



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

91690 - Pekin: Passion, Pride, and Leadership

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest	Teacher Leadership and Compensation System		
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Organization Information

Organization Name:	Pekin Community School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

City State/Province Postal Code/Zip
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Pekin Community School District

Use the drop-down menu to select the district name.

County-District Number 54-5163

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

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52580

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)

Pekin TLC Executive Summary

The Pekin Community School District believes in a system of shared leadership that supports an innovative, collaborative team committed to student success. This vision allows us to utilize the talents and strengths of our teachers to improve student performance. To create the system of leadership, we must attain the following goals:

- **Hire, help, and retain high quality teachers**
- **Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment**
- **Increase student engagement through classroom activities focusing on higher order learning skills**
- **Through the use of technology increase student achievement in all content areas**

Attainment of our goals calls for an increase in teacher leadership positions, training for those new positions, and funding for both. The six components of the Iowa Core plan have provided the focus for what the district needs to have in place to help all students be successful. The leadership positions created in the grant will provide coaching and guidance in the integration of learning supports at the core, supplemental, and intensive levels to allow all our staff to meet the educational needs of our students, parents, staff, and community.

Our work begins with an **Instructional Integrationist**. The **Instructional Integrationist** will have three main responsibilities:

1) guide the continued work on our living curriculum, focusing on what students PK-12 need to know, understand, and be able to do; 2) align, monitor, and assess our teacher leaders in the sub-components of our plan; 3) work with the District Leadership Team (DLT) and School Improvement Advisory Committee (SIAC) on designing, implementing, and evaluating professional development. This position has a key role in the attainment of all four goals. The next roles align directly to each level. Rapid turnover, beginning educators, and changing student needs calls for strengthening our training in Characteristics of Effective Instruction. Our plan also calls for **Instructional Coaches** and a **Lead Mentor**, who will work side-by-side with teachers to provide modeling, reflection, integration, core instruction support, and feedback for teachers to improve instruction and impact student learning. Together with our **Instructional Integrationist**, these five individuals will be our **Leadership Cadre**. Pekin would also like to utilize the expertise of the current staff in the form of **Mentors** and **Model Teachers**. Our **Mentors** and **Model Teachers** will receive additional training and time for embedding research-based instructional strategies and skills that support our beginning and career educators. Our **District Leadership Team** will be trained in the Iowa Professional Development Model and analyze data and feedback to set goals, monitor programs, and select content necessary for school improvement.

Our system relies on the alignment of our goals. When we provide teachers with the support they need to align beginning educator work, individual professional goals, professional development goals, annual progress report goals and long range student goals, we believe we will be focused on our mission and that all stakeholders: teachers, students, administration, parents, and community will be life-long learners working together for student success.

The TLC plan is designed to compensate teachers for additional work (lengthened contract) by providing a salary supplement for the additional duties that are performed. Funds will be used to help provide our teacher leaders with the trainings that they will need to be successful in their new roles. Budget predictions include \$64,119 in salary supplement, \$118,312.60 in replacement and substitute coverage, and \$12,500 in professional development.

We feel the opportunity for our teachers to show passion and pride in our school and students through an active role as shared leadership is a natural progression of our community beliefs. At Pekin, we are a community where everybody is somebody!

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 Year 1?

No

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).

Part 1: Development of Plan

Pekin CSD began the planning process by applying for the TLC planning grant funds. Information from the district's 2014 spring site visit indicated we needed to involve teachers and community more in school improvement. The first step was revitalizing our District Leadership Team and defining the roles and expectations of the team. During 13-14 professional development, staff reviewed their visions, examined needs of retaining and training teachers, and agreed on the need to focus on Characteristics of Effective Instruction. This background helped create a vision and goals for TLC. Pekin's staff responded positively to the proposed leadership process, vision, and goals. Pekin was able to complete some TLC planning through professional development, team meetings, and staff meetings.

The next step involved the DLT. Members of the team include:

- One K-2 general education teacher & one 3-5 general education teacher
- One middle school & one high school special education teacher
- K-6 Title reading teacher
- One high school language arts teacher & one high school math teacher
- K-12 Tag Coordinator
- 9-12 FFA/Ag Teacher
- District Technology Coordinator
- Two parent representatives
- School Board member
- K-12 Dean of Students
- Two building administrators & Superintendent secretary

The DLT began to research, examine, and determine how the TLC will fit with our district needs and goals. Grant funds from the planning grant have been utilized to delve into learning about Teacher Leadership and creating a strong, sustainable plan.

