



Application

70554 - Teacher Leadership and Compensation (TLC) System

73430 - Mount Pleasant Teacher Leadership and Compensation Plan

Teacher Leadership and Compensation System

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Applicant Information

Project Officer

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Program Area Teacher Leadership and Compensation
 of Interest* System

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Agency Administrative Services, Iowa
 Department of

Organization Information

Organization Name:* Mt. Pleasant CSD

Organization Type:* K-12 Education

Tax ID:

DUNS:

Organization

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Benefactor

Vendor

Number

Recipient Information

District* Mount Pleasant Community School District
Use the drop-down menu to select the district name.

County-District Number* 44-4536
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Dr.

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Zip Code* 52641

TLC Application Contact

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

The Mount Pleasant CSD respectfully submits a Model 3 plan which embeds instructional coaches into our current leadership model. Our schools utilize data teams (professional learning communities) as means of leadership with 15 teacher leaders who direct professional discussions with grade level or subject level peers. The data teams examine current practice, student data, and research. The data teams assure curriculum is aligned to the Iowa Core Curriculum and assess how best to meet these rigorous demands. We are proposing implementing 6 instructional coaches that will work with our data team leaders to study research, discuss best practice, and demonstrate implementation. The 6 coaches will have expertise in four areas; literacy, mathematics, STEM, and technology integration.

The **Vision of the MP TLC** is to support our district mission statement of empowering students to achieve without limits. The Mount Pleasant Teacher Leadership program will provide a supportive learning environment for educators that will create engagement for children and improve student learning.

The **Goals of the MPCSD TLC** are:

- 1:** Attract the most able and promising new teachers by offering a competitive salary and a supportive learning environment for **ALL** teachers to learn and be part of a learning team.
- 2:** Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment.
- 3:** Create a learning network that promotes collaboration through district data teams, learning networks with AEA schools and educators across the state/country.
- 4:** Provide financial incentives and career opportunities for educators.
- 5:** Create effective instructional practices and improve student achievement.
- 6:** Improve teacher job satisfaction.
- 7:** Create an environment of trust and collaboration for teachers.

The purpose of the IC Model is to help close the student achievement gaps and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.

The IC model recognizes the needs of each individual teacher and is tied to a CSIP and the District's Strategic Plan. In this way effective collaboration can result in the ultimate goal of improved student performance.

IC is fundamentally about teachers, teacher leaders, and school administrators examining practices in reflective ways with a strong focus on student learning and results as the ultimate barometer of improvement.

PRIMARY COMPONENTS:

1. Improve Student Success

- Meet AYP in reading, writing, mathematics and science in all schools and at the District level
- Increase high school graduation rates
- Provide a clear/specific connection between student achievement data, the CSIP and the District Strategic Plan
- Encourage equitable student participation to be disaggregated by ethnicity, gender and socioeconomic status in all programs
- Student learning is at the heart of our work

2. Develop Teacher Collaboration/Learning

- Professional learning emerges from mutual respect, collegial relationships and a shared responsibility for student learning
- Multiple entry points in the coaching continuum provide team members the opportunity to engage in professional learning.
- Job embedded learning provides authentic context
- Learners benefit from descriptive feedback relevant to their professional goals.

3. Improve Classroom Instruction

- Increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to collaborating, co-planning, modeling, co-teaching, and providing descriptive feedback.
- Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically.

4. Create Change Agents

- Empower teachers to be change agents within the school by giving them voice.
- We will involve stakeholders in the implementation of the CSIP.

The continuum begins with developing a professional learning relationship between the coach and the teachers through building a common experience and knowledge base. This foundational work is an ongoing part of a professional learning community. This knowledge base creates a common vocabulary among staff and promotes the articulation of ideas for improving instruction. The focus for professional learning is based upon collaboratively established priorities.

Commitment to a professional relationship between a coach and teacher takes the work of common experiences to deeper level. The building of congenial relationships begins with shared knowledge and new understandings for change in practices. After providing background content and context, the coach and teacher(s) begin to collaboratively articulate purpose for new teaching practice, assess need using student assessment, and make plans for implementation. At this stage the coach may develop/model the lesson as the teacher observes. This provides common ground for discussions on specific instructional strategies and their impact on student learning. Demonstration lessons will include co-planning with the teacher and debriefing the lesson. The teacher has multiple opportunities to see instructional demonstrations and modeling of new strategies.

The coach and teacher continue to build upon demonstration lessons and grow into a co-teaching relationship. At this point in the relationship the coach and teacher co-plan the lesson, the coach teaches the lesson with the teacher assisting, and both coach and teacher reflect and debrief the lesson together.

Building upon co-teaching experiences, the coach supports the teacher through guided practice as they take on the responsibility of the teaching. Both the teacher and the coach participate in the planning, reflecting and debriefing of the lesson.

At this stage of the coaching continuum, the teacher(s) plans instruction based on assessment data, participates in a pre-conference with the coach, and determines the focus of the classroom visit by the coach. Then the teacher debriefs with the coach, and plans for further instructions.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

In September 2013, administrators attended a state meeting to discuss HF 215 and the opportunity for schools to apply for Teacher Leadership and Compensation (TLC) programming. They shared this information with the administrative team and teacher leaders in the district. The group formed a TLC committee to study research and consider how this would improve student achievement and staff satisfaction. Early discussions focused on a plan that would improve student engagement and achievement or we would not apply. Early feedback suggested a great deal of excitement of the opportunity. Through a consensus model we decided the TLC opportunity fit in nicely with our strategic planning process and our vision/mission of the district. The district is currently engaged in a 5 year strategic planning process with one component being Teaching and Learning.

The superintendent communicated the TLC opportunity to the staff/school board on September 30th in a staff update asking for volunteers to serve on a committee which would determine if we would participate. A Teacher Leadership and Compensation Committee was developed in early October. There were 12 teachers representing of all levels and the association, three principals, the superintendent and director of instruction, a school board member, three community members, and three students.

