school’s or school district’s administration. The review must include peer feedback on the effectiveness of the teacher’s performance of duty specific to the teacher’s leadership role. Peer feedback should come from the teachers served by the teacher leader. Feedback from the other district teacher leaders could also be included.

A12: The legislation states that “a teacher assigned to a leadership role must have at least three years of teaching experience, and at least one year of experience in the school district.” Given this, how is “experience in a school district” defined? For the purposes of the Teacher Leadership and Compensation System, “experience in a school district” consists of a full year or more of employment by the school district (not necessarily as a teacher) in which the teacher leader would be employed. The full year of employment does not need to be contiguous to the current year. In the case of a district forming a consortium to implement their teacher leadership and compensation plan, a full year of employment in at least one of the participating districts would meet this definition. In addition, a teacher leadership candidate must have at least three years of teaching experience (though that teaching experience does not need to be in the district in which they are currently employed).

A13: Are school counselors and interventionists eligible to participate in a school district’s teacher leadership and compensation plan? The focus of the Teacher Leadership and Compensation System is on strengthening the content instruction and pedagogical skills of classroom teachers. If a counselor or interventionist meets the requirement to be eligible for a teacher leader role (i.e. holds a valid teaching license, has three years of teaching experience and one year of experience in the district), then they could apply for a teacher leader role.

A14: Can school districts identify a teacher leadership position, such as a Family School Coordinator Liaison, that would engage with families as a means to ensure greater student learning and student achievement? Yes. This type of role could fit within a local teacher leadership plan. While there is nothing in the legislation that describes a Family School Coordinator Liaison, there is also nothing that would prohibit it under the comparable plan model. The person selected would have to meet all of the requirements for a teacher leader – a valid teaching license, three years teaching experience and one year experience in the district, a rigorous selection, and an annual review. As with each component of a TLC plan, the school district should link this role to the district's vision and goals, and to the statewide vision and goals, which you are asked to articulate in the application.

A15: Can TLS funds be used to pay for existing teacher leadership positions? For example, if our school district already has instructional coaches, can the TLS funds be used to fund these roles? A school district may use TLS funds to pay for existing positions if those positions are a component of a district’s approved teacher leadership and compensation plan.

A16: If our school district already has teacher leader positions (e.g. mentors, instructional coaches), will they have to go through a selection process if we are approved to enter the system? Yes. The legislation requires a rigorous selection process for placement into and retention in teacher leadership roles. Because the legislation is very detailed in the requirements of the process, existing teacher leaders will need to complete the selection process. The process must include: the use of measures of effectiveness and professional growth to determine suitability for the role; a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district; an annual review of the assignment to the leadership role by the school's or school district's administration.

A17: Do teachers who are selected for a leadership role need to reapply for that role each year? Yes. School districts, however, have some discretion in the format of the reapplication/renewal process. Teacher leadership roles are designed to be annual assignments. According to the legislation, teachers in leadership roles are required to complete "an annual review of the assignment to a teacher leadership role by the school's or school district's administration. The review shall include peer feedback on the effectiveness of the teacher's performance of duty-specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply to the school's or the school district's administration for assignment in a new leadership role, if appropriate, or for reassignment." Districts could design a streamlined renewal process for teachers in leadership roles as long as the process meets the requirements of the legislation stated above.

A18: Can TLS funding be used to pay for administrative positions? No. Please see the allowable uses of TLS funds specified in Question 44.

A19: Can school districts share teacher leaders? School districts may share teacher leaders if the sharing arrangement is part of a district's approved TLC plan.

A20: For districts participating in a consortium, how do they determine the number of teachers required to participate in teacher leadership roles? Twenty five percent (25%) of teachers must serve in a leadership role. In a consortium, this requirement would apply to the consortium as a whole and not individual schools or districts within the consortium.

A21: Do districts participating in a consortium submit separate plans or a combined plan? School districts that will implement the same plan in a collaborative partnership should submit one plan. (see also Q55)

A22: Does the Department of Education have a preference for one of the three teacher leadership models described in the legislation? No. Depending on the local context, each of the three models could be effective. The Department does encourage local planning teams to understand the flexibility provided by Model Three, the Comparable Plan. This model includes the five "must-haves" of all local plans and will enable school districts to make adjustments to the Career Pathways (Model 1) and Instructional Coach (Model 2) approaches to meet the needs of the local context.