The table below shows the dates and times that Pekin's DLT met to discuss the TLC initiative. Much of the planning grant is used to compensate teachers for their extra time, along with travel expenses for workshops and leadership conferences. At the time of writing the grant, \$5549.36 has been used. Additional funds will be used for TLC training opportunities, DLT meetings, and the time and travel our current mentoring leads are using to meet with other school's mentor leads as we enhance our program.

Date	Focus	Participants	Expenditures
6/12/14	Launching Teacher Leadership	Administrators & Teacher Leader	2 @ 125 \$250 Lodging: \$145.21 Mileage: \$99.37
7/22/14	TLC Workshop & Planning	Administrator & Teacher Leaders	3 substitutes: \$300
9/8/14			Mileage: \$42.50
9/11/14			
10/15/14			
8/4/14	Governor's Leadership Symposium TLC	District Leadership Team (DLT)	\$330.00 11 @ 30 Mileage: \$99.37
8/5/14	SAI Conference	District Administrators	\$330.00 3 @ 110 for pre-conference on Teacher Coaches Conference Lodging: \$235.10 Mileage: \$92.10
8/19/14	Teacher Leaders PD/Technology	4 Teacher Leaders	4 @ 45 \$180
8/28/14	DLT Meeting: TLC focus	DLT Members	10 @ \$15; 10 @ \$15
10/22/14			\$300.00

9/2/14	SIAC-We informed the committee about the TLC grant	Administrator & Teacher Leader	
9/23-9/24/14	Induction Institute	Teacher Leaders/Mentor	\$200- (2@100) 2 subs (\$200) Mileage: \$148
10/7/14	Budget Planning Conversation	Administrator and District Business Manager	
10/13-10/14/14	ITEC-technology initiatives	5 Teacher Leaders	5 registrations and lodging: \$1607 8 subs (\$800) Mileage: \$92.10 Meals: \$98.61

Pekin CSD has had a tremendous amount of commitment and support from teachers, parents, and administrators. 100% of district administrators actively support the direction of the TLC and are involved with the development process. Through the use of a district survey, 100% of district staff believe that shared leadership will help meet our district goals. 88% of our district teachers see themselves applying for a leadership position.

Narrative

Using Part 2 application narrative from Year 1?

No

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.

Part 2: Vision and Goals of Pekin CSD TLC Plan

Pekin Community School District Vision: A system of shared leadership that supports an innovative, collaborative team committed to student success.

The Pekin Community Teacher Leadership Plan will utilize leadership principles by supporting capacity building opportunities for teachers, which foster and promote best practices in the classroom, while increasing student achievement. Pekin also requires students to be highly engaged with their learning, along with staff engaged in professional learning opportunities. Both staff and students need to be reflective learners and assess growth on an ongoing basis. Pekin's commitment to quality education is essential for student growth and success.

Pekin has four essential goals that support our vision:

Goal 1: Hire, develop, and retain high-quality teachers.

State Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

State Goal 2: Retain effective teachers by providing enhanced career opportunities.

State Goal 5: Improve student achievement by strengthening instruction.

The Pekin district's starting salary already exceeds the state minimum of \$33,500. We will, therefore, be able to use all of our resources to develop career advancement opportunities in four different areas. Our system will allow over 30% of our staff the opportunity to lead, mentor, coach, and offer collaborative feedback to their colleagues in many ways:

1. Instructional Integrationist
2. Instructional Coach
3. Mentor
4. Model Teacher

These positions will allow teachers to use their knowledge to effectively collaborate and communicate with their colleagues.

This collaboration and teamwork will lead to our vision of student success. By offering teachers support and resources we can continue to retain high-quality teachers.

Goal 2: Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment

State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Pekin is utilizing the District Leadership Team (DLT), which is comprised of representatives of certified and classified staff, parents, school board, administration, community and special programs. Our **Instructional Integrationist** will work with administration, local AEA, and educational vendors to help determine and develop professional development needs. The **Instructional Integrationist** will work with **Instructional Coaches** to help deliver and monitor the fidelity of research-based, best practices in literacy, math, and 21st Century skills. **Instructional Coaches** will collaborate with **Mentors** and **Model Teachers** to implement research-based, best practice. Through our mentoring program, peer-review process, and grade level/content area collaboration with colleagues we will implement best practice, which increases student achievement.

Goal 3: Increase student engagement through classroom activities focusing on higher order learning skills.

State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

State Goal 5: Improve student achievement by strengthening instruction.

The district is focused on developing an optimum profile of student engaged learning for teacher analysis and reflection.

