



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

117088 - Kingsley-Pierson TLC Grant Application-Spring 2015

Teacher Leadership and Compensation System

Status: Under Review
Signature: Amy A. Benson

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Submitted By: Amy Ann Benson

Applicant Information

Project Officer

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Program Area of Interest* Teacher Leadership and Compensation System

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Organization Information

Organization Name:* Kingsley-Pierson CSD

Organization Type:* K-12 Education

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Benefactor Vendor Number

Recipient Information

District* Kingsley-Pierson Community School District
Use the drop-down menu to select the district name.

County-District Number* 75-3348
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.

Name of Superintendent* Scott Bailey

Telephone Number* 712-378-2861

E-mail Address* sbailey@k-pcsd.org

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City* Kingsley

State* Iowa
Use the drop-down menu to select the state.

Zip Code*

51028

TLC Application Contact

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Zip Code*	51028

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Kingsley-Pierson Community School District Abstract

The mission of the Kingsley-Pierson Community School District is to champion excellence in education through leadership and service. We are committed to ensuring that all Kingsley-Pierson students have access to a network of services that allows them to realize their potential. Through education we strive to build a quality of life which sets the standard for Iowa.

The Kingsley-Pierson District is a devoted educational system with dedicated teachers, administration, and community stakeholders. The Teacher Leadership and Compensation (TLC) Plan will enhance our drive for excellence. The district strives to meet the needs of all students. Kingsley-Pierson is committed to educational excellence by implementing AIW (Authentic Intellectual Work) being led by our Curriculum Director and the AIW Anchor Team. Teachers have also been trained in FAST (Formative Assessment System for Teachers) as part of the Iowa Tier. Teachers stress the importance of professional development by collaborating in Professional Learning Communities (PLC). Technology improvements have been an ongoing process in our district. Kingsley-Pierson CSD received two separate foundational grants to purchase Chromebooks to be used as mobile labs in the elementary, middle school and high school classrooms. Flat screened televisions were installed in the commons to display weekly schedules and stream performances and activities within the school. Our buildings' bandwidth for WiFi has been doubled to meet the demands of increased technology use.

Our process of compiling the Teacher Leadership and Compensation Plan has been proactive in addressing the teacher leadership needs in our district to improve student achievement. We have evaluated our current system and discussed how we can improve our school district. Kingsley-Pierson is eager to begin this exciting venture. We chose TLC Plan 3 as the optimal model for our district. The TLC team met on a weekly basis to develop the plan to best satisfy the continued challenges and concerns for our students and teachers.

Kingsley-Pierson CSD has created a five-tiered plan to provide educators with the resources to improve instructional practices. This plan will include Initial Teachers, Career Teachers, Model Teachers, Instructional Coaches/Digital Literacy Coaches, and a Curriculum Director. Initial Teachers, in their first two years of teaching or new to the district, will receive guidance through administration and Model Teacher assistance.

Mentoring of Initial Teachers will include training at NWAEA as well as in-house which will meet the district and community expectations. Career Teachers are classroom teachers who will participate in professional

development, such as FAST training or AIW training, but who will not assume extra responsibilities related to the TLC. Leadership roles will begin with the Model Teachers. Model Teachers will mentor Initial Teachers and teachers new to the district. They will also be willing to open their classrooms for observation by other teachers in the school district and serve as a resource for teachers wanting to learn about a particular instructional practice or content specific techniques. Model Teachers will also work with the Instructional Coaches/Digital Literacy Coaches and Curriculum Director to plan effective professional development. The Instructional Coaches and Digital Literacy Coaches, full-time classroom teachers, will observe classroom teachers to improve best practice and evaluate assessment data to guide instruction. The Digital Literacy Coaches will also aid in tech implementation. The Curriculum Director will continue to observe and support teacher practices, align professional development with district goals, and ensure the district curriculum aligns with the Iowa Core. Additional contract days will be expected, as follows: Initial Teachers (5), Model Teachers (5), Instructional Coaches/Digital Literacy Coaches (10), and the Curriculum Director (15). The Initial Teachers will not be compensated for additional contract days; the Curriculum Director's additional contract days are designated in the existing contract.

The Kingsley-Pierson CSD already has many of the TLC components in place; we currently have a Curriculum Director (shared with two neighboring districts). Initial Teachers will attend mentoring through AEA but will also include mentoring with Model Teachers in the district. Our AIW Anchor Team has already begun training to prepare for professional development in 2015-2016. The additional TLC Grant funding will enhance our teacher leadership and continue to improve student achievement.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application?* Yes

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the 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 who are not a member of another stakeholder group).

Deciding to Apply

The Kingsley-Pierson Community School District established a planning committee comprised of two administrators, two elementary teachers, one middle school teacher, two secondary teachers, and our Curriculum Director. Two teachers on the committee are also Kingsley-Pierson Education Association (KPEA) members. We started meeting in September to write the grant. We met for a total of six days: four full days in the Kingsley-Pierson district and two days at Northwest Area Education Agency with Whiting Community School District's Teacher Leadership Compensation Team to compare and revise our grants. The TLC Grant writing funds were used for substitute pay for the five work days, and a small portion was used for meals during the workdays and travel.

Choosing a Vision

The mission statement for the Kingsley-Pierson CSD and the mission of the Teacher Leadership Compensation (TLC) combine to create the vision. The Kingsley-Pierson TLC's vision statement is as follows: *The Kingsley-Pierson Community School District will establish a teacher leadership system that compensates teachers who establish a foundation for collaboration with new teachers, guide teachers through diligent conversations and demonstrations, and select the most valuable resources for success to lead our*

teachers and students to build a quality of life which set the standards for Iowa.