A23: Will the Department of Education provide samples of completed TLC system applications? Yes, all approved applications are posted on the Iowa Teacher Leadership and Compensation System [website](#).

A24: What resources, such as criteria to use in selection of teacher leaders, are available through the Department of Education to help districts develop their local teacher leadership plans? The Department developed guidance on the TLC system and created a Teacher Leadership System Design Resources document. Also posted on the website are the TLC application questions and the scoring rubric used by the Commission to score the submitted applications. There are also copies of the approved applications and examples of the narrative for each part of the application from districts that scored high on a particular part of the application. Finally, the DE established a regional network of AEA support to provide PD for teacher leaders and the administrators working with teacher leaders. Links to all of these resources are available [here](#). In addition, some AEAs have created websites to share resources (click [here](#) to link to the AGORA website).

A25: Will there be training for teacher leaders and for administrators who will be working with teacher leaders? The Department of Education is working with the TLC Statewide Support System to provide knowledge and skill building opportunities for teacher leaders as they take on these new roles and for administrators in school districts with approved teacher leadership plans. An [AGORA](#) site has been created with helpful resources for school districts implementing their TLC plan. These resources include: On-Demand Learning, Community Forums, Toolbox, Schools, and Events. The events calendar includes all statewide TLC training opportunities.

A26: How should districts develop contracts for positions funded through the Teacher Leadership Supplement (TLS)? School districts would create **separate, one-year, non-recurring contracts** for these positions. These contracts would take two forms: *“Teacher Leader Contracts”* for teachers taking on leadership roles and *“Teacher Resident Contracts”* for teachers new to the profession. *“Teacher Resident Contracts”* would be used only by school districts that add additional contract days, duties, or responsibilities for first-year teachers new to the profession.

“Teacher Leader Contracts” and *“Teacher Resident Contracts”* should include the following components:

- Description of the duties and responsibilities for the specific role.
- The number of additional contract days required for the specific role.
- The compensation amount for the specific role.
- *“Teacher Leader Contracts”* should also include a timeline for the role, including the expiration date for the role and the date by which the teacher leaders must reapply if they choose to remain in that role.

A27: Will the school districts chosen to enter the Teacher Leadership and Compensation system in the first year represent a cross section of school districts in the State of Iowa? Applications were reviewed and scored by members of the Commission on Educator Leadership and Compensation (CELC); their recommendations were presented to the Department of Education. The Commission unanimously recommended that, in the first year, the Department select at least three school districts in each Area Education Agency (AEA) and at least three school districts in each of the six size tiers used by the State provided those districts scored at least a cut score of 73 points on the 100 point rubric. In the second round of applications selection was based solely on rank order of the total application score. (see also Q51)

A28: How will the “neutrality” of the Commission members be handled as they review and score the application? Commission members will work in teams to review applications. Any Commission member who is an employee of a school district that has submitted a TLC plan will not be allowed to score their own application. In addition, the Department of Education holds the ultimate responsibility in selecting school districts to enter the program and will ensure a fair selection process. (see also Q51)

A29: When will the third round of applications be announced and due? The Department of Education announced the timeline for the third round of applications in the spring of 2015. Applications are due on October 16, 2015; the announcement of selected school districts to implement in the 2016-17 school year will be made in early December, 2015. It is no longer a competitive process. In order to receive funding the school district must reach the minimum score of 73 or higher. Districts that do not achieve the minimum score will be contacted on next steps which may include the opportunity to improve and resubmit their plans. Districts should, however, take advantage of all available resources prior to October 16th to develop a robust plan aligned with the Commission’s scoring criteria.

A30: Will districts not funded in previous rounds have to resubmit their application? Will they get written feedback on their application? By what date? Yes. School districts not selected in previous rounds need to resubmit their application (see Q29). They are able to build upon their previous application. Districts will receive their score; however, the Commission is not able to provide written feedback for each part of each application. Copies of the applications from the approved school districts and examples for each part of the application from school districts that scored high (8, 9, 10) are [available](#) on the TLC page of the DE website.