Students are in collaborative environments where communication is essential to reaching well-reasoned conclusions. Teachers create these environments by working together to develop rigorous tasks, analyze their own instruction, and determine if the student work reaches the higher level of rigor. The **Instructional Integrationist** and **Instructional Coaches** will lead this environment by modeling high quality instruction and conferencing with all staff. Success will be demonstrated through the analysis of student work and observation according to the Instructional Practices Inventory (IPI). The IPI will measure the level of complex thinking taking place. This data will be collected and reviewed through peer groups, administrative walk-throughs, and instructional rounds. Through the use of our **Model Teachers**, staff will be able to observe top-notch instruction with an emphasis on complex thinking. Our **Mentor Teachers** will provide an opportunity for beginning educators to reflect on their

own practice and incorporate strategies to encourage higher-level thinking.

Goal 4: Through the use of technology, increase student achievement in all content areas.

State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

State Goal 5: Improve student achievement by strengthening instruction.

Pekin is focused on improving student achievement and engagement in the classroom. Our **Instructional Coaches** and **Model Teachers** will provide leadership by modeling high quality technology strategies. **Instructional Coaches** and our **Instructional Integrationist** will have time to work with staff during professional development to ensure ALL staff fully understand the resources available. Teachers will have an opportunity to work with our teacher leaders to create and implement lessons that center around technology and higher order thinking skills. Our **Mentors** will provide instruction on reflection and collaboration.

Using Part 3 application narrative from Year 1?

No

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

Part 3: Strengthening Existing School Improvement at Pekin CSD

The mission of the Pekin CSD is to serve as a unifying agent of our communities, is to provide and promote lifelong learning through its commitment to quality educational programs that prepare students to be effective, successful, and responsible citizens. Our essential learning goals for all students: Quality Person, Quality Produce, Self-directed Learner, and Collaborative Worker. These essential learning goals are advanced by a district plan that funnels from our Long Range School Improvement goals to our individual professional development plans. This framework aligns our school improvement procedures and ensures we are working toward a growth mindset for the success of all students.

Our TLC vision for a system of shared leadership that supports an innovative, collaborative team committed to student success allows us to utilize the talents and strengths of our teachers to improve student performance. The district has worked to reignite our **District Leadership Team** as a vehicle for aligning current initiatives. This provides teacher voice and helps us move forward in capitalizing on our passion, purpose, and pride. Implementation of a dedicated and strong **Leadership Cadre** will tremendously impact and advance our school improvement efforts.

In fact, 100% of staff responded that they “believe SHARED LEADERSHIP will improve student achievement in math, reading, and science”; 100% responded that they “believe SHARED LEADERSHIP will improve using technology in improving proficiency in reading, math, science, social studies, and 21st century skills”; and 97% “believe adding SHARED LEADERSHIP will improve our providing a safe and secure environment for students.”

The Pekin **District Leadership Team (DLT)** will provide a source of commitment to quality educational programs. The roles defined for DLT provide additional understanding of true alignment and fidelity in implementation of the six components of the Iowa Core. Their roles and responsibility drive our school improvement process. The **Leadership Cadre (Integrationists, coaches, and lead mentor)** will serve on the District Leadership Team (DLT).

The purpose of the DLT is to provide sustainable leadership in helping the Pekin CSD support and sustain a vision for a thriving 21st century rural school district.

Roles and Responsibility

1. District Leadership Team operates to implement initiatives from the Department of Education, including Iowa Core and Teacher Leadership and Compensation.
2. District Leadership Team consistently communicates a clear and shared vision.
3. District Leadership Team understands and manages the change process.
4. District Leadership Team researches, analyzes, and makes recommendations for Pekin CSD's plans and approaches to new initiatives.
1. Student Engagement and Higher-Order Thinking Skills
2. Spiraled Alignment of English/Language Arts (ELA) and Technology Iowa Core Standards
5. District Leadership Team reviews and analyzes data and makes recommendations for the Annual Progress Report goals.
6. District Leadership Team engages leaders and teachers in a collaborative process within the district and with the School Improvement Advisory Committee and Pekin CSD Board of Directors.
7. District Leadership Team advocates and allocates resources to support and sustain the school's vision.
8. District Leadership Team advocates for fidelity in processes and procedures to sustain the implementation of the leadership team.

Together the goals of our TLC plan along with the roles of our leadership cadre will allow us to support our district's mission of preparing our students to be effect, responsible, and successful citizens.

Using Part 4 application narrative from Year 1?

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)

Part 4: Improved Entry into the Teaching Profession

Pekin is determined to meet our goal to: **hire, develop, and retain high quality teachers**. To be able to meet this goal, more emphasis must be put into our beginning educators and mentoring program. With Pekin's plan, we will rely on our **Lead Mentor, Career Mentors, and Model Teachers** to provide instruction and reflection opportunities.

Current Mentoring and Induction Program

The Pekin Community School District currently has a mentoring program where beginning educators are paired one-on-one with veteran teachers who share the same discipline and have a talent for working with new teachers. Mentors receive a stipend to work with a mentee for two years.

Our current program begins with a training day before school starts in August. New teachers are given an orientation to the district and receive additional aid in district paperwork. Our beginning educators meet with their mentors as a group to address effective conversations and their yearly projects. Beginning educators and mentors are required to meet several times per month to discuss stresses, lesson plans, and reflection on instruction. In addition to these meetings, mentors and beginning educators are required to observe each other's classrooms and reflect on what they observe.

Program Gaps

In order to meet our goal, **to hire, develop, and retain high-quality teachers**, there are many areas that we need to improve.

Some areas of weakness for our district are:

- A need to increase the opportunities for observation and feedback
- A need to focus on research-based, instructional strategies.
- Assistance in classroom management.
- Increased collaborative planning and reflection during the school day.

These areas of weakness have led to an unacceptable turnover rate of 20%. The amount of turnover tells us that we are not meeting the needs of our beginning educators.

Changes to Address Gaps

The mentoring program at Pekin Community Schools needs to make some changes to help our beginning educators be successful and fully prepared. Our retention rate shows that we have many gaps to address.

A need to increase the opportunities for observation and feedback. Pekin will be using a peer-coaching model, where teachers will have more opportunities to observe **Model** and **Mentor Teachers**. Time will be given during professional development to have further conversations and receive feedback from their peer-coach, Mentor, or Model Teacher. Our **Mentors** will be trained on how to have reflective conversations with their beginning educators to make their conversations effective.

A need to focus on research-based, instructional strategies. We have realized that much of our instructional training, for our current staff, is not repeated or coached for new staff. We will use our **Instructional Coaches** and **Model Teachers** to build these skills with new staff members. We will also rely on our **Instructional Integrationist** to put together the overall training plans for these needs.

Assistance in classroom management. We have observed that teachers who struggle with classroom management do not stay in the profession. Our **Mentors** will be trained in effective classroom management systems. Initial mentoring sessions will focus on these areas to help the transition into the career. Our **Model Teachers** will also be available to beginning educators for observation and reflection in classroom management.

Increased collaborative planning and reflection during the school day. Our **Mentors** need more training on how to conduct planning and reflective conferences with teachers. They will receive training from Journeys to Excellence to help aid them in these reflective conversations. Our **Instructional Coaches** will provide instruction and collaborative planning with our beginning educators. **Model Teachers** will be available for observation and feedback support during the school day. With everyone working collaboratively, we are able to support our beginning educators and retain high-quality teachers.

Narrative

Using Part 5 application narrative from Year 1?

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.**

Part 5: Meaningful Leadership Roles and how they Fit

The teacher leadership plan that Pekin CSD is committed to, offers 4 distinct pathways that fit collaboratively with the Pekin and TLC goals. These goals consist of:

- **Goal 1: Hire, develop, and retain high quality teachers.**
- **Goal 2: Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment.**
- **Goal 3: Increase student engagement through classroom activities focusing on higher order learning skills.**
- **Goal 4: Through the use of technology, increase student achievement in all content areas.**

Pekin's leadership roles will focus on 4 tiers: **Instructional Integrationist, Instructional Coaches, Lead Mentor and Teacher Mentor, and Model Teacher**. To meet the specific needs of teachers, these roles will vary slightly from elementary to secondary. By providing these leadership tiers we will have 25% of staff in a leadership position. Through a district survey, 88% of current staff are interested in applying for a leadership position.

At the district level, there will be **one**, full-time **Instructional Integrationist**. This role will have a salary supplement of \$10,000 along with 15 additional contract days. The main responsibilities for this position are:

- Responsible for carrying out the vision, mission, and goals of the school community via the district and school improvement plans.
- Responsible for providing leadership in professional development and Characteristics of Effective Instruction related to Iowa Core and school improvement plans.
- Work with the District Leadership Team (DLT) and School Improvement Advisory Committee (SIAC) on designing, implementing, and evaluating professional development.
- Work with teachers and administration to develop professional development strategies and reinforce best practice in teaching and learning based on student learning data.

At the district level, there will be **three Instructional Coaches**. These instructional coaches will be 50% classroom instruction and 50% leadership responsibilities. The instructional coaches will receive a salary supplement of \$4000, along with 5 additional contract days. Responsibilities for instructional coaches include:

- Support the implementation of professional development
- Serve as coordinators for model teachers and support them in their general duties
- Supply resources and support by providing opportunities for
- Modeling
- Co-teaching
- Lesson planning
- Observing lessons
- Timely feedback
- Continue professional growth by attending leadership trainings
- Serve on the District Leadership Team (DLT)

At the district level, there will be **eight Model Teacher** positions. These positions are 100% classroom instructors with a salary supplement of \$3000, along with 2 additional contract days. Responsibilities for model teachers include:

- Working with ALL teachers to model Characteristics of Effective Instruction and lend advice in extending learning of a concept.
- Help colleagues by sharing instructional resources.
- Must be willing to have beginning and career teachers, as well as teachers in leadership roles, observe effective teaching practices.
- Working with the instructional integrationist and instructional coaches to offer feedback and collaborate to improve the quality of teaching and learning.
- Model Teachers are not required to provide intense instruction for staff members.

At the district level, there will be **one Lead Mentor**. This position is 75% classroom instruction and 25% leadership. This position will provide a salary supplement of \$3000, along with 3 additional contract days. Responsibilities for this position include:

- Responsible for providing instruction for career mentors.
- Responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of: class culture and climate, implementing instructional strategies, classroom management, analyzing

student work, differentiated instruction, and supporting students with special needs.

- Works closely with initial and career teachers to plan instruction and assessment as aligned by the TAP Instructional rubrics and Iowa Core.
- Provides release time, as needed for initial, career, and Model teachers.

In addition to our Lead Mentor, we will also utilize **two Career Mentors**. This position is 100% classroom instructor with a salary supplement of \$3000, along with 1 addition training day in the summer. Responsibilities for this position include:

- Career Mentors may have several beginning educators under their supervision. Career Mentors provide instruction on reflection and the Iowa Teaching Standards.
- Provides follow-up (i.e. observations, team teaching and/or demonstration lessons) that supports/models how to use the ideas and activities learned in data teams and professional development.
- Provides opportunities/support to career teacher/mentees in the development of their growth through the Iowa Professional Development Model (IPDM).
- Observes/coaches mentees and career teachers to improve their instruction and align with the Teacher Advancement Program (TAP) Instructional rubrics. The mentor also provides opportunity for beginning educators to observe model teachers.
- Communicates/reflects the vision/decisions of the building and district leadership team.

Using Part 6 application narrative from Year 1?

No

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.**

Part 6: Rigorous Selection Process and Evaluation

Pekin CSD has set a rigorous selection process for the hiring of our Teacher Leaders. Pekin will be selecting leaders for these positions:

- **Instructional Integrationist** (1), who will be responsible for providing leadership in professional development and Characteristics of Effective Instruction related to Iowa Core and school improvement plans. He or she will also work with teachers and administration to develop professional development strategies and reinforce best practice in teaching and learning based on student learning data.
- **Instructional Coaches** (3), who will be responsible for supporting the implementation of professional development. They will serve as coordinators for model teachers and support them in their general duties. They will supply resources and support by providing opportunities for: modeling, co-teaching, lesson planning, observing lessons, and providing timely feedback.
- **Lead Mentor** (1) and **Career Mentors** (2), who are responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of: class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting students with special needs.
- **Model Teachers** (8), who are responsible for working with beginning and career teachers to model Characteristics of Effective Instruction and lend advice in extending learning of a concept. They will help colleagues by sharing instructional resources.

Application Process:

The selection process for Pekin's leadership positions consists of 3 main parts: an official application, selection committee and a formal interview. Each requirement is detailed below.

Part 1: Initial Application

A district leadership application will allow candidates an opportunity to highlight how they meet the district's requirements and leadership effectiveness. Each candidate must include:

- On-line application: this includes the candidates personal and professional information and qualifications.
- Updated resume: This piece is key in helping the selection committee determine and evaluate professional growth. This must include a detailed description of current professional development activities and how they align to our district goals.
- Letters of recommendation: all applicants must have two letters of recommendation that discuss their leadership skills.
- All applicants MUST have at least 3 years of teaching experience, including 1 year in the Pekin district.
- Self-assessment: all applicants will complete a self-assessment of their leadership and professional development qualifications.

Part 2: Selection Committee

Part 2 of our selection process involves our **selection committee**. Our selection committee will consist of a panel of teachers and administrators. The selection committee will be a combination of elementary, middle, and high school teachers, along with building administrators. Any staff member may volunteer to be considered for the selection committee except those applying for a leadership position. The finalized selection committee will be chosen by the District Leadership Team (DLT).

The selection committee will review the applications, resume, self-assessments, and letters of recommendation. Each application portion is determined by a selection rubric, which will incorporate all levels of effectiveness, professional growth and leadership. The committee will then select applicants that will move to part 3, which is the interview process.

Part 3: Leadership Interviews

The Pekin interview process for prospective leadership positions will follow a standard interview protocol. For each portion of the interview, the selection committee will use an interview rubric to score applicants in:

- Excellent communication skills
- Understanding of how to facilitate growth in adults
- Expertise in content
- Expertise in professional development
- Instructional expertise

Each leadership position will have a variety of questions that apply directly to the position that they are applying for. To be considered for the position, applicants must have a distinguished score on the performance/interview rubric. Once the selection committee comes to a consensus on the final candidates, recommendations will be made to the superintendent for approval.

Pekin's superintendent will make all final decisions before presenting our candidates to the School Board.

Annual Review of Assignment

All leadership positions are reviewed on an annual basis. The annual review criteria are as follows:

- Peer Feedback:** a district survey will be completed by district staff on each leadership position. Through this survey, staff will provide feedback on the positive aspects of each leader, along with concerns and new ideas. Each teacher leader will be scored in our areas of effectiveness: communication skills, facilitating staff growth, expertise in content, curriculum development, and instructional expertise. The peer feedback survey will be reviewed by the selection committee.
- Administrative Feedback:** Administrators will also complete a survey for each teacher leader. This survey will focus on leadership skills, such as communication, professional development instruction, and collaboration skills.
- Renewal & New applicants:** All leadership positions can be renewed annually based on peer and administrator feedback. Before making any final decisions, other staff members will be allowed to submit an application for the leadership position of their choice. The selection committee will then meet to determine whether an interview is necessary for the new applicant OR if they will renew the current teacher leader. All recommendations will be made to the superintendent for approval. Pekin's superintendent will then present our teacher leader candidates to the School Board.

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts 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 districts 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.

Part 7: Professional Development

During the 2014-2015 school year, Pekin CSD professional development was renovated to follow the Iowa Professional Development Model and increase the role and involvement of teachers in the direction and delivery of PD. Our newly identified teacher leaders along with our District Lead Team (DLT) will have the following roles in supporting our goals:

- Goal 1: Hire, develop, and retain high quality teachers.**
- Goal 2: Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment.**
- Goal 3: Increase student engagement through classroom activities focusing on higher order learning skills.**
- Goal 4: Through the use of technology, increase student achievement in all content areas.**

Pekin's leadership roles provide a multi-tiered system of supports. Our **Instructional Integrationist** is responsible for carrying out the vision, mission, and goals via the district and school improvement plans. He or she provides leadership in professional development and Characteristics of Effective Instruction related to Iowa Core and school improvement plans, work with the DLT and School Improvement Advisory Committee (SIAC) on designing, implementing, and evaluating professional development, and work with teachers and administration to develop professional development strategies and reinforce best practice in teaching and learning based on student learning data. (Goals 1-4).

Instructional Coaches are responsible for supporting the implementation of professional development. They serve as coordinators for model teachers and support them in their general duties, supply resources and support by providing opportunities for: modeling, co-teaching, lesson planning, observing lessons, and providing timely feedback, and continue professional growth by attending leadership trainings and serving on the DLT. (Goals 2-4)

Model Teachers work with beginning and career teachers to model Characteristics of Effective Instruction and lend advice in extending learning of a concept, help colleagues by sharing instructional resources, work with beginning and career teachers, as well as teachers in leadership roles, observe effective teaching practices, and work with the instructional integrationist and instructional coaches to offer feedback and collaborate to improve the quality of teaching and learning. (Goal 2)

Our **Lead Mentor** and **Career Mentors** support growth and development of beginning teachers, provide professional development for teachers in the areas of class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting students with special needs, work closely with initial and career teachers to plan instruction and assessment, and provide release time, as needed for initial, career, and Model teachers. (Goal 1)

IPDM Component

How the district will utilize teacher leaders to improve the district's professional development.

Collecting/ Analyzing Student Data (Formative Assessment)

Instructional Integrationist and **Instructional Coaches** gather and analyze data from classroom and district assessments to identify student needs. **Instructional Coaches** work collaboratively with teachers to make instructional decisions and provide student interventions. All analyzed data is used to drive the district's professional development.

Goal Setting & Student Learning

Instructional Integrationist and **Instructional Coaches** lead the district in goal setting based on student data.

Mentors work with their beginning educators to set goals based on the Iowa Teaching Standards. **Model Teachers** provide opportunities for teachers to observe best practices to help reach their goals.

Selecting Content

Instructional Integrationist and **Instructional Coaches** analyze staff feedback on their professional development needs. They study professional development content that meets the elements of the Iowa Core.

Model Teachers provide opportunities for staff to observe best practice instructional strategies.

Designing Process for PD	<p>Instructional Integrationist, Instructional Coaches, and Model Teachers all work collaboratively in designing PD. The Instructional Integrationist and Coaches will develop a timeline for the delivery of PD content. Feedback from the staff will be used to design instruction that meets the needs of all teachers.</p>
Training/Learning Opportunities	<p>Instructional Coaches and Model Teachers work collaboratively to provide necessary classroom training for teachers. They help implement district goals through co-teaching and small group learning.</p> <p>Lead Mentor and Mentors provide necessary training for beginning educators to feel successful in the classroom.</p> <p>Instructional Integrationist works collaboratively with administration to determine the next steps for each lead group.</p>
Collaboration & Implementation	<p>Instructional Integrationist and Instructional Coaches work together to develop professional development and implement district goals. They work together with classroom teachers to implement best practice.</p> <p>Model Teachers discuss best practice strategies and techniques with small groups of teachers.</p> <p>Instructional Integrationist and Instructional Coaches collect progress data on professional development implementation.</p> <p>This will be done with surveys, evaluation forms and student achievement data. The Instructional Integrationist presents a formative data set based on this information five times per year at our District Leadership Team meetings.</p> <p>Model Teachers help lead the discussion of best practice by utilizing classroom data.</p> <p>Mentors lead their beginning educators in discussions of student achievement using classroom data.</p>
Ongoing Data Collection	<p>Our District Leadership Team will use the ongoing data that is collected to link our learning to our program goals. We use all of our survey data from surveys, implementation data, student achievement, and IPDM surveys. Summative evaluations are conducted annually to help inform our needs and new goals.</p>
Program Evaluation	

Using Part 8 application narrative from Year 1?

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.

Part 8: Ongoing Evaluation and Adjustments

The Pekin Community School District created four goals for our system of teacher leadership:

- 1. Hire, develop, and retain high quality teachers**
- 2. Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment**
- 3. Increase student engagement through classroom activities focusing on higher order learning skills**
- 4. Through the use of technology increase student achievement in all content areas**

Goal 1: Hire, develop, and retain high quality teachers

Pekin shares a vision that promotes collaboration and best practice. Hiring and developing quality teachers is an important key for improving student achievement. There are several methods that Pekin will use to evaluate this goal.

Measurements Used to Monitor Impact and Effectiveness:

- Evaluations: Teachers and staff are on an evaluation schedule and evaluated by their building principal. Principals will conduct several walk-throughs as an informal observation.
- Evaluation of the mentoring program: Interviews will be conducted with all new staff to evaluate their experiences with mentoring. This data will be used help differentiate the needs for all new staff members.
- Staff feedback and climate survey: Feedback is necessary for districts to move forward. Pekin will conduct a staff survey each quarter to gain feedback, concerns, and satisfaction.
- Short-term:
 - Monthly surveys from beginning educators
 - Informal observations and coaching conversations based on ewalk form developed by leadership cadre
 - SMART goal setting progress
 - Monthly PD surveys following inservice
- Long-term:
 - Summative evaluations
 - Year-end Mentoring program survey
 - Year-end exit interviews

Goal 2: Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment.

Pekin has a plethora of experienced teachers, who are vital in our journey toward teacher leadership. Working collaboratively through professional development and planning sessions will only improve our working environment and increase student achievement.

Measurements Used to Monitor Impact and Effectiveness:

- Professional Development Survey: We will administer a survey at the end of each quarter that analyzes the impact of PD on classroom practice. This survey will help us adjust our PD sessions to effectively meet our teachers needs.
- Iowa Professional Development Model evaluation tool: This comprehensive tool will look at all areas of PD annually to determine where adjustments can be made.
- Grade-Level/Team Evaluations: Grade levels and instructional teams will provide continuous feedback to our **Instructional Coaches** and **Instructional Integrationist**. Feedback will be analyzed and used to help us collaborate and plan upcoming PD.
- Short Term:
 - Monthly PD Surveys and Quarterly (PD Focus) Survey
 - Collaborative meetings from team planning time
 - Peer Review Collaborative conversation and review form
- Long Term:
 - Annual IPDM evaluation tool
 - Annual program evaluations already set in district C-Plan

Goal 3: Increase student engagement through classroom activities focusing on higher order learning skills.

Pekin is focused on developing student engaged activities that foster higher level thinking. Teachers work collaboratively to develop rigorous tasks and analyze their own instruction.

Measurements Used to Monitor Impact and Effectiveness:

- Instructional Practices Inventory (IPI) walk through: Currently our administration follows Dr. Jerry Valentine's Instructional Practices Inventory (IPI) to gather data on student engagement. Following the IPI plan, four walk-throughs are placed on the school calendar. These walk-throughs coincide with District Leadership Team meetings.
- Instructional Practices Inventory (IPI) Collaborative Conversations: At the professional development day that follows data collection, the staff follow Valentine's conversation model. The quantitative data from the walk-throughs is combined with the qualitative data from the collaborative conversations to determine the impact of our coaching, instructional strategies, and trainings on student engagement.

Goal 4: Through the use of technology, increase student achievement in all content areas.

Pekin is focused on providing engaging instruction with an emphasis on technology. Teachers will have an opportunity to work with our teacher leaders to create and implement lessons that center around technology and higher order thinking skills.

Measurements Used to Monitor Impact and Effectiveness:

- Instructional Practices Inventory + Technology (IPI+T): Administrators will conduct walk throughs to gather data on student engagement, with an emphasis on technology. The walk through data will also be discussed during professional development to help determine our instructional strategies and training.
- Student Survey: Pekin will administer a student survey each semester focusing around the use of technology. Students will be asked questions about what kinds of technology is useful and beneficial, concerns, and possible NEW products/programs.
- BrightLites Technology Survey: Each year GPAEA administers a survey to monitor the technology use within the district. We will use this data to help us provide training to teachers.
- Professional Development Survey: We will administer a survey at the end of each quarter that analyzes the impact of PD on classroom and technological practice. This survey will help us adjust our PD sessions to effectively meet our teachers needs.

Evaluation of Leadership Roles:

Pekin's leadership positions will be reviewed semi-annually. A teacher feedback survey will help determine what is working and how we can adjust the roles. This may include additional job duties, shifting of duties, amount of time spent during the school day, and necessary compensation. If additional roles are needed they will be discussed at this time.

Using Part 9 application narrative from Year 1?

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 districts 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)

Part 9: Capacity to Implement and Sustain the Plan Over Time

To implement and sustain our TLC plan Pekin must empower and nurture teachers as leaders. At Pekin, we believe that quality teachers determine and create successful students and schools. At a school board work session the board agreed on a district goal: to employ quality, dedicated, and well prepared staff that provides powerful, engaging instruction for all students.

The backing of the board in this area is a stronghold into teacher leadership sustainability. Providing backing is just an initial step, teachers need to seek to serve in a leadership capacity. Our teaching staff also needs to take on the role of leadership and be willing to cultivate new teacher leaders and accept new teaching roles. Currently 88% of Pekin staff is interested in a teacher leadership role. The board, administration, and District Leadership Team will utilize open and transparent communication in ensuring that the role of teacher leaders is embedded in the way we do business at Pekin schools.

History and Success: Pekin CSD has a plethora of experienced teachers, who are vital in our journey toward teacher leadership. Pekin does not have a history of using teachers as leaders. Being a small, rural district, Pekin loses teachers to larger districts in neighboring communities simply because we are not able to offer leadership positions. Pekin has many positive initiatives taking place, such as the 1:1 initiative, which began in 2008. This initiative continues to grow and improve, with the use of new Chromebooks and Ipads. Pekin is committed to the 21st Century goal to increase student achievement through the use of technology. Another successful initiative is the use of LETRS training throughout the building. This initiative has strengthened classroom instruction and collaboration with teachers. Pekin is seeing improved student achievement data, which is a reflection of the LETRS initiative. Finally, Pekin has adopted a peer-review initiative, which allows teachers to observe other staff members and have reflective and instructional conversations. This initiative has led to conversations about research-based instructional strategies, classroom management, and use of technology.

Future Success: With the adoption of the TLC initiative, we expect to retain high-quality teachers, who will lead the staff in improved professional development. Pekin's DLT will support teