



The Teacher Leadership & Compensation System

October 4, 2013

AGENDA

Teacher Leadership and Compensation Webinar

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- ❖ Welcome and Overview of the Teacher Leadership and Compensation (TLC) System
- ❖ Review of Planning Grant Process
- ❖ Presentation of TLC System Application and Scoring Rubric
- ❖ Questions and Answers
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Teacher Leadership & Compensation System

Division VII of HF 215 establishes the Teacher Leadership and Compensation System, as well as the Teacher Leadership Supplement (TLS) categorical funding.

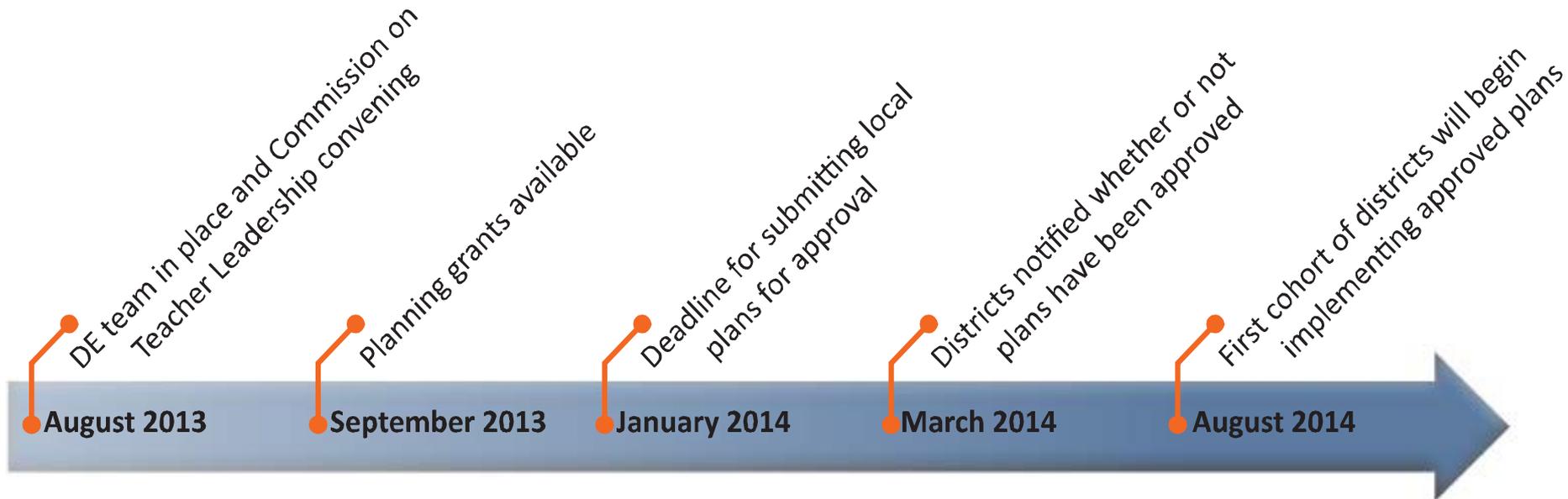
- **Goals:**
 - attract and retain effective teachers
 - promote collaboration
 - reward professional growth and effective teaching
 - improve student achievement
- **Planning Grants:** \$3.5 million available in 2013
- **Phased-in Entry:** \$50 million available per year for the 2014-15, 2015-16, and 2016-17 school years.



Teacher Leadership & Compensation System (cont.)

The DE is currently developing the process by which it will support districts in developing and implementing their teacher leadership and compensation plans. The DE will provide additional guidance and support throughout the year.

Timeline



Teacher Leadership & Compensation System (cont.)

Division VII of HF 215 provides school districts three models to consider in developing a local teacher leadership and compensation plan.