A31: Are districts able to develop a TLC plan that is phased-in over time (i.e. implemented in some attendance centers in year one with other attendance centers added in subsequent school years)? No. The legislation requires that an approved teacher leadership plan “shall be applicable to teachers in every attendance center operated by the school district.” In addition, the legislation and the corresponding guidance specify the components that must be included in all approved plans. School districts, however, can and should develop thoughtful implementation strategies that describe how the district will measure, monitor and adjust its initial plan over time.

A32: Can school districts submit attachments to its TLC plan and application? No. School districts should convey all of the key information within the character limits provided in each section. The Commission does not have the capacity to review attached materials.

A33: Does the district's TLC application need to be approved by the school board before it can be submitted? No. While the legislation does not require formal Board approval of a school district's TLC application, school districts should ensure that the Board and other key stakeholders support the plan prior to submitting it for Department approval. In addition, the application asks school districts to describe the support and commitment to the plan from these key stakeholders.

A34: What is the deadline for applications? The application deadline for implementing a TLC plan in the 2016-17 school year is October 16, 2015.

A35: What date will recipients be notified? The Department of Education will announce in early December, 2015, which school districts have been approved to implement their Teacher Leadership and Compensation plans in the 2016-2017 school year.

A36: Will the Department of Education follow the same timeline for applications (January 31) and announcements of participating school districts (early March) in the second and third years of the program? The Commission on Educator Leadership and Compensation (CELC) determined the deadline for the second round of applications would be October 31, 2014, and the announcement of approved school districts for 2015-16 will be made by December 19, 2014. For the third round of applications the deadline is October 16, 2015, and the announcement of approved school districts for 2016-17 will be made in early December, 2015.

A37: How will the Teacher Leadership Supplement (TLS) be determined for districts with an approved Teacher Leadership and Compensation Plan? According to the legislation, the Teacher Leadership Supplement (TLS) will be calculated by the Department of Management using the certified enrollment count (i.e. the budget enrollment) for the budget year beginning July 1, 2015. The Department determined that the Teacher Leadership Supplement for FY16 for school districts with an approved plans will be \$312.68. That amount will vary based on Supplemental State Aid for FY17 and certified enrollment for the budget year beginning July 1, 2016. (see also Q56)

A38: Which year's certified enrollment number do we use to determine the funding for the Teacher Leadership and Compensation Plan? School districts should use the October Certified Enrollment from the previous year. (Line 7).

A39: How will TLS funding be allocated in regards to whole grade sharing? TLS funding moving from one district to another may be negotiated between whole-grade sharing districts. Districts that are whole-grade sharing need to consider the TLS funding in their whole-grade sharing negotiations occurring now for next school year and beyond. TLS funding is provided under chapter 284 of Iowa Code. Chapter 284 funding is required to be considered in new or existing agreements for whole-grade sharing (282.10(4)).

A40: How will TLS funding be allocated in regards to Open Enrollment? The board of directors of the district of residence shall pay to the receiving district any moneys received for a pupil under Sec. 26. Section 284.13, subsection 1, paragraph e, subparagraph (1) if the pupil is participating in open enrollment under section 282.18 and **both** the district of residence and the receiving district are receiving an allocation under subparagraph (1).

A41: Will school districts continue to receive the current teacher mentor money? If your district is approved to receive TLC funds in 2014-15 (or 2015-16 or 2016-17), it **may** be possible that you will not continue to receive the teacher mentor funds in future years. The Department will let school districts know as soon as additional information is available. For FY 16 mentor money will continue to be available to all school districts.

A42: The legislation requires a good faith effort to attain participation by 25% of the teacher workforce in a teacher leadership role. How should a district determine what number constitutes 25% of its teacher workforce? School districts should base this calculation on the number of total FTE teachers in the district.

A43: If a school district uses other funds to pay for a teacher leadership role, does this position still “count” toward a district’s “good faith effort” to include 25% of its teachers in a leadership role? Yes. As long as a school district follows the legislated guidelines for selecting and retaining teacher leaders, the position can be considered part of a district’s TLC plan regardless of the funding source. (see also Q53)

A44: What are the allowable uses of TLS funds? The legislation allows TLS funds to be used only for the following purposes: to raise the minimum salary in a district to \$33,500, fund the salary supplements for teachers in a leadership role, cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom, cover the costs when teachers are out of their classroom to observe or co-teach with another teacher, provide professional development related to the leadership pathways and to cover other costs (which must be approved by the Department of Education) associated with the approved Teacher Leadership and Compensation Plan.

A45: Can Teacher Quality funding be used to fund teacher leadership efforts? Teacher Quality money can be used to support a district’s Teacher Leadership and Compensation plan.

A46: Can TLS funds be used to hire permanent substitutes? No. While TLS funds can be used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom, BOEE rules prohibit the hiring of permanent substitutes to fill a position and districts are not allowed to start the year with a substitute in a classroom unless certain situations exist (such as the long-term absence of a teacher assigned to a classroom for medical purposes).

A47: Can TLS funds be used to pay TAP or other organizations for services related to the implementation of a local TLC plan? Yes. Districts should specify how this cost directly relates to the implementation of their plan. Costs such as this will also need to be approved by the Department of Education.

A48: Some teacher leadership systems, such as the TAP model, include only two levels of leadership beyond a career teacher. Will this meet the definition of “multiple, meaningful, differentiated teacher leadership roles?” The specific number of teacher leadership roles is not specified in the legislation. School districts must, however, make a good faith effort to develop leadership roles in which 25% of a district’s teachers serve. In addition, districts should carefully read the scoring rubric (available [here](#)) that the Commission will use to evaluate local plans.

A49: Do all teacher leader roles need to include both additional compensation and additional contract days? Yes. The comparable plan model (Iowa Code 284.17) requires “additional contract days with compensation commensurate with the responsibilities for the leadership role.” This provision is applicable to all three TLC models. The comparable plan model does not, however, specify the number of additional days a district must assign to each leadership role.

A50: How long is the funding for the Teacher Leadership and Compensation System scheduled to last? The 2013 General Assembly appropriated \$3.5 million in planning grants for the 2013-14 school year. The General Assembly also allocated \$50 million per year for each of the 2014-15, 2015-16, and 2016-17 school years to support school districts selected to implement their Teacher Leadership and Compensation system. The funding is cumulative so that when the program is fully implemented in the 2016-17 school year, the State’s contribution will be \$150 million per year, plus an annual growth factor. In the first year a school district implements its approved plan, payments flow from the \$50 million allocation. In subsequent years, the Teacher Leadership Supplement (TLS) becomes a categorical funding stream included on the aid and levy worksheet.

A51: How will the Commission review applications and select districts for participation? The Commission on Educator Leadership and Compensation will review the application in scoring pairs. Each pair will read and score one part of the application. The Commission will use a cut score of 73 points out of a 100 point scale, to determine districts eligible for entry. Commission members working in a school district will not score any part of their school district’s application. (see also Q27 and Q28)

A52: Could you please provide clarification on the character limits on the application? Each section should be 5,000 characters or less without spaces or 6,100 characters or less with spaces. If your document includes tables, charts or extra spaces (e.g. tabs) and is not accepted by IowaGrants when you hit SAVE, you will need to decrease the amount of text or adjust the formatting (e.g. tabs) until the document is accepted.

A53: The school district will be using funds from other budget sources to support the Teacher Leadership and Compensation System. How do we account for these funds on the budget form of the application? If the school district is planning to use money from other sources such as General Fund or Teacher Quality funds to support its Teacher Leadership and Compensation system, you should describe this in the Budget Alignment portion of the application form. The Budget Items and Other Budgeted Uses portions of the application are intended to account only for the use of the TLC funds being allocated to the school district. (see also Q43)

A54: If the school district's TLC application is approved and it has not used all of the allocated planning grant dollars, can the unspent money be used as additional funding for specific parts of the plan? No. The school district can, however, continue to spend these funds on planning for implementation. While the district would not be able to, for example, add remaining planning funds to the supplemental pay for teacher-leader roles, it could use these funds for costs related to the transition from planning to implementation (e.g. things such as any costs associated with the selection committees for choosing the teacher-leaders or monitoring the implementation of the plan).