Creating a Plan

The process of designing the plan started in 2013. Conversations were held throughout the first year to discuss the plan and whether or not to apply. We decided to wait and apply in year two to become more educated about the process. Members of our team attended AEA meetings and our team discussed which plan would best serve our student population. After receiving input from teachers and administrators, the team decided to follow Model 3, the Comparable Plan Model. With our Curriculum Director, we will be incorporating five Instructional Coaches, two Digital Literacy Coaches, and three Model Teachers as these positions would benefit our district.

Educating Faculty

The TLC team designed a survey for teachers to complete, following a presentation about the TLC plan during Professional Development. Using the results from the survey, we clarified information for teachers after the initial presentation. Ongoing conversations update faculty on the progress of the plan.

Educating Stakeholder Groups and Surveying Teachers to Guide Future Steps

The TLC team decided that education of stakeholders was crucial for the success of this venture. Initial conversations were started by administrators. Follow-up conversations were held between team members and teachers. Concerns were noted and education continued throughout the grant writing process. Surveys were created to gather input from Kingsley-Pierson faculty, parents, and community members to gather their thoughts and feelings toward the Teacher Leadership Compensation grant. Teachers responded to their level of understanding about the tiers, their level of support of the teacher leadership system, and whether or not they would want to apply for one of the new positions. Newspaper articles about the Teacher Leadership System were printed in the local newspaper as well as the school newsletter on the district website.

More Staff Education

Due to the confusion about the different positions, additional inservice was provided for the teachers based upon the results of the survey. After being approved for the grant, time for teacher leaders to visit and observe another district's teacher leaders and Instructional Coaches will be provided and scheduled.

Writing the Grant

After Board approval, the grant was written and reviewed. Revisions were suggested by parents, teachers, and administrators.

Grant Supports the Plan: \$6711.42 Total

TLC Team Meetings:

\$2550	substitute teachers
\$200	meeting expenses
\$3600	grant writing salaries

\$6350 Total Used

As with any new change, there will be some resistance. A survey was developed to assess the commitment of staff. Based on the survey, the majority of the staff feels this would be a positive step for the district. To follow up, a Google document was set up for teachers to voice concerns, give suggestions, or ask questions.

This gave teachers a sense of ownership and helped create a sense of trust that will help overcome resistance. A similar document was also set up and put on the KP website to provide information to community stakeholders as well as provide an outlet for questions, answers, and concerns.

Description of support and commitment

Teachers

Kingsley-Pierson Community School District teachers were supportive of the plan and are committed to improving student achievement. After completing a survey, 70% believe that the TLC will enhance student achievement and 80% felt the TLC will improve teacher effectiveness. Several teachers were interested in the Model Teacher and Instructional Coach positions and inquired about the application process. Through continued communication and an open-ended Google document, our faculty will have a platform to ask questions for the team to address as questions arise.

Administrators

Our administrators have been integral to the communication process with the faculty and community. Their knowledge about the TLC grant and the grant writing process has been very helpful in the planning and writing process.

Stakeholder Groups

Parents accessed the parent survey through the district website. We are optimistic about the response received: 78% believe the new model will enhance student achievement; 76% are supportive of the KP CSD and TLC efforts, and 18% volunteered to assist in the grant writing efforts. A community group met and approved to support the TLC proposal on October 27, 2014. Articles in the local newspaper and school newsletter have been written to provide continuous information to parents and community stakeholders throughout the grant planning and writing process.

Narrative

Using Part 2 application narrative from previous submission?*

Yes

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the 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. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

TLC Part 2: Connecting State and Local Vision Goals

In aligning our district's mission, vision, and goals with the Teacher Leadership System, we started with our mission and goals:

District Mission:

"The mission of the Kingsley-Pierson Community School District is to champion excellence in education through leadership and service. We are committed to ensuring that all Kingsley-Pierson students have access to a network of services that allows them to realize their potential. Through education we strive to build a quality of life which sets the standard for Iowa."

District Long Range Goals:

1. To continue to focus and emphasize reading achievement and the goal that all students will be able to read.
2. To continue to focus and emphasize mathematics achievement and the goal that all students will be prepared for success beyond high school.
3. To continue to emphasize science achievement and the goal that all students will be prepared for their post-secondary endeavors.
4. To continue to expand the use of technology in instruction and in availability to students and staff.
5. To continue to have a safe and healthy environment for the students.

These goals are based on a number of data sources:

- Iowa Assessments (grades 1-11)
- Formative Assessment System for Teachers--FAST (grades K-3)
- Reading Assessments (grades K-8)
- ACT (grades 11-12)
- District Assessments (science and technology)
- Iowa Youth Survey (Grades 6, 8, 11)

Looking at district data shows a continued, deliberate emphasis on reading comprehension, science, and math at all grade levels. Below shows proficiencies at grade-levels reported to the state:

Student Proficiency

4th Grade (reading)	75%
4th Grade (math)	82.2%
4th Grade (science)	96.5%
8th Grade (reading)	83.4%
8th Grade (math)	85.6%
8th Grade (science)	92.8%
11th Grade (reading)	90%
11th Grade (math)	75%
11th Grade (science)	80%

Enhanced teacher leadership will be valuable as it will allow for more communication, collaboration, and guidance on initiatives as well as data evaluation.

We are pleased to be recognized for the outstanding performance by our teachers and students. Kingsley-Pierson CSD received Bronze Status on the 2014 Best High Schools Report from *U.S. News and World Report*. *U. S. News and World Report* reviewed 31,200 public high schools in all 50 states and the District of Columbia; Kingsley-Pierson was one of fifteen Northwest Iowa schools to receive this recognition. While we are pleased to be recognized, we desire to enhance what is already in place.

Being a small school district in Northwest Iowa, we have unique circumstances. We share staff between two buildings in neighboring communities which creates scheduling issues and barriers to collaboration. We have a diverse faculty with 55% having taught 20 or more years. Our concern is as these veteran teachers begin to leave the workforce, we will lose their wealth of knowledge. Thus, there is a need for more collaboration and a strong teacher leadership program. Our close proximity to Sioux City, and larger districts which offer higher salaries, is a variable that contributes to our ability to recruit and retain new teachers. The TLC Grant will allow for more collaboration and a strong teacher leadership program. Also, being a small school district in a rural area, finding specialized teaching areas combined with pay lower than the larger districts equals a minimal applicant pool for new teaching positions. These factors can make it difficult to attract and retain highly qualified educators. Implementing the Teacher Leadership Plan will improve retention of our Initial Teachers as well as support our veteran teachers.

Theory of Action Addressed

At Kingsley-Pierson, we plan to focus on the statewide goals throughout our district. The TLC Plan will also allow Kingsley-Pierson to meet the state goals in the following ways:

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. Our district currently provides a base salary of \$38,727, so we will be able to use the TLC funds to improve our teacher leadership opportunities and compensate teachers who would like to take advantage of leadership positions as Model Teachers, Instructional Coaches, Digital Literacy Coaches, and a Curriculum Director.

Retain effective teachers by providing enhanced career opportunities. The increased opportunity to lead and provide career alternatives will increase the likelihood of effective teachers remaining in the district.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other. Teachers at Kingsley-Pierson are provided opportunities throughout the year for collaboration. The first Wednesday of every month is an early out day which allows teachers 2 hours to collaborate with peers in PLC groups. Teacher leaders will provide increased opportunities to collaborate as a team and with others in their area of expertise.

Reward professional growth and effective teaching by providing career opportunities that come with increased leadership responsibilities and involve increased compensation. Opportunities to become teacher leaders will lead to greater teacher retention and provide pathways to leadership for those who wish to remain in the classroom. Teacher leaders will be able to develop their areas of strength within the district.

Improve student achievement by strengthening instruction. Effective teachers influence student achievement. Focus on improved instructional strategies, research-based instructional practices and reflection on assessments will assist classroom teachers in developing and implementing curriculum at all levels.

Using Part 3 application narrative from previous submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

TLC Part 3: Connecting to Other Work

Kingsley-Pierson's Instructional Coaches/Digital Literacy Coaches will be instructional specialists for instruction, data, technology, and curriculum. They will help support and strengthen the priorities identified by the Kingsley-Pierson Teacher Leadership and Compensation (TLC) Committee and School Board. Our priorities for Kingsley-Pierson CSD teachers are listed:

- 1) Implement, align, and assess the Iowa Core for student achievement.
- 2) Use data to guide instruction and professional development.
- 3) Provide support and mentoring to new teachers.
- 4) Increase and implement digital literacy to meet 21st Century Skills.

The Instructional Coaches/Digital Coaches, along with Model Teachers, will greatly increase the district's ability to fully implement the following goals of the Kingsley-Pierson Community School District.

1. Implementation, Alignment, and Assessment of the Iowa Core

- Iowa Core: The Teacher Leader team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, action plans, and pacing guides for the Iowa Core. The Teacher Leader team will work with teams of teachers by grade level and department to evaluate current assessments and to create new common assessments, that demonstrate student mastery of the Iowa Core Standards.
- Authentic Intellectual Work (AIW): The Instructional Coaches/Digital Literacy Coaches will be encouraged to attend AIW leadership training. They will support the district's AIW efforts, which began with our Anchor Team training in 2014-15, and will be implemented in grades 4-12 in the year 2015-16 and will continue as an integral part of our professional development for years to come. Teachers will use the AIW framework and the Iowa Core to design lessons. The Instructional Coaches/Digital Literacy Coach will assist in implementing the AIW framework to maximize intellectual rigor at all levels (4-12) across the district curriculum. AIW challenges teachers to create lessons that require students to apply higher order thinking skills, relate content to the "real world", construct their own knowledge, and demonstrate the application of concepts.

2. Use Data to Guide Instruction and Professional Development

- TIER and Curriculum Based Measurements: The Teacher Leader team will guide and support the TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leader Team will support the district's efforts in MTSS (Multi-Tiered Support System) through collaboration with teachers on FAST (Formative Assessment System for Teachers) and curriculum-based measurement results that are all part of the Iowa Tier System. Teachers will identify students at risk, conduct weekly progress monitoring, and create research-based intervention activities.

3. Provide Support and Mentoring to New Teachers

- Mentoring and Induction: The Model Teachers will be assigned as mentors to new staff to the district. They will attend meetings within the district with a focus on mentoring, and attend the statewide mentoring and induction meetings offered through our local Area Education Agency (AEA). The AEA focus for the mentoring classes aligns to the Iowa Teaching Standards and professional ethics. Our current mentoring and induction program provides four full days a year for two years of mentoring and induction support to new teachers. With the TLC funds we will be able to train our mentors/mentees on the mentoring process before the school year commences. We look forward to the possibility of training our staff in house vs. having to travel out of the district. This way all of our mentoring will focus on district specific initiatives and goals.

The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in striving to be an exemplary Iowa school by providing all students the education to achieve their full potential in today's world.

Using Part 4 application narrative from previous submission? No

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 and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

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TLC Part 4: Improved Entry Into the Profession

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Current Mentoring Program

The Kingsley-Pierson School District Mentoring Program is designed to ensure all new educators receive full professional and personal support. As Initial Teachers develop their essential knowledge, skills, and experiences, we expect the outcome to champion excellence in education through leadership and service.

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Our current induction and mentoring program sends mentors and mentees out of the district to our local Area Education Agency (AEA) for two consecutive years. The purpose of the Northwest AEA program is to help new teachers transition into the profession successfully, retain new teachers, and continue support throughout the school year. Mentors/mentees meet quarterly to further investigate the Iowa Teaching Standards and professional ethics. This requirement only applies to teachers on an Initial Teaching License. At Kingsley-Pierson we feel this program has been beneficial in that it fosters a cohesive professional relationship that continues after the formal program has concluded.

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Teachers enrolled in the teaching mentoring system are paired with a veteran teacher. Within this support model, teachers have access to effective instructional strategies aligned to the Iowa Core, professional ethics, classroom management techniques, observation of career teachers, collaboration with mentors and others outside the district, and district policies and procedures. Focus on the eight Iowa Teaching Standards clarifies expectations for initial teachers.

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The downfalls of the current mentor/mentee program through the AEA include having to travel, the length of time between meetings, availability of substitutes, and difficulty getting into one another's classrooms. One of the biggest negatives, as reported by a teacher who completed the AEA program, was that the mentoring failed to address specific district expectations. The teacher wished she had assistance with completing her professional teaching portfolio as required by the district as part of the evaluation process.

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Our current data analysis suggests the district needs a more formalized mentoring program which is outlined below.

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Mentoring and Induction Time Line:

Year One:

Summer:

- Make introductory contact between Model Teacher and Initial Teacher.
- Be available to answer any questions before Initial Teacher begins.

Quarter 1:

- All Model Teachers, Initial Teachers, and administration will meet a minimum of one full day prior to the first contract day.
- Model Teachers will assist Initial Teachers with the orientation process during fall in-service.
- Be with Initial Teacher during staff meetings and debrief after each.
- Help prepare for the first week with students.
- During the first two weeks of school, the Model Teacher will have daily, informal contact with the Initial Teacher.
- One formal meeting will take place each week for a minimum of 30 minutes (before/after school, or during common prep). Administration will work with both teachers to find time during contract hours.
- Model teacher and Initial Teacher must attend a school board meeting together.
- Model teacher will observe Initial Teacher followed by a post-observation meeting using template provided by district.
- Initial Teacher will observe Model Teacher to observe exemplary teaching followed by a post-observation meeting. Coverage for these observations will be provided by the administration.

- Model Teachers will work with Initial Teachers to create the alignment tools, action plans, and pacing guides that will demonstrate full implementation of the Iowa Core.
- Initial Teachers will use and implement research-based teaching strategies. Initial Teachers will be trained in the strategies of Authentic Intellectual Work (AIW) and Iowa Tier, specifically, Formative Assessment for Teachers (FAST)
- Model Teacher and Initial Teacher must keep logs to document contact during the year.

Quarter 2:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs).

Quarter 3:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs).
- Guide Initial Teacher on development of professional teaching portfolio.

Quarter 4:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs).
- Continue Initial Teacher's work on professional teaching portfolio.
- Assist in end of year wrap-up including inventory and requisition forms.
- At the end of the first year, then again at the end of the second, the Model and Initial Teacher will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.

Year 2:

- Repeat requirements (formal meeting, observations, post-observation meetings, logs).
- Additional duties include the completion of the professional teaching portfolio in March.
- If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement in house to ensure the proper support. Funding would offset the cost of a Model Teacher needed for a third year and beyond.

The additional resources provided by the Teacher Leadership and Compensation Plan will ensure the district provides a comprehensive and successful mentoring and induction program for all new teachers. The added time provided by TLC will increase collaboration between Model Teachers and Initial Teachers using district resources for effective classroom practices.

Narrative

Using Part 5 application narrative from previous submission?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new 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.

b) A description of how each of 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 learning and student achievement throughout the district.

TLC Part 5: Teacher Leader Roles

Selecting our Model:

A five-tiered system has been created that encourages teacher leadership and provides new and struggling educators with resources to improve instructional practices.

Initial Teacher	Career Teacher	Model Teacher	Instructional Coach	Digital Literacy Coach	Curriculum Director
<ul style="list-style-type: none"> • 1st-2nd year • 100% teaching assignment • 5 additional contract days 	<ul style="list-style-type: none"> • 3+ years • 100% teaching assignment 	<ul style="list-style-type: none"> • 3+ years; 1 in district • 100% teaching assignment • 5 additional contract days • 1 year assignment • 3 available positions (with additional positions as needed in district) • Help plan Professional Development • Mentor Initial Teacher 	<ul style="list-style-type: none"> • 3+ years; 1 in district • 100% teaching assignment • 10 additional contract days • 1 year assignment • 5 available positions (2 elementary, 1 middle school, 2 high school) • Help plan Professional Development • Coach Classroom Teachers 	<ul style="list-style-type: none"> • 3+ years; 1 in district • 100% teaching assignment • 10 additional contract days • 1 year assignment • 2 available positions • Help plan Professional Development • Coach Classroom Teachers • Facilitate 1:1 technology • Implement technology in the classroom 	<ul style="list-style-type: none"> • 3+ years; 1 in district • 15 additional contract days • 1 position filled - shared among 3 districts • Align Professional Development to meet district goals • Collaborate with administration • Support teacher practices

Initial Teacher:

The Initial Teachers in the Kingsley-Pierson Community School District is in their first year of teaching. They will participate in the mentoring program provided by Northwest Area Education Agency. Initial Teachers will have full-time classroom responsibilities 100% of contracted days. Teachers in their first year in the district will be expected to attend new teacher training prior to the start of their first year to better acclimate them to the district and prepare them for a successful transition into the classroom. For these reasons, five days will be added to the contract. Initial Teachers will meet the professional development expectations as designed according to the IPDM.

Career Teacher:

The Career Teacher is an established teacher with a Standard Teaching License. Career Teachers will have full-time classroom responsibilities. Career Teachers will meet the professional development expectations as designed according

to the IPDM.

Model Teacher:

The Model Teacher is a teacher who has taught for at least three years and has been in our district for at least one year.

A Model Teacher meets the requirements of a Career Teacher. Model Teachers will mentor Initial Teachers and help strategize effective teaching, development of curriculum and classroom lessons that align to the Iowa Core, to plan and respond to learner differences, and support teachers through professional development. Model Teachers will open their classrooms to other teachers in the district for observation and serve as a resource for instructional practices and content specific techniques. They will demonstrate exemplary teaching practice. Model Teachers will assist planning for professional development by researching best practice and in the implementation during the next school year. The Model Teacher would be up for review on a yearly basis to determine if he/she remains in this role or may progress into a different teacher leadership role if the teacher so desires. It may also be determined that a current Model Teacher needs to return to the Career Teacher role if not meeting the requirements of a Model Teacher.

Instructional Coach/ Digital Literacy Coach:

An Instructional Coach meets the requirements of a Career Teacher, will have taught three years and been in the district one year. Instructional Coaches will observe classroom teachers and provide feedback on areas needed for improvement and reinforce positive observations witnessed in the classroom. They will be responsible for aligning content to and monitoring the implementation of the Iowa Core Curriculum, integrating technology, implementing and monitoring 21st century skills, Authentic Intellectual Work (AIW), Iowa Tier, and using data to drive instruction and professional development. Instructional Coaches will have all the qualities of an outstanding educator to help meet district goals. In addition to the aforementioned responsibilities, the Digital Literacy Coach will provide teachers with innovative ways to implement technology in their lessons. It is important to note that the Digital Literacy Coach is not a repair person, installer, or troubleshooter. Our district already contracts technical support for operational technology. Every year the Instructional Coaches and Digital Literacy Coaches will be up for review and evaluation to determine if they are to remain in this position within the district or assume a new role. Reviews will be given not only by administration but also teachers receiving coaching/mentoring from the Instructional Coach and Digital Literacy Coach.

Curriculum Director:

The primary role of the existing Curriculum Director is to provide professional development that supports district goals and teacher growth. The Curriculum Director will use the IPDM to drive professional development, which will focus on the Iowa Core, Authentic Intellectual Work, and FAST. This leader devotes her day to curriculum and professional development work. The duties in this area include engaging in and leading professional development training, coaching teachers in best instructional practices, showing how to unpack and implement the Iowa Core curriculum, as well as leading staff meetings to improve understanding of district expectations. The Curriculum Director is not assigned regular teaching duties but may be asked to teach when needed through co-teaching or modeling. The Curriculum Director will be evaluated yearly by the superintendents in her respective districts to determine if the leader is to remain in this position within the district or assume a new role.

The Kingsley-Pierson Community School District Teacher Leadership Plan will be implemented as a team approach. The aspects of this plan will work best when all tiers work together and are integrated in order to achieve the district goals.

The Coaches and Curriculum Director will work closely under the direction and guidance of the administration to meet these goals. The tiers and their effectiveness will be monitored by data. This data will include, but not be limited to, student achievement results, teacher surveys, and analysis of goal achievement.

Using Part 6 application narrative from previous submission?*

Yes

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

TLC Part 6: Rigorous Selection Process

The positions will be posted with information about the minimum requirements: at least three years of teaching

experience and one year of experience in the district. Information will also be included about duties and responsibilities, extra work days, salary supplements and completion of an annual review of the assignment.

A selection committee composed of an equal number of teachers (not applying for leadership roles) and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates. The final decision will be based on the discretion of the Superintendent.

1. To begin the application process, prospective Instructional Coaches, Digital Literacy Coaches, and Model Teachers:

- will have taught for three years and be members of the Kingsley-Pierson Community School District for at least one year
- will submit a letter of application or cover letter explaining the teacher’s inten
- will submit two letters of recommendation--one from a colleague and one from teacher’s choice

The selection committee will review the initial applications.

2. After approval of initial application, prospective teacher leaders:

- will be interviewed by the selection committee
- will either submit a video of their teaching practice or select a time to be observed by members of the committee
- will submit artifacts that demonstrate adherence to the district’s goals
- will show evidence of effective lesson planning
- will provide documentation of the prospective teacher-leader’s previous attention to professional learning

The committee will use rubrics in step two to score the prospective teacher leader’s:

- excellent written and communication skills
- expertise in content
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader
- skilled in the use of technology
- a deep understanding of the Iowa/ Common Core Curriculum Standards

Measure of Effectiveness: (how effectiveness will be measured in candidates)

A three-point rubric will be used by the committee to determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the specifications of the position. The measurement criteria are as follows:

3= going beyond the criteria, 2= meets the criteria, 1= not meeting the criteria

Teacher Leadership System - Application Criteria	3 Going beyond the criteria	2 Meets the Criteria	1 Not meeting the criteria
Excellent written and oral communication skills			
Expertise in content			
Instructional expertise			
Commitment to professional growth			
Disposition to be an effective leader			

Skilled in the use of technology			
A deep understanding of Iowa Core Curriculum Standards			
Submission of 15-30 minute teaching episode: observation/video			

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

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).

Click here To access the Iowa Professional Development Model page.

TLC Part 7: Aligned Professional Development

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The vision of the Kingsley-Pierson Teacher Leadership and Compensation Plan is to create teacher leadership that embodies the best in teaching and learning. According to the Iowa Professional Development Model (IPDM), leadership must be distributed if it is to be truly effective. The IPDM is a model for school improvement that contains these components: 1) collect and analyze student data; 2) establish goals based on the student data; 3) select content that aligns to the teachers' and students' needs; 4) design how professional learning will be delivered; 5) develop these training and learning opportunities with a focus to include collaboration of educators and an examination of ongoing formative student data; 6) examine the summative data. The cycle is ongoing and recursive. Through the use of the IPDM, the focus of which is improved student learning and engaging all educators in collective professional development, we can achieve this goal.

-

The three types of leadership positions are needed to create and deliver professional development for Kingsley-Pierson's Teacher Leadership and Compensation Plan:

1. Model Teachers: to work with Initial Teachers
2. Instructional Coaches/Digital Literacy Coaches: to assist in the creation and delivery of professional development and/or technology literacy
3. Curriculum Director: to lead the creation and delivery of professional development

-

Our professional development will provide one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the teacher leaders' work in all settings. Our design seeks to recognize that teachers learn in individual, distinctive ways and will encourage each professional's strengths and ownership of his/her growth. While all teachers learn in unique ways, our district supports the value of collaboration. We encourage our teachers to work together, bringing all their best ideas to the table.

The Model Teachers will provide an opportunity where all teachers, especially Initial Teachers, can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

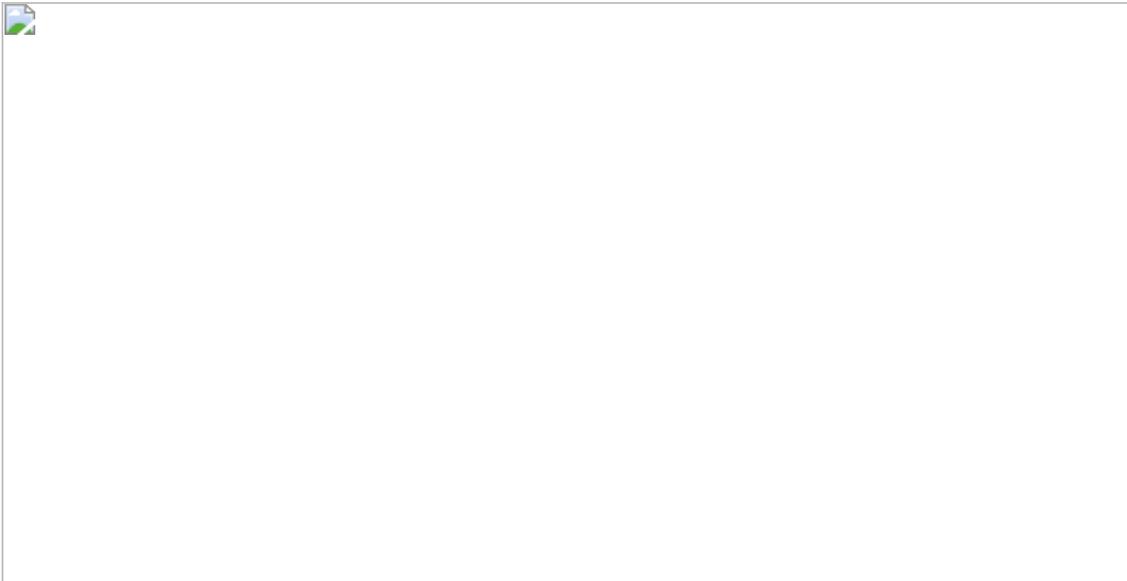
-

The Instructional Coach/Digital Literacy Coach will provide support at two levels. He/She will be responsible for guiding the professional development of teacher leaders and, with the support of the Curriculum Director, will lead the planning, facilitation, and monitoring of professional development in the district. He/ She will provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection. In addition to these responsibilities, the Digital Literacy Coach will facilitate technology and transition into 1:1 implementation in the district.

-

The Curriculum Director will lead all professional development with input from Instructional Coaches and Model Teachers. Student achievement data will guide professional development namely Iowa Assessments and FAST data as well as classroom formative assessments.

-



All professional development opportunities will be evaluated to measure their effectiveness. This will be done by our instructional coaches through classroom observations and direct feedback from staff, such as through a Google form bi-annually. We will also monitor the resulting impact on student achievement by using data, summative and formative, to better drive our instruction. A representative group of students will be surveyed on how the K-P TLC process affects their learning. The resulting feedback will be used to inform the continued planning and implementation of professional development.

Using Part 8 application narrative from previous submission?*

No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

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

-

TLC Part 8: Evaluation of Effectiveness

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Plan Vision and Goals

The vision of Kingsley-Pierson's Teacher Leadership and Compensation (TLC) Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness and student achievement.

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Our Goals as outlined by the state of Iowa:

- Attract and retain promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and professional learning opportunities.
- Retain effective teachers by offering enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other and from schools statewide.
- Reward professional growth for teachers by providing pathways for increased leadership opportunities with increased compensation.
- Improve student achievement by improving instruction.

-

Given these goals, the Kingsley-Pierson School District has a plan for determining the effectiveness of its Teacher and Leadership Plan. Both short-term and long-term goals are in place.

-

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and professional learning opportunity measures.

-

Short Term Measures

Ensure all staff is at minimum salary

Monthly review of collaborative logs

Monthly feedback from new teachers

Monthly feedback concerning the professional development program.

Review reflection sheets from leadership team meetings

-

2. Retain effective teachers by offering enhanced career opportunities.

-

Short Term Measures

Receive feedback concerning the rigorous process for selecting teacher leaders

Long term Measures

Annually survey Model/ Initial Teachers

Annually review retention rates

Annually survey about effectiveness of

The Professional Development Program

The Induction Mentor program

Long term Measures

Annually review retention rates of career teachers

Track the percentage of teacher leaders enhanced

Annually survey staff concerning opportunities for

in the district

career options

Annually survey teachers concerning job satisfaction

3. Promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other and from schools statewide.

-

Short Term Measures

Long term Measures

Record collaboration time

Annually collect and review all data regarding time spent in collaboration

Review monthly progress reports

Review bi-annual data from staff effective collaboration survey

-

4. Reward professional growth for teachers by providing pathways for increased leadership opportunities with increased compensation.

Short Term Measures

Long term Measures

Ensure at least 25% of the teachers in the district have a leadership role

Annually review the number of teachers in a leadership role

-

5. Improve student achievement by improving instruction.

-

Short Term Measures

Long term Measures

Analyze student data to gauge instructional over

Analyze student achievement data for trends

effectiveness:

time:

Iowa Assessments (grades 1-11)

Iowa Assessments (grades 1-11)

FAST (grades K-3)

FAST (grades K-3)

Reading Assessments (grades K-8)

Reading Assessments (grades K-8)

ACT (grades 11-12)

ACT (grades 11-12)

District Assessments (science and technology)

District Assessments (science and technology)

Iowa Youth Survey (Grades 6, 8, 11)

Iowa Youth Survey (Grades 6, 8, 11)

Annually, KP's TLC Team will look at student data, reflections by staff, feedback from stakeholders, along with updated state mandates to reassess the TLC Plan's effectiveness in order to make changes for each upcoming school year. We will continually study student data, revise teaching practices as needed, implement change, and improve teaching efforts to enhance student achievement over time. Professional development will be adjusted to meet the needs of teachers to improve instruction.

Monitoring will take place through ongoing communication between teacher leaders and administrators. District administrators will monitor the needs of teacher leaders and provide support to ensure their success. Documentation of the frequency and type of collaboration with teachers will drive these data based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

TLC Part 9: System Sustainability

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The Kingsley-Pierson CSD is ready to implement and sustain the TLC Plan. Many components necessary to implement the plan are already in place; other elements will fit seamlessly into our vision.

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- The current starting salary at Kingsley-Pierson is \$38,727, which meets the state required minimum starting salary of \$33,500. The Kingsley-Pierson District is committed to maintaining a competitive salary in order to attract quality teachers.

-

- The Kingsley-Pierson Board of Education approved supporting the TLC Plan during their September 8, 2014 meeting. The final TLC application was approved by the school board on October 29, 2014. A revised TLC application was formally approved by our school board on April 6, 2015.

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- In the 2012-2013 school year the Kingsley-Pierson Middle School Faculty began implementing Authentic Intellectual Work (AIW). For a variety of reasons, they were unable to continue this the following year. For the 2014-2015 school year, an AIW Anchor Team was trained and will lead professional development for the 4-12 staff beginning in the 2015-2016 school year. AIW will then become our professional development focus. Our plan for year 1 will be to score tasks, year 2 student work, year 3 instruction, and so on. Our AIW groups will consist of teachers across the grade levels and content areas. In addition to our interdisciplinary groups, we will form content-related groups in year two. A positive for our AIW Anchor Teams this year has been the development of lessons our Anchor Team has created. The collaborative discussion has been extremely valuable to all involved.

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- In 2014-15, the K-3 faculty began and will continue early reading intervention (TIER) and Formative Assessments System for Teachers (FAST). In winter 2015, aReading was administered K-3 to include comprehension in our assessment data. In 2015-2016 the 4th grade teachers will be trained to implement FAST in their classrooms. The professional development focus at Kingsley-Pierson for K-4 will focus on ELI and ongoing FAST training focusing primarily on interventions. One way FAST has been a positive impact to our district is the awareness it brings to our teachers and their classroom instruction. One teacher commented after listening to one of her students progress monitor, "It has opened my eyes to what the students actually need to work on. This is what I like."

-
- All district reading and math teachers have attended the Iowa Core Deeper Investigations presented by the NWAEA. The exploratory teachers have attended the CTE work days. Collaboration with teachers from Northwest Iowa provides opportunities to enhance instruction and professional development beyond the teachers' own districts. These professional communities foster relationships, especially for those who work in small districts and do not have partner teachers.
-
- In 2014-15, the district employed a full-time Curriculum Director, who is shared among three districts: Kingsley-Pierson, Lawton-Bronson, and Whiting. Due to the success of this position and the duties assigned to the Curriculum Director, the district has decided this is a valued and much needed position that will continue. Some of the benefits have been more organized and deliberate professional development as well as renewal credit opportunities on-site for teachers.
-
- The district currently utilizes the mentoring and induction program offered by the AEA for the first and second year teachers. The relationships built have been positive and continue beyond the formal two year requirement.
-
- The Teacher Selection Committee will select teacher leaders using a scoring rubric (outlined in Part 6) and make recommendations to the superintendent for the final selection of the Model Teachers, Instructional Coaches and Digital Literacy Coaches. Teachers leaders will be encouraged to pursue professional growth by seeking training that will increase their knowledge and skills. Continued scheduled opportunities will provide collaboration time and support for the TLC.
-
- Communication about the TLC plan will occur through the following:
 - Upon approval by the state, an informational article about the plan will be placed in the school newsletter and our local newspaper by the TLC team.
 - Monthly articles from teacher leaders will be placed in the school newsletter.
 - Teacher leaders will take turns reporting at school board meetings.
 - The Curriculum Director is responsible for communicating any specific information on concerns or decisions to the teachers.
 - The instructional coaches will also be responsible for communicating with their teams.

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$116,389.78

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$8,568.63
Amount used to provide professional development related to the leadership pathways.	\$11,824.01
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$4,039.50
Totals	\$140,821.92

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 456.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation	\$140,821.92
Total Allocation	\$140,821.92

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$140,821.92

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application?* No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

TLC Part 10: Proposed Budget

Implementation of the Teacher Leadership Compensation Plan at Kingsley-Pierson CSD will open the door to many more leadership opportunities for teachers and ultimately make a positive difference in our student achievement. We are excited about this grant opportunity for our school district and believe our budget will reflect our district's current priorities, including

our initiatives in MTSS, AIW implementation, and aligning instructional practices to the Iowa Core. We see these initiatives as aligning perfectly with the Teacher Leadership and Compensation Grant funds and goals.

Below is an itemized listing of Kingsley-Pierson's proposed budget, followed by explanations of each investment of funds.

TOTAL TLC BUDGET

TLC Allocation **\$140,821.92**

The Kingsley-Pierson CSD already **meets** the minimum salary requirement of \$33,500, so **none** of the funds will be allocated for this qualification.

Personnel Costs

5 Instructional Coaches	\$58,290.00
1 Curriculum Director (District cost less sharing revenue)	\$11,467.78
2 Digital Literacy Coaches	\$23,316.00
4 Model Teachers	\$23,316.00
Substitute costs to cover time teacher leaders are not in the classroom (1 Day a Month for 5 Instructional Coaches/ 2 Digital Literacy Coaches)	\$8,568.63
Substitute costs to cover time teacher leaders are in training activities	\$4,039.50

Other costs not including salaries:

Professional development related to the leadership pathways

Registration Fees/ Travel	\$1,824.01
Presenters for PD	\$10,000.00

Total Costs to Support TLC Plan Goals **\$140,821.92**

See below for further explanation of each remaining itemized expenditure:

Instructional Coaches (5 positions)

Our Instructional Coaches will be responsible for:

- Observing classroom teachers and providing feedback on areas needed for improvement and reinforcing positive observations witnessed in the classroom.

- Aligning content to and monitoring Iowa Core Curriculum, integrating technology, implementing and monitoring 21st Century Skills, Authentic Intellectual Work (AIW), and Iowa Tier.
- Using student data to design instruction and professional development.
- Coordinating the MTSS Process and serving as interventionist where needed.
- Mentoring beginning teachers, guiding teachers new to the district, and supporting current teachers transitioning to a new grade or position.
- Attending Iowa Core meetings to ensure distribution of information to the staff.
- Reporting to our school board as needed.
- Implementing and sustaining viability of targeted instructional strategies.
- Conferencing with the curriculum director, administration, and professional development team to plan professional development
- Applying the Iowa Professional Development Model to determine effectiveness for continuation of improvement process and collaborating with administration and professional development team to plan professional development.

\$58,290 TOTAL [\$10,000 (salary) + \$1658 (FICA/IPERS)]

Curriculum Director (1 FTE-shared among three districts)

Our Curriculum Director will be responsible for:

- Providing and demonstrating teaching on an ongoing basis.
- Routinely working strategically in planning, monitoring, reviewing, and implementing best instructional practice.
- Observing and coaching teachers in effective instructional practices.
- Supporting teacher growth and reflective practices.
- Working with and training classroom teachers to provide interventions aligned by subject area.
- Supporting instruction and learning through the use of technology.
- Participating in collaborative problem solving and reflective practices which include, but are not limited to, professional study groups, peer-observations, grade-level planning, and weekly team meetings.
- Planning and delivering professional development activities designed to improve instructional strategies.
- Engaging in the development, adoption, and implementation of curriculum material.

\$11,467.78 TOTAL [\$24,333.00 (salary), \$4034.41 (FICA/IPERS), \$2600.37 (insurance) less operational sharing incentive of approximately \$19,500]

Digital Literacy Coaches (2 positions)

Our Digital Literacy Coaches will be responsible for the following:

- Integrating new technology into the classrooms.
- Implementing and monitoring 21st Century Skills.
- Increasing effective teaching strategies through professional development concentrating on technology.
- Opening classrooms for observation by other teachers and serving as a resource for instructional practices and content specific techniques.

\$23,316 TOTAL [\$10,000 (salary) and \$829 (FICA/IPERS)]

Model Teachers (4 positions)

Our model teachers will be responsible for the following:

- Mentor Initial Teachers and help strategize effective teaching, development of curriculum and classroom lessons, and support teachers through professional development.

- Open classrooms for observation by other teachers and serve as a resource for instructional practices and content specific techniques.

\$23,316.00 TOTAL [\$5000 (salary) + \$829 (FICA/IPERS)]

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.* Yes

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.* Yes

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.* Yes

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.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes