

## Teacher Leadership and Compensation (TLC) Plan Application Scoring Rubric

APPLICATION SECTION	10 – 8 (High)	7 – 5 (Medium)	4 – 2 (Low)	1 – 0 (Off Topic or Blank)
<b>Part 1</b>				
<p>Extent to which the planning process:</p> <p>a) utilized the time and resources available to develop a high-quality plan;</p> <p>b) engaged each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group); and</p> <p>c) built demonstrated commitment and support among these stakeholders.</p>	<p>Provides a clear description of how the planning grant, if available, was used to develop the plan and how the use of funds contributed to the quality of the plan.</p> <p>Provides a clear description of how each stakeholder group (teachers, administrators, and parents) was engaged in the process and contributed to the development of the plan.</p> <p>Provides evidence of a high degree of commitment and support among all key groups.</p>	<p>Provides some evidence that the planning grant, if available, was used to develop the plan.</p> <p>Provides some evidence that all key stakeholder groups (including teachers, administrators, and parents) were engaged in the process; limited evidence that all groups contributed to the plan.</p> <p>Provides evidence of some commitment and support among almost all groups.</p>	<p>Provides no clarity on how the planning grant, if available, was used to develop the district's plan.</p> <p>Provides no evidence the plan was developed with the input of one or more key stakeholder groups (including teachers, administrators, and parents).</p> <p>Provides limited evidence of commitment and support from one or more key groups.</p>	<p>No response provided or response did not answer the question.</p>
<b>Part 2</b>				
<p>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.</p>	<p>Expresses a clear vision and specific goals for the district's TLC plan connected to both the local context and the vision of the statewide TLC system.</p>	<p>Expresses a general vision and goals for the district's TLC plan with limited connections to the local context and the statewide vision of the system.</p>	<p>Expresses the vision of the statewide TLC system as the district's vision for the TLC plan OR a vision that is not aligned with the statewide goals of the system.</p>	<p>No response provided or response did not answer the question.</p>

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<p style="text-align: center;"><b>Part 3</b></p> <p>The extent to which the district's plan connects to, supports and strengthens existing school improvement structures, processes, and initiatives in the district.</p>	<p>Provides a clear description of how the teacher leader roles connect to, support and/or strengthen the most significant district efforts to improve student learning.</p>	<p>Provides a basic description of how teacher leader roles connect to, support and/or strengthen district efforts to improve student learning.</p>	<p>Provides a limited description of how teacher leader roles connect to, support and/or strengthen the district's overall approach to improve student learning.</p>	<p>No response provided or response did not answer the question.</p>
<p style="text-align: center;"><b>Part 4</b></p> <p>Extent to which the plan will improve entry into the teaching profession for new teachers.</p>	<p>The plan clearly describes how the district will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers.</p> <p>The plan uses data to analyze the effectiveness of the district's current teacher induction and mentoring program and targets current gaps (if any exist) in how the district inducts new teachers into the profession.</p>	<p>The plan focuses primarily on the district's current teacher induction and mentoring program with only minor enhancements.</p> <p>The plan specifies existing gaps, but does not specify how the plan will create opportunities for improvement.</p>	<p>The plan does little to improve entry into the teaching profession for new teachers.</p> <p>The plan does not specify existing gaps in the current program nor does it propose ideas for improving entry into the profession.</p>	<p>No response provided or response did not answer the question.</p>
<p style="text-align: center;"><b>Part 5</b></p> <p>Extent to which the plan:</p> <p style="padding-left: 20px;">a) creates new multiple, meaningful, and differentiated teacher leader-</p>	<p>Provides a detailed description of the new clearly differentiated teacher leader roles.</p> <p>Provides a detailed explanation of how each</p>	<p>Provides a basic description of the new teacher leader roles.</p> <p>Provides a limited explanation of how each of</p>	<p>Provides a vague description of the new teacher leader roles.</p> <p>Provides little explanation of how each of the roles,</p>	<p>No response provided or response did not answer the question.</p>

## Teacher Leadership and Compensation (TLC) Plan Application Scoring Rubric

<p>ship roles; and</p> <p>b) explains how the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning throughout the district.</p>	<p>of the new and existing roles fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.</p>	<p>the roles, new and existing, fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.</p>	<p>new and existing, fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.</p>	
<p style="text-align: center;"><b>Part 6</b></p> <p>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:</p> <p>a) prior demonstrated measures of effectiveness; and</p> <p>b) prior involvement in their professional growth.</p>	<p>The plan includes a detailed description of how effectiveness of the candidates will be determined and evaluated in the selection of teacher leaders.</p> <p>The plan includes a detailed description of how professional growth will be determined and evaluated in the selection of teacher leaders.</p>	<p>The plan includes general guidelines on how effectiveness of the candidates will be determined and evaluated in the selection of teacher leaders.</p> <p>The plan includes general guidelines on how professional growth will be considered in the selection of teacher leaders.</p>	<p>The plan describes a selection process that does not consider the effectiveness of candidates in the selection of teacher leaders.</p> <p>The plan describes a selection process that does not consider professional growth in the selection of teacher leaders.</p>	<p>No response provided or response did not answer the question.</p>
<p style="text-align: center;"><b>Part 7</b></p> <p>The extent to which the district's plan:</p>	<p>The plan clearly articulates how the district's professional</p>	<p>The plan provides a basic description of how the district's professional</p>	<p>The plan does not explain how the district's professional development</p>	<p>No response provided or response did not</p>

## Teacher Leadership and Compensation (TLC) Plan Application Scoring Rubric

<p>a) utilizes teacher leaders in the development and delivery of professional development by:</p> <ol style="list-style-type: none"> <li>1) identifying teacher leadership roles;</li> <li>2) aligning teacher leadership roles with identified goals;</li> <li>3) describing responsibilities of teacher leadership roles in planning professional development; and</li> <li>4) describing responsibilities of teacher leadership roles in delivering professional development; and</li> </ol> <p>b) aligns with the Iowa Professional Development Model by providing evidence of teacher leadership roles in:</p> <ol style="list-style-type: none"> <li>1) collecting and analyzing student data;</li> <li>2) using student data to establish goals and select content;</li> <li>3) ensuring an ongoing professional development cycle; and</li> <li>4) coordinating periodic synthesis of summative evaluation data.</li> </ol>	<p>development program aligns with the teacher leadership system (i.e. describes an extensive role for teacher leaders in the development and delivery of PD).</p> <p>The plan clearly describes how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.</p>	<p>development program aligns with the teacher leadership system, but makes limited use of teacher leaders in the development and delivery of PD.</p> <p>The plan provides a basic description of how the district's TLC plan aligns with and incorporates some elements of the Iowa Professional Development Model.</p>	<p>program aligns with the teacher leadership system, and/or does not use teacher leaders in the development and delivery of PD.</p> <p>The plan does not include an explanation of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.</p>	<p>answer the question.</p>
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<p style="text-align: center;"><b>Part 8</b></p> <p>The extent to which the district has a clear vision as to how it will:</p> <p>a) measure the impact and effectiveness in achieving the goals described in the plan; and</p> <p>b) monitor and adjust its plan over time.</p>	<p>Provides clear measures as to how the district will determine the impact and effectiveness of the TLC plan.</p> <p>Provides a clear description of how the district will monitor and make adjustments to its TLC plan over time.</p>	<p>Provides a basic description, but limited use of specific measures as to how the district will determine the impact and effectiveness of the TLC plan.</p> <p>Provides a basic description of how the district will monitor and make adjustments to its TLC plan over time.</p>	<p>Provides a general idea of how the district will determine the impact and effectiveness of the TLC plan, but does not provide specific measures.</p> <p>Provides a limited description in general terms of how the district will monitor and make adjustments to its TLC plan over time.</p>	<p>No response provided or response did not answer the question.</p>
<p style="text-align: center;"><b>Part 9</b></p> <p>The extent to which the district has the capacity to implement the plan and sustain it over time.</p>	<p>Provides a clear, detailed description of the district's capacity to implement the TLC plan that builds on past successes, describes how it will be in the future, and is systemic. Includes key district personnel responsible for the success of the plan with specificity.</p>	<p>Provides a general description of the district's capacity to implement the TLC plan over time with some detail. Includes key district personnel responsible for the success of the plan.</p>	<p>Provides a limited description of the district's capacity to implement the TLC plan over time with little detail.</p>	<p>No response provided or response did not answer the question.</p>
<p style="text-align: center;"><b>Part 10</b></p> <p>The extent to which the district's budgeted use of teacher leadership funding is aligned with the narrative of the plan.</p>	<p>Provides a clear description of how the funds will be used to support the elements outlined in the district's TLC plan, including: -clear description of roles and amount of funds per</p>	<p>Provides a basic description of how the monies will be used to support the elements outlined in the district's TLC plan, including: -partial description of roles and amount of funds per</p>	<p>Provides a limited or incomplete description of how the monies will be used to support the elements outlined in the district's TLC plan, including: -limited description of</p>	<p>No response provided or response did not answer the question.</p>

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	<p>role;                      -clear description of goals;                      -clear description of allocations/expenditures/costs; and                      -clear connections between budget/costs, roles, and goals.</p>	<p>role;                      -partial description of goals;                      -partial description of allocations/expenditures/costs; and                      -partial connections between budget/costs, roles, and goals.</p>	<p>roles and amount of funds per role;                      -limited description of goals;                      -limited description of allocations/expenditures/costs; and                      -makes limited connection between budget/costs, roles, and goals.</p>	
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