The District applied for the TLC planning grant and was awarded \$12,500 to research, plan, and submit an application. The district leadership team attended workshops hosted by Great Prairie AEA. The tools and collaboration during these meetings were very helpful in our work. The TLC committee met at biweekly meetings from October through December. All committee members were active throughout the process with each having an equal voice. The focus of the committee was providing a structure and support system that improve education in our district with the focus being on "CHILDREN FIRST!"

We utilized a 5 step process:

Step 1: Review of our current reality in student data and our continuous improvement, evidenced the need for continued improvement on student achievement highlighted by our designation as a DINA District and Harlan and Van Allen Elementary schools as SINA buildings. Secondly, located in Henry County, one of Iowa's poorest counties, the need continues for adaptation of curriculum and instruction to more adequately meet the needs of our student population with 48% to 70% district wide Free and Reduced Rates. One conclusion was the TLC grant could accelerate the benefits of recent diligent use of Rigorous Curriculum Design and Instructional Data Teams (a type of collaborative PLC) to fully implement the Iowa Common Core.

Step 2: Examine Research/Best Practice. Early meetings were dedicated to examining research and best practice in teacher leadership. The state provided three models for schools: Career Ladder, Instructional Coach or locally developed model. We examined three states' Teacher Leadership and Compensation Models-Minnesota, Colorado, and Washington. We felt very strongly that we should develop a local model based on best research. We felt this provided us maximum flexibility and control in all components. We embraced instructional coaching and found research supporting a quality coaching program which provides the necessary support for teachers and students (Killion & Harrison, 2005). Marzano, Pickering, and Pollock (2001) identified nine strategies for effective instructional effectiveness which we agreed with and will build into our TLC plan. Our plan reflects all three models with an emphasis on the Washington state model.

Step 3: We created a mission and goals for our TLC program which will be defined later in the application.

Step 4: We defined the roles and components for the instructional coaches and administrators and developed a compensation plan.

Step 5: We will create an assessment system so we can adjust and adapt to changes in our school. We will set up a "hotline" on Google for any staff/community member to provide feedback or ask questions. The Teacher Leadership and Compensation committee will be a permanent committee which will meet at a minimum of once a month.

Mount Pleasants application was created through collaboration of teachers, administrators, and school board members with support from our community, parents, and students. All parties are fully vested in our plan and will ensure its success. We sought a wide range of input with an open invitation for any teacher to join the process. Our past experience in pay for performance work made this process much easier. The focus from the beginning was improving instruction and support in the classroom.

We conducted a staff professional development survey to gather input from all members. We gathered parent input through a parent survey with approximately 800 parents providing feedback. We utilized our strategic planning group to gather community input. The strategic planning group has parents, school employees, community members, business leaders, students, school board members, and administrators. Over 100 people are involved with this process and have excellent buy-in on our proposal. Over 95% of those surveyed supported our TLC plan. Survey results were shared with the board of education, all school employees, and posted on the Mt. Pleasant website. The Mount Pleasant Education Association was represented and an active part of our application preparation. As we gathered information from the various stakeholder representatives, we shared varying views and adjusted the plan accordingly. Stakeholders were especially excited about the assessment system and the ability to modify instruction according to the needs of our students. The Mount Pleasant School Board approved our application on January 13, 2014 pledging their full support for this work.

Narrative

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

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

The Mount Pleasant Community School District has been conducting a strategic planning process this year. Over 100 people are involved with our process including teachers, administrators, students, parents, community members and support staff. This group is divided into sub groups which include one titled, "Teaching and Learning". This subcommittee was tasked with examining the Teacher Leadership and Compensation Committee application. The TLC committee developed a mission and goals for our program.

The mission of the Mount Pleasant TLC Committee is to support our district mission statement of empowering students to achieve without limits. The Mount Pleasant Teacher and Leadership Program will provide a supportive learning environment for educators that will create engagement for children.

The goals of the Mount Pleasant Community School District Teacher Leadership and Compensation are:

Goal 1: Attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for **ALL** teachers to learn and be part of a learning team.

Goal 2: Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators.

Goal 3: Create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country.

Goal 4: Provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment.

Goal 5: Create effective instructional practices and improve student achievement.

Goal 6: Improve teacher job satisfaction.

Goal 7: Create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

The Mount Pleasant Community School District utilizes data teams (professional learning communities) which meet every Monday morning for an hour and a half. Our data teams examine student data, classroom practices, and assessments to assure quality learning experiences. The Rigorous Curriculum Design process has identified gaps in our curriculum which we have aligned to the Iowa Core Curriculum. Staff surveys have identified the need of classroom supports that exceed current administrative supports. We have discussed for several years the need for instructional coaches to collaborate with classroom teachers to improve teaching practices.

A long standing CSIP goal for the district has been twofold, 90% proficient and 25% advanced proficient on Iowa Assessments in reading, math and science at each grade level. We have not met these goals. The proficiency range in reading among grades in 2012-13 was 64.4% to 81.76%. In math, the range was 74.3% to 84.34%. The science range was 70.27% to 87.42%. The highest percentage of advanced proficient was 20.95% (4th reading), 31.51% (5th math), 25.68% (4th science). Most other grade level results fell well below our goal. The district also tracks the percentage of students meeting their annual growth projection on the MAP test. In 2012-13, this ranged from 45.7%-80.1% in reading and 56.1%-84.3% in math. Elementary fluency scores are also of concern as the range of grade levels meeting the grade level benchmark ranged from 50% to 74%. There is an urgent need for instructional coaches to help increase the percentage of students meeting achievement goals.

The district surveyed all parents in December 2013 to gather input on classroom instruction and rigor/relevance of our curriculum. Below are three questions asked about curriculum (full report available upon request):

When students graduate from Mt. Pleasant Schools, they possess the knowledge and skills needed to function effectively in society. 62.7%

The school curriculum meets the needs of students having a wide range of abilities. 68.2%

My child is challenged in school. 76%

These surveys demonstrate the need to improve differentiated instruction. Data teams expressed the need for instructional coaches with expertise to promote effective use of differentiated instruction. Data teams have commonly found that teachers provide instruction for "most" students but may not have the ability to provide the high/low level instruction. Consequently, students remain in their current learning levels, or even digress. A large portion of our parents do not believe students are graduating with the necessary skills to be productive members of society. Again, this is tied to the lack of differentiated learning. The district is embracing "Personal Learning Plans" (PLPs) for every student in our district. PLPs will allow us to create individual learning plans for each child emphasizing his/her strengths, weaknesses and desires. Teachers will be able to work across grade levels to create learning plans to promote individual growth. In order to do this, our teachers will need instructional experts to guide the process and create an environment of collaboration. We believe our plan does this.

Part 3) Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

The Mount Pleasant School District identified the need to develop a more comprehensive RtI (now MTSS) system through research by our Struggling Learners Task Force. The district has been formally trained in the formation and protocols of **instructional data teams (professional learning communities)** by the Leadership and Learning Center and continues to receive coaching visits. The school board/community has provided support by allocating time each Monday for elementary grade level and secondary content teams to work. Data teams build capacity to instructionally respond to data-based needs of students. Data teams gather cause and effect data to guide their research about the most effective instructional strategies. Teams try out methods and collaborate on the successes/challenges. Creating opportunities for peer observation and feedback is difficult when all of our teachers have full teaching loads. Our current teams are reactive rather than proactive. Instructional coaches will provide the "on-time collaboration" to allow immediate adjustments to be made. Instructional coaches will augment the data team expertise with data interpretation, instructional strategy and technology application. Coaches will also allow teaming content experts (i.e. Social Studies) with technology experts (i.e. technology coach) to create an environment that is rich in content and technology.

Another initiative the district has fully embraced is **Positive Behavior Interventions and Supports (PBIS)**. Our building teams have worked diligently in creating positive learning environments in classrooms and schools. All instructional coaches will be trained in PBIS unless previously trained. We believe that a positive, safe learning environment is important to conducive learning. K-12 instructional coaches will help us assure that each building is implementing with fidelity. If this is not occurring, coaches can work with administrators and teachers to train and improve implementation to eliminate silos within the district.

Current professional development is being provided for Ainsworth's Rigorous Curriculum Design (RCD). John Hattie (2009) indicated the importance of teacher clarity "to communicate the intentions of the lessons and the notions of what success means for these intentions" and referred to research by Fendick defining clarity as "organization, explanation, examples and guided practice, and assessment of student learning." The effect size cited in the research is 0.75 which exceeds the 0.40 threshold indicator of effectiveness. Instructional coaches will support our use of RCD for clarity of the Iowa Common Core by assisting in accurate identification of learning progressions and performance indicators aligned to Core Standards.

Dr. Richard Elmore (2009) expressed the importance of consistent teaching practices throughout districts to assure district quality. The district has been heavily involved with "**Instructional Rounds**" which has administrators working with teachers through classroom audits. This work will continue with instructional coaches being trained in educational rounds. This process will involve AEA, Mount Pleasant teachers/administrators, and other districts to create an environment of open conversation and capacity building. Dr. Elmore emphasizes that schools need to examine what students are actually asked to do in classes and encourages instruction to force children into higher levels of Bloom's Learning Taxonomy. Instructional coaches working with administrators and classroom teachers will help to create classrooms of engagement and improve the depth of learning for children. Students will be able to apply what they learn create permanent, meaningful knowledge. Parent, staff and student surveys indicated the need for more student engagement in classrooms. Instructional Rounds will elevate professional conversation focused on engagement.

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. (5,000 characters maximum)

The TLC plan will utilize the instructional coach to improve entry into the profession by adding an additional resource for new teachers for support and orientation to the district. Our current mentoring program is based on the Journey to Excellence/Mentoring Matters program created by the state/ISEA. The program has had a positive effect on retention as 66% of all new teachers hired in the last 12 years (44 of 66) and 85% of all new teachers hired in the last five years (23 of 27) remain employed by the district. Based on mentor and new teacher surveys, the district has transitioned from AEA training to district training for mentoring (Mentoring Matters) which will enable personalized use of the instructional coach in supporting the program. Mentor and mentee surveys have also indicated the need for more comprehensive orientation for new teachers about district instructional models, assessments, and initiatives. Instructional coaches will provide professional development during orientation and ongoing support in learning strategies endorsed by the district. Mentors will also be able to consult with instructional coaches for advice or support in providing feedback. Mentors have also indicated difficulty providing opportunities for new teachers to observe peers. Instructional coaches will also be used to support Moodle style online learning opportunities for new teachers to have ongoing support as they join the district.

The Mount Pleasant TLC plan will enhance mentoring/induction for beginning teachers by assuring a well trained and prepared mentor. All beginning teachers will receive a minimum salary of \$33,500. Beginning teachers will be supported by receiving additional coaching compared to tenured teachers, additional mentoring offered in a weekly manner with additional pay, and five hours per week of observing instructional practice in a "critical friend's" room. Beginning teacher surveys conducted in May 2013, indicated new

teachers had a desire/need for additional support which would be provided in our TLC program. The district will carefully select and thoroughly train all mentors in *Mentoring Matters*. The Great Prairie AEA will provide support and materials for our program.

Research supports in order for beginning teachers to grow in their practice the most important things are a carefully selected and thoroughly trained mentor must be in place. We will hire mentors who can support beginning teachers based on six factors.

1. Mentors committed to the role of mentoring. Mentors must be committed to the task of helping beginning teachers find success and satisfaction in their work. In order to have committed mentors we must commit to excellent training for them. We will require formal mentor training as a prerequisite to mentoring. Teachers unwilling to participate in our rigorous quality training program will not be allowed to mentor. All mentors will maintain journals that document conferences and beginning teacher development activities. Mentors and beginning teachers will have weekly conferences to reflect on activities and will receive an hourly compensation for such work.
2. Mentors accepting of the beginning teacher. Rogers (1958) stated empathy is one of the most important qualities of a mentor. Mentors must be accepting of the beginning teacher setting aside his/her personal beliefs. Mentors should not be judgmental. We will accomplish this by incorporating a training program based on Veenman's (1984) research based on stage and age theories of adult development. Training exercises that cause mentors to thoughtfully revisit their own first year teaching while examining research-based perspectives.
3. Mentors who are skilled in providing instructional support. Mentors will be trained in reflective conversation techniques, observation strategies, giving non-judgemental feedback, aligning feedback to the Iowa Teaching Standards, strategies for analyzing student work, questions techniques that move beginning teachers forward in self-assessing and planning for their own professional growth. The AEA will assist us with training. We will rely on beginning teacher feedback as one indicator of a successful mentor. Beginning teachers will receive two additional days for this process paid for on a per diem basis. Mentor teachers will provide instructional support to the beginning teacher through classroom conversations and conversations based on shared experiences. Share experiences include team teaching, beginning teachers observing mentors, and vice versa, as well as other classroom teachers. Our coaching process will develop multiple methods of classroom observation, be based on research based frameworks as the basis for reflection and conferencing/feedback skills.
4. Mentors must be effective in interpersonal skills. Mentors must be able to adjust to the unique mentoring relationship. Mentors adjust their mentoring communication to meet the needs of the beginning teacher. Mentor/beginning teachers will utilize videotaped conversations between the mentor and beginning teacher which is a method defined in our mentoring program.
5. Mentor must model continuous learning. The mentor must share/discuss the latest educational research in order to build a common vocabulary and capacity.
6. Mentors must communicate hope and optimism. As defined in "Mentors: They Simply Believe", Lasley (1996) defines the importance of positive attitudes of mentors to a successful learning experience for beginning teachers. They must be optimists who encourage beginning teacher-measured through a beginning teacher survey.

The mentoring program will be evaluated through beginning teacher feedback gathered in a survey and defined in *Mentoring Matters*. A end of the year summative evaluate will be conducted by the beginning teacher and student achievement data gathered through the MAP program will support improved instruction and increased student learning. We feel an effective mentoring program will provide more satisfaction and improved student learning.

Narrative

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)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.

b)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.

The roles of the **INSTRUCTIONAL COACHES** in our model are listed below but are not in a priority order. The instructional coach has nine roles. Instructional coaches will spend 100% of their time in this role with no additional responsibilities.

Role 1: Classroom Supporter-Increase the quality and effectiveness of classroom instruction based on using the gradual release model which includes collaborating, co-planning, modeling, co-teaching, and providing feedback.

Role 2: Instructional Supporter-Support the implementation of effective instructional strategies including assessment for learning, differentiation of instruction, standards based grading and building teacher capacity by modeling with intervention groups for short periods of time in rooms.

Role 3: Curriculum or Content Facilitator- Implementation of state standards through adopted curricula including increasing teacher content knowledge, facilitating a better understanding of the structure of the written, taught and tested curriculum and dissecting standards for essential knowledge and skills.

Role 4: Data Coach-Facilitate conversations using data to drive instructional decisions including collaborating with teachers to analyze formative/summative student achievement data and assisting teachers with the use of data.

Role 5: Facilitator for Change-Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including fostering a safe, trusting environment for teachers and introducing alternatives and refinements for instructional practices.

Role 6: Learner-Engage in continuous learning by participating in professional development, reading and practicing/reflecting.

Role 7: Professional Learning Facilitator-Design and facilitate effective professional learning including professional development.

Role 8: Resource-Implement a variety of resources to enhance classroom instruction and student achievement including identifying instructional and assessment resources requested by teachers and sharing research and instructional best practices.

Role 9: School Leader- Provide support and communicate school and district initiatives with the school community including involving stakeholders in the implementation of the CSIP, connecting with community stakeholders by sharing instructional practices that impact students and acting as a strong advocate.

The **PRINCIPAL** will assume four roles.

Role 1: Communicator- Build understanding of the interconnectedness of the coaching model, school improvement plans, and district initiatives including articulating the purpose and components of the coaching model to staff, leading and communicating to staff about the district and building initiatives in relation to the coaching model and maintaining the fidelity of the instructional coaching model.

Role 2: Facilitator-Collaboratively plan and coordinate professional learning including fostering a safe and trusting environment, aligning professional learning with the building's CSIP and facilitating access to the coaching model process.

Role 3: Instructional Leader-Support coaches and teachers in the coaching model including implementing the school and district initiatives, meeting with school coaches and leadership team on a regular basis to examine school data and assist in school-wide planning,

acting as a strong advocate for student learning based on data used to inform instruction, sharing best practices research and committing to meet regularly with coach or coaches to support their roles.

Role 4: Learner-Promote an Iowa professional learning model including engaging in professional reading, learning and participating actively in the teaching /learning cycle.

TEACHER role in the model includes four elements:

Role 1: Instructor-Reflect, refine and implement effective instructional practices to increase student achievement including aligning instruction to common core and advocating for their students' learning needs.

Role 2: Learner-Engage in continuous learning including choosing learning opportunities, supported by the instructional coach, e.g. book studies, collaboration time, site based workshops; creating learning goals consistent with CSIP; exploring, implementing, reflecting, and adhering to best practices; and learning and implementing intervention strategies in the classroom.

Role 3: Learning Partner-Engage in professional collaborative relationships including fostering a safe, trusting environment and participating actively in the coaching continuum.

Role 4: Assessor-Participate in data conversations that influence instructional decisions including analyzing formative and summative assessment and using assessment data to inform instruction.

The continuum begins with developing a professional learning relationship between the coach and the teachers through building a common experience and knowledge base. This foundational work is an on-

going part of a professional learning community. This knowledge base creates a common vocabulary among staff and promotes the articulation of ideas for improving instruction. The focus for professional learning is based upon collaboratively established priorities.

Commitment to a professional relationship between a coach and an individual teacher or small group of teachers takes the work of common experiences to deeper levels of collaboration. At the beginning, the building of congenial relationships begins with shared knowledge and new understandings for change in practices. After providing background content and context, the coach and teacher(s) begin to collaboratively articulate purpose for new teaching practice, assess need using student assessment, and make plans for implementation. At this stage the coach may develop and model the lesson as the teacher(s) observes. This provides common ground for discussions on specific instructional strategies and their impact on student learning. Demonstration lessons could also include co-planning with the teacher and debriefing the lesson. The teacher has multiple opportunities to see instructional demonstrations and modeling of new strategies.

The coach and teacher(s) continue to build upon demonstration lessons and grow into a co-teaching relationship. At this point in the relationship the coach and teacher(s) co-plan the lesson, the coach teaches the lesson with the teacher assisting, and both coach and teacher reflect and debrief the lesson together.

Building upon co-teaching experiences, the coach supports the teacher(s) through guided practice as they take on the responsibility of the teaching. Both the teacher(s) and the coach participate in the planning, reflecting and debriefing of the lesson.

At this stage of the coaching continuum, the teacher(s) plans instruction based on assessment data, participates in a pre-conference with the coach, and determines the focus of the classroom visit by the coach. Then the teacher debriefs with the coach, and plans for further instructions.

Mount Pleasant TLS will have 25% of our teachers in leadership positions (155 teachers-38 teachers):

1) 6 instructional coaches will be promoted within the school district and 6 teachers hired to assume their teaching responsibilities. Each instructional coach will receive 7 additional contract days and be compensated \$1,000 per day.

2) 6 Lead Mentors will be selected to provide support for beginning teachers. Mentors will receive two additional days and will be compensated at \$500 per day.

3) 15 Data Team Leaders will provide district curricular alignment to the Iowa Common Core. Data team leaders will be provided 60 hours of additional contract time at \$25 per hour.

4) 1 Building Teacher Leader (Salem Schools) will provide an experimental model of a teacher leader assuming responsibility for building instruction. This position would serve as a coordinator between the mentor/beginning teacher, data team leaders, and coordinate between Salem and the five Mount Pleasant Schools. The district has struggled providing an equal voice for the Salem building because of a shared principal role. The Building Teacher Leader will be provided 5 additional days at \$1,000 per day.

5) 10 School Improvement Committee Teacher Leaders will provide the catalyst between the community and school. Teacher Leaders will explain curriculum, teaching methods, and professional development to the community and business leaders. SIC Teacher Leaders will be given 16 additional hours at \$25 per hour.

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) Measures of effectiveness

b) Professional growth

Mount Pleasant will utilize a hiring committee which will consist of three teachers and three administrators who will recommend instructional coaches to the superintendent of schools. This committee will change membership depending on the level of the instructional coach and the area of expertise. The Mount Pleasant School District has created a framework to identify instructional coaches. We emphasize this is a framework and will be further developed if we are selected by the state to participate. We have crafted four components to a selection framework. The components are professional characteristics, effective teaching practice and experience, effective interpersonal communications, and effective technology skills.

The first selection criteria are **PROFESSIONAL CHARACTERISTICS** which is based on Carol Dweck (2008) research on human mindset. Any instructional coach selected must believe that everyone has the

capacity and desire for growth. They must have a true passion for and commitment to the future of education in our district and believe they can make a positive difference in our schools. They must have a proven record of setting high expectations for themselves and for others. All of our coaches must have a pattern of owning issues and having shown they effected change in their current situation. The thought is that all of our selected coaches are people who are part of the current "solution" and not part of the problem or involved in negative behavior. The state has made it a requirement that we promote teachers to coaching positions based on our current people. All instructional coaches must be people who take initiative and follows through with their responsibilities. They must be reflective and coachable themselves. Instructional coaches should be people who seek feedback on their own practice, are able to manage time well, and can prioritize effectively in an unstructured environment (self-driven), and is respected by peers and leaders for their professional knowledge and skill level.

The second selection criteria are **EFFECTIVE PRACTICE AND CONTENT KNOWLEDGE**. All coaches must have an understanding of educational research and theory and demonstrate they have applied it as a teacher. They must demonstrate comprehensive content knowledge for their role, i.e. literacy, math, technology. They must have a good understanding of differentiated teaching and learning. Coaches will have the ability to observe students and clarify their needs by recognizing strengths and identifies resources to support student learning. Coaches need to demonstrate in the past support and implementation of school/district polices and initiatives. Coaches will have an understanding and use state/local learning goals and professional teaching standards. An effective coach will demonstrate how they have used data from ongoing assessments to inform and improve instruction. In our district, it is vital that coaches have great knowledge of a diverse student population and are able to personalize and differentiate instruction and promote achievement for all children. They will do this by working with classroom teachers to create a classroom community of tolerance and acceptance. All coaches will hold an Iowa Teaching license. All coaches will have regularly pursued professional development opportunities and have an excellent attendance record.

The third selection criteria are **EFFECTIVE INTERPERSONAL COMMUNICATION**. A successful coaching candidate will be a person who works collaboratively. Coaches will work with a wide range of teacher personalities so this will be key to a successful relationship. The coach must understand and be able to work with various school cultures. We have buildings that range from 20% to 70% poverty rates which create different challenges to instructional coaches. Leaders in the Mount Pleasant School District are expected to respect confidentiality and to communicate openly, honestly and sensitively with students, staff and parents. All coaches will be people who listen with compassion and empathy and are able to manage conflict effectively.

The TLC committee has not resolved our expectations of technology. We believe that all coaches will have or will be willing to acquire **EFFECTIVE TECHNOLOGY SKILLS**. Technology has changed how we provide instruction to our students. We feel this is a skill that can be learned, but preference will be given to candidates who have good technology skills. We would expect all coaches to learn appropriate and current classroom applications of technology that deepen learning.

All instructional coaches will develop an Iowa Professional Learning Plan that addresses these four areas and will seek professional development accordingly. They will develop this plan based on their needs and the needs of teachers in which they are coaching.

Our committee has had lengthy conversations about the evaluation process for instructional coaches. At the time of this application, we have not resolved the issue but we have some basic guidelines. First, a formative evaluation will be conducted by the Director of Instruction with 360 feedback from classroom teachers, administrators, parents and students. Second, the evaluation will be in four areas; planning and preparation, instruction, environment, and professionalism. We agree the evaluation needs to be based on a growth model, not a checklist of items. The evaluation instrument will be developed in March/April 2014 if we are selected.

The selection committee will include some hard data to select teacher leaders which will include past evaluations showing effectiveness with students, student achievement data showing the effectiveness of the teacher, past Iowa Individual Teacher Development Plans so we can examine past professional growth over time, training in our district initiatives.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

Instructional coaches will collaborate with the Director of Instruction to develop PD for the district. This will be accomplished by gathering input from the Data Teams and achievement trends. Also, the instructional coach will be in the classroom working with teachers and will be able to identify gaps within our PD. Coaches will communicate with the Director of Instruction about identified needs. The Director of Instruction is responsible for trainers, and materials for PD and for communicating all learning opportunities to staff. The coach will be responsible to assure proper implementation within the classroom. Depending on teachers needs and skills coaches will differentiate the PD for teachers. Not all teachers should be receiving the same PD and training. Coaches must follow up with the progress of the PD in classrooms.

MPCSD utilizes the Iowa PD Model. Our TLC program will follow the steps and procedures defined in the Iowa model.

Our TLC process involves teachers & administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program. The Iowa PD Standards establish expectations for the implementation of this process.

We will continue to utilize the Iowa teacher standards and assure our TLC program is based on the same standards and criteria as the Iowa PD Model. We will embrace utilizing only research-based practices that are aligned with the student achievement goals of our district. All PD will be targeted at instructional improvements and designed to follow these components; student achievement/data, theory, classroom demonstration/practice, observation/reflection, teacher collaboration/study of implementation, and integrates instructional technology. The TLC, like the Iowa PD Model, will include an evaluation component that documents improvement in instruction and ultimately the effect it has on student achievement.

Mount Pleasant TLC operating principals is the same as the Iowa PD Model which includes; **Focus on Curriculum, Instruction, and Assessment, Participative Decision Making, Leadership, Simultaneity, and cycle of PD.**

MPCSD will utilize the IPDM as our method of examining PD implemented through our TLC system. We will:

Collecting and Analyzing Student Data

Identifying student need is the first step in designing PD intended to improve student learning. Collecting and analyzing information about student performance in areas of interest enables a our schools to set priorities. If PD is to impact student learning, it must precisely align with student need. We will examine student achievement and identify areas of improvement and base PD on these needs.

Goal Setting

Clear statements of expectations regarding student learning allow our schools to focus PD resources and energy on achievable goals. To meet the goals identified in the CSIP, the intent of PD is to increase the learning of all students while attending to the learning needs of subgroups of students. If PD content is to accomplish the desired increases in student learning, the goals for student learning must be explicit and concrete. The district will create goals based on student achievement data with a growth model assessment i.e. 80% of all students will demonstrate a full year of academic growth based on the Iowa Assessments.

Selecting Content

Content selected for collective study by schools must be supported by evidence that it can accomplish the goals set for learning. We should be confident that the content we choose to study has been found to improve student achievement. A process for selecting content will include: review research; review current knowledge/practices in the school; aligned with Iowa Teaching Standards; and documentation the practices are supported by scientifically-based research.

Designing the Process

The PD process must ensure that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies, and assessments. Teachers need to have sufficient workplace supports to develop a deep understanding of the theory of the strategy/model they are learning. PD design will build in time for teachers to learn together and to collaborate with each other. If teachers have opportunities to learn new content and implement it in their classrooms, the investment in PD will pay off in increased student learning.

Ongoing Cycle

PD is a continuous process. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions must be planned for, supported and monitored. What staff developers learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, teachers need ongoing training, the collaboration of peers as they plan and develop lessons and materials and study their implementation, and interim measures to judge the success of their efforts.

(Summative) Evaluation

The effectiveness of PD is judged by student learning outcomes. Determination of the efficacy of a PD program is based on two factors: whether the content was implemented as planned and whether or students acquired the desired knowledge/skills/behaviors. Clear identification of cause and effect data ensures the alignment for the intended outcome. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target an improvement in student performance. A PD program is successful when it achieves its student learning goals. Student learning goals will be based on achievement data will be used to determine success.

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

a) Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.

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

The Mount Pleasant teacher leadership program is constructed on three essential understandings that are the backbone of our system. First, Instructional staff will have options about how to participate in the coaching model. Second, the belief that participation in instructional coaching is most effective when the purpose of instructional coaching as well as the roles of coaches, principals and teachers are clearly articulated and communicated. Thirdly, Instructional Coaching Models are most effective in improving student learning when assessment data is used.

To promote a shared understanding of instructional coaching throughout the school system, each school beginning or reviewing their implementation of the coaching model will participate in a four-part implementation process of **readiness, implementation, assessment, and training and support for coaches**.

Schools establish the **READINESS** to implement instructional coaching through a defined process. The administrative team will communicate with staff the purpose and the roles of instructional coaches and how the coaching model supports improvement of student learning. The instructional and administrative staff will review relevant data and CSIP to determine the focus for coaching through the decision making process. Coaches and administrators will participate in district trainings relevant to instructional coaching including the process for determining readiness and implementing the Instructional Coaching Model in each building.

IMPLEMENTATION will be built on a foundation of a professional learning community, which is essential for building a common knowledge and experience around the written, taught and tested curriculum. Throughout our implementation, coaches will be able to work with teachers to align instruction to state standards; facilitate inter-visitations to see and learn from other classrooms (within and between schools); organize study groups, on-site workshops and book studies; work with collaborative groups to examine student work and plan instruction; read and provide research to staff; attend coaching trainings and bring information and strategies back to building staff; and help to establish common vocabulary; background knowledge and experiences; and collaborative relationships. We will implement instructional coaching and assess that implementation through a process best fitting the school culture. Our process will be:

a) Review Data which will occur in late spring/early fall each year. The administrative team and instructional staff reflect on the building CSIP and collaboratively establish a menu of professional learning options for the building

b) Staff Choices which will occur in late spring/early fall each year. Staff members select professional learning options from the menu and identify one or more opportunities to engage with instructional coaching and differentiated their professional development based on their own perceived needs.

c) Calendar will occur in spring/summer each year. The administrative (or building leadership team) establishes a calendar for professional learning. The coach(es) creates flexible schedules in order to meet changing needs to students and teachers.

The **ASSESSMENT** will occur at mid-year and at the end of the year for each calendar year. Throughout the course of the year and at the end of the year, efforts need to be made to identify ways in which the implementation of the coaching model is and is not working. Instructional staff will share successes and

challenges that have occurred during the year in supporting student learning. Instructional staff will analyze student performance data as it relates to the CSIP and our building/district goals. Instructional staff will assesses and reflect on their own professional learning identified in the professional learning options. Using the Coaching Continuum, the instructional and administrative staff will plan future work as it relates to the instructional coach model. The instructional staff will reflect on its engagement with the implementation of the coaching model during the year. The administrative and instructional coaches use those reflections to develop, revise, and sustain the implementation of the instructional coaching model. Other data that will be examined include student achievement, teacher job satisfaction surveys, discipline referrals, and staff attendance.

We believe strongly in the importance of supporting our instructional coaches. The only way this model will be truly successful is to attract and retain quality coaches. As a result, our final piece of implementation is **TRAINING AND SUPPORT**. We will develop a coaching professional learning community to continually increase their knowledge and skill in order to build the capacity of teachers for quality teaching and learning. We will do this by creating an "area professional learning community" with coaches from other schools. This will help provide support for their work. Mount Pleasant Community Schools is committed to the initial and ongoing training of coaches so a professional training budget will be developed.

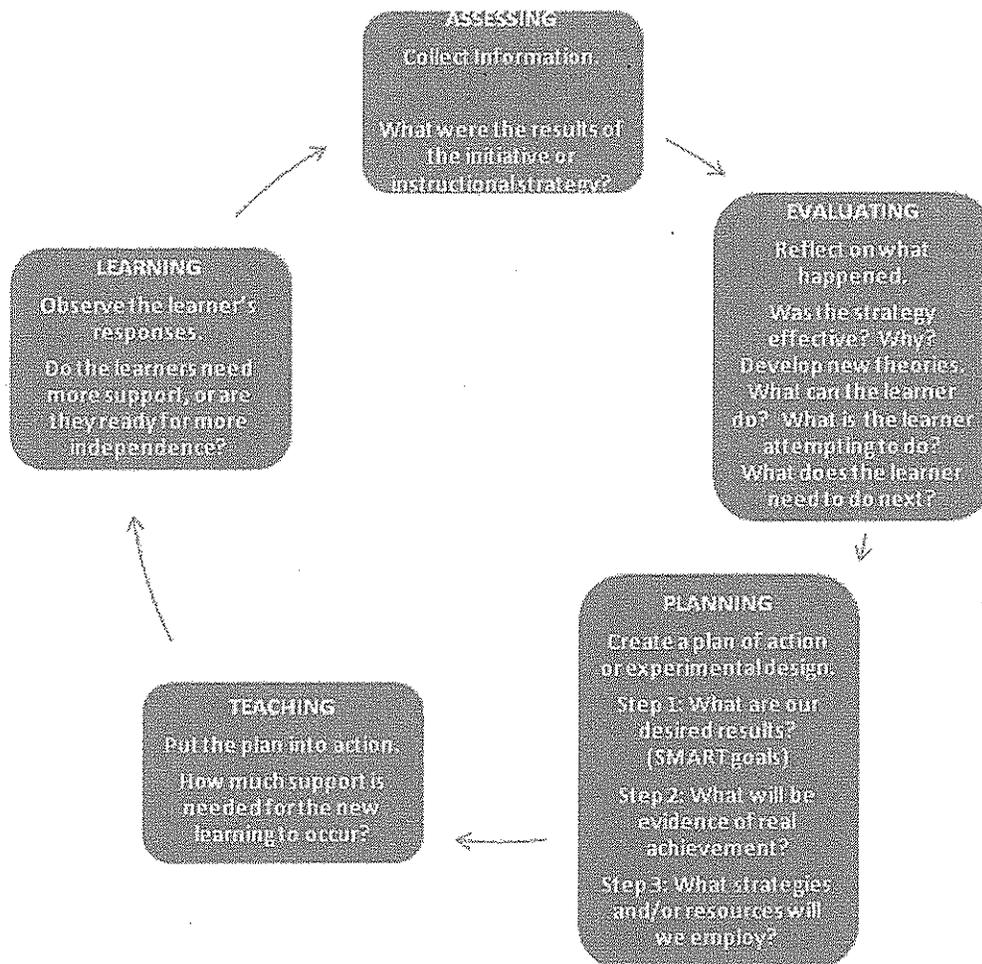
Our evaluation plan will measure recruiting (number of qualified applicants), retaining (number of returning teachers), and strengthen instruction (student achievement based on Iowa Assessment and MAP). We will also evaluate our plan by collecting and analyzing formative and summative data from beginning teachers (surveys), mentors (journals), and instructional coaches (surveys and student achievement data). We will know the plan is having a positive impact on teachers and students by survey results and student achievement data. All information will be shared with all stakeholders including community. We will identify strengths and areas that need improvement through our surveys of those involved and create a continuous improvement model.

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. (5,000 characters maximum)

The Mount Pleasant School District has been involved with many state initiatives including serving as one of three schools creating a pay for performance model (2008). The most important element to success is to have total buy in from all stakeholders. Our teachers, administrators, school board, and parents are very supportive of creating a different, more effective system. This desire will help to drive our work and help us overcome any difficulties we may experience. How do we know we have the capacity to implement and sustain our TLC plan? The following elements are crucial to create capacity and maintain our TLC programs: **hire and retain quality coaches, define a teaching and learning cycle, and create a training program for coaches for knowledge and support, and finally develop a 360 feedback model.**

We will need to **ATTRACT, HIRE, AND RETAIN QUALITY COACHES** to be successful with our TLC. We need our finest teachers to become instructional coaches. Instructional Coaches must understand and integrate best practices to support quality teaching and learning. How does a school accomplish this? The district will do this by training coaches in the Instructional Coaching Model, our district initiatives, Iowa Professional Development Model and in our teacher-mentoring program, "Mentoring Matters". We will fill any gaps that coaches have to assure they are truly experts and have the capacity to move our district, our teachers, forward.

We will provide on-going training based on a three to five year **TEACHING AND LEARNING CYCLE**. Topics include coaching foundations, curriculum and assessment, pedagogy, professional learning communities, social justice, using data to inform instruction and technology. We will use the following teaching and learning cycle:



The first reason we know that we will implement successfully and sustain over time is that we will provide thorough initial and on-going training to our teacher leaders. We will create a **TRAINING PROGRAM** that will have six training elements. First, we will provide Coaching Foundations which will include training in Mentoring Matters, how to document on our program, proper record keeping, and the protocols we will use. Second, Curriculum and Assessment, which will be an in depth look in our written, taught, and assessed curriculum. Instructional coaches will examine state/district assessments, our standard based grading and reporting system, assessment program, and student work. Third, Pedagogy which includes the districts teaching and learning cycle, understanding by design, principles of learning (how people learn), differentiated instruction, lesson studies, appropriate use of technology in the classroom, and social supports. Fourth, Data Teams (professional learning communities) which explores adaptive schools, peer learning labs, and the coaching continuum. Fifth, training in Social Justice which examines our student achievement gaps, white privilege, and culturally inclusive strategies. Lastly, training on how to Use Data which includes data driven dialogues, data walls, interpretation of student data, disaggregation of data, and using data to make informed instruction. We believe coaches who are well trained and supported will result in retaining them.

The second reason we know that we will implement successfully and sustain over time is that we have a process in place is part of the coaching training that encourages coach self-assessment and professional develop and the peer feedback is part of this process. Instructional Coaches will create an Iowa Individual Professional Development Plan to create a roadmap of their work. The Director of Instruction, will collaborate with coaches in this plan to assure district alignment. Under Iowa Code, an administrator must formally evaluate anyone holding a teaching license, so our Director of Instruction will fulfill this requirement. More importantly, our district will create and utilize a **360 EVALUATION MODEL**. The instruction coach will receive feedback from classroom teachers, parents, students, and administrators. The 360 Evaluation will allow the coach to understand their role and work through the lens of many people. We will make informed decisions based on the data we receive in this process.

Our third reason is collaboration with other districts and the AEA. We will **collaborate with other districts** and Great Prairie Area Educational Agency to develop a professional learning community for coaches. This will allow sufficient support for coaches in the area and will help us to create a greater capacity in the area. For example, if a coach in another district needs assistance with technology, and we have an excellent technology coach, we could have our coach go to their district and help. We would rely on the AEA to facilitate this learning team. Mount Pleasant is blessed with excellent teachers and we are confident that we can fill our coaching positions from within. We are planning to collaborating with neighboring schools as much as possible.

We will also change teacher leadership roles frequently in order to eventually have multiple trained teacher leaders in many classrooms. These positions will be supported by the building administrator.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. The number entered is subject to verification by the DE. 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* 1964.89

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$606,797.33

Total Allocation \$606,797.33

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500	\$35,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$412,000.00
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)	\$99,500.00
Amount used to provide professional development related to the leadership pathways	\$43,412.00
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>	\$16,885.33
Totals	\$606,797.33

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$606,797.33

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

Describe how the TLC Budget is aligned to the school district's goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

Mount Pleasant Community School District has 5 district goals. The district goals are listed below with a description of how our Teacher Leadership and Compensation Plan will help us reach these goals and support our work.

Goal 1: All K-12 students will achieve at high levels in reading comprehension, as measured by the Iowa Assessment, so students are prepared for success beyond high school.

Goal 2: All K-12 students will achieve at high levels in mathematics, as measured by the Iowa Assessment, so students are prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science, as measured by the Iowa Assessment, so students are prepared for success beyond high school.

Goal 4: All students will use technology in developing proficiency in reading, mathematics, and science.

Goal 5: All students will benefit from a positive school environment that is conducive to learning.

Our teacher leadership and compensation plan will help us attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for ALL teachers to learn and be part of a learning team. The TLC program will allow us to raise minimum salaries. We will be able to retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators. The TLC will allow us to create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country. We will be able to provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment. Teachers will be able to receive additional "pay for performance" pay if student achievement improves.

We will create effective instructional practices and improve student achievement. Our Teacher Leadership and Compensation plan will help us improve teaching which is ultimately improve student learning. By supporting teachers we will improve teacher job satisfaction.

We will create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

The Mount Pleasant Community School District 's Teacher Leadership and Compensation Plan aligns with the goals of our supporting teachers, increasing student achievement, improving instructional practices, and retaining the finest educators possible. These funds will allow us to accomplish these goals by providing additional classroom supports through instructional coaches.

\$35,000 Additional funds to raise starting salaries to \$33,500

\$360,000 Six instructional coaches (\$60,000 each)

\$52,000 Insurance/Benefits

\$42,000 Purchase 10 additional days per instructional coach (6 x \$7,000)

\$43,412 Instructional Coaches and Mentoring Professional Development. A professional development plan will be created for each instructional coach. We will have two literacy coaches, a math coach, a STEM coach, an integration of technology coach, and an instructional strategist (differentiated instruction) coach. We understand the need to develop capacity and will do so through professional development.

\$20,000 Pay for additional days for mentors/beginning teachers. These figures depend on the number of beginning teachers.

\$16,885.33 Purchase supplies, workbooks, and professional resource books.

\$6,000 6 Lead Mentors will be selected to provide support for beginning teachers. Mentors will receive two additional days and will be compensated at \$500 per day.

\$22,500 15 Data Team Leaders will provide district curricular alignment to the Iowa Common Core. Data team leaders will be provided 60 hours of additional contract time at \$25 per hour.

\$5,000 1 Building Teacher Leader (Salem Schools) will provide an experimental model of a teacher leader assuming responsibility for building instruction. This position would serve as a coordinator between the mentor/beginning teacher, data team leaders, and coordinate between Salem and the five Mount Pleasant Schools. The district has struggled providing an equal voice for the Salem building because of a shared principal role. The Building Teacher Leader will be provided 5 additional days at \$1,000 per day.

\$4,000 10 School Improvement Committee Teacher Leaders will provide the catalyst between the community and school. Teacher Leaders will explain curriculum, teaching methods, and professional development to the community and business leaders. SIC Teacher Leaders will be given 16 additional hours at \$25 per hour.

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 Yes

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.

Yes

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

Yes