Teacher Career Paths Model (284.15)	Instructional Coach Model (284.16)	Comparable Plan Model (284.17)
Based on the work of Iowa's Teacher Leadership and Compensation Task Force and creates model, mentor, and lead teacher roles.	Includes three leadership roles: model teacher, instructional coach, and curriculum and professional development leader	Includes minimum criteria all plans must meet: (1) minimum salary of \$33,500 for all full-time teachers; (2) increased support for new teachers; (3) differentiated, multiple teacher leadership roles; (4) rigorous selection process; (5) aligned professional development system.





Teacher Leadership and Compensation System

Planning Grants Available



The Department has put together the following resources to help guide districts through the application and planning processes.

[TLC Planning Grant Instructions](#) - How to apply.

[Teacher Leadership System Design Resources](#) - Planning resources.

[Guidance on the Iowa Teacher Leadership and Compensation System](#) -

More information about the Teacher Leadership and Compensation System.



Application Process Overview

- Remember the legislative intent – develop a vision/goals for a system that meets your local needs.
- The Key Components of the Plan make up 40% of the scoring; the Planning and Implementation Criteria, about 60%
- The application and scoring rubric were reviewed by members of the Commission on Educator Leadership and Compensation
- Intent to have an online application process
- May be *minor* changes in final application
- The final application will be available sometime before Thanksgiving



Quality Planning Process

Application

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

Scoring Rubric

Part 1 - Extent to which the planning process:

- a) Utilized the time and resources available to develop a high-quality plan;
- b) Engaged each stakeholder group (teachers, administrators and parents); and
- c) Built commitment and support among these stakeholders.



Connecting State and Local Vision/Goals

Application

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.

Scoring Rubric

Part 2 - Extent to which the plan clearly articulates a vision and specific goals that is both tailored to the local context and aligned with the vision and goals for the statewide TLC system.



Connecting to Other Work

Application

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

Scoring Rubric

Part 3 - The extent to which the district's plan connects to, supports and strengthens existing school improvement initiatives in the district.



Improved Entry Into the Profession

Application

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.

Scoring Rubric

Part 4 - Extent to which the plan will improve entry into the teaching profession for new teachers.



Teacher Leader Roles

Application

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; and
- b) A description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Scoring Rubric

Part 5 - Extent to which the plan:

- a) Creates multiple, meaningful, and differentiated teacher leadership roles; and
- b) Explains how the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning throughout the district.



Rigorous Selection Process

Application

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:

- a) Measures of effectiveness; and
- b) Profession growth.

Scoring Rubric

Part 6 - Extent to which the plan describes a rigorous selection process for teacher leaders that includes detailed descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Measures of effectiveness: and
- b) Professional growth.



Aligned Professional Development

Application

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

Scoring Rubric

Part 7 - The extent to which the district's plan:

- a) Utilizes teacher leaders in the development and delivery of professional development; and
- b) Aligns with the Iowa Professional Development Model.



Evaluation of *Effectiveness*

Application

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; and
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Scoring Rubric

Part 8 - The extent to which the district has a clear vision as to how it will:

- a) Measure the impact and effectiveness in achieving the goals described in the plan; and
- b) Monitor and adjust its plan over time.



TLC System Sustainability

Application

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.

Scoring Rubric

Part 9 - The extent to which the district has the capacity to implement the plan and sustain it over time.



Budget

Application

Part 10 - Please provide an *estimated* budget for the use of the Teacher Leadership Supplement (TLS) Funds to support the TLC plan:

- a) Amount used to raise the minimum salary to \$33,500;
- b) Approximate amount designated to fund the salary supplements for teachers in leadership roles;
- c) Amount used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time or full-time teachers);
- d) Amount used to provide professional development related to the leadership pathways; and
- e) Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan. These costs must be approved by the Iowa Department of Education prior to the implementation of your plan.



Budget (cont.)

Scoring Rubric

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



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

- Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.
- Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
- Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
- Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district’s TLC plan.
- Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district



Next Steps

Questions?

How can we help?



Contact Information

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