A55: What are the procedures for submitting a joint application (i.e. more than one school district)?

To submit a joint application, the school districts would submit one application identifying the participants and how they will work together in response to each part of the application. On the budget form, the school districts' enrollments would be combined to determine the Budget Allocation. When the funds are actually allocated for the school year, they would be sent to each of the individual school districts based upon their enrollment. The school districts would then work together to determine how the expenditures would be accounted for, using 28E Agreements if necessary. (see also Q21)

A56: Why has the initial TLC allocation changed? The final cost per pupil is based upon the actual statewide October 2013 Certified Enrollment. Based upon that number and the \$50 million appropriated for 2014-15, the final per pupil allocation for TLC funding for 2014-15 was \$308.82 (see also Q37). Per student allocations will be adjusted based on supplemental state aid (i.e., the per pupil funding for 2015-16 is \$312.68).

A57: If school districts are notified in late December that the TLC application is approved and changes need to be made as implementation begins, will there be a process to make those kind of modifications? Yes. School districts that wish to make changes to their plans should use the [TLC Plan Change Request Form](#). Districts will be asked to describe the change, the rationale for the change, and the level of support for the change. Please submit a separate form for each change you request. If you need to upload supporting documents that don't fit within the form (e.g., budget spreadsheets) please email them to [Becky Slater](#). All changes will be approved by Director Wise.

A58: In Part 6 of the TLC application, when it refers to the "measures of effectiveness," it is referring to the teacher leadership candidates; but what does "professional growth" refer to? This also refers to the qualifications for potential candidates for teacher leader positions. Generally, this would include the learning and professional development opportunities they have taken advantage of in their work history, but it is up to the district to define its specific measure of professional growth.

A59: Are there guidelines for the purchase of technology and other possible miscellaneous expenditures that fit into the “other costs” category of the school district’s TLC budget? The Department will use the following criteria to consistently make a determination on these requests:

- 1) 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, or a plan in place to reach 25% participation?
- 2) Has the district described, in detail, how the purchase is essential for the effective implementation of the plan?
- 3) Will the purchased equipment/software/item be used solely for the purpose of implementing the district’s TLC plan?

This process allows the Department to ensure:

- a) Districts have first fulfilled the most critical components of their plans before addressing supporting components;
- b) Districts have made a clear case for these purchases that would withstand public scrutiny; and
- c) The purchase is aligned to TLC and not just an effort to buy something for broader use.

A60: What are the requirements of the selection process for teacher leaders? The requirements are different depending upon the model the district has selected. Model 1 (Career Pathways) and Model 2 (Instructional Coach) stipulate that the school board shall appoint a site-based review council for the district’s attendance centers and that the review council must consist of equal numbers of teachers and administrators (attendance centers may share review councils provided the council has an equal number of teachers and administrators). Because these councils are board appointed, the Department of Education believes these councils would be subject to open meeting requirements.

Model 3 (Comparable Plan) requires, at a minimum, a selection committee consisting of teachers and administrators to accept and review teacher leader applications. The Comparable Plan model does not require school board appointment of its members, nor does it require equal numbers of teachers and administrators. Regardless of the model chosen by the district, the selection process must use measures of effectiveness and professional growth to determine suitability for the teacher leader roles, the site based review council or the selection committee must make recommendations regarding the applications to the superintendent of the school district, and there must be an annual review of the assignment to the leadership role by the school’s or school district’s administration (which must include peer feedback on the effectiveness of the teacher’s performance of duty specific to the teacher’s leadership role).

Regardless of which TLC model the school district uses, the districts should consult their local school board attorney to ensure compliance with Iowa’s Open Public Meetings law.

A61: If a district applied last year as Model 1 or 2 and they want to apply this year as Model 3, can they hold their score for parts of their Year 1 application that were 8 and above? Yes. This is provided the change in model does not cause a change to that section of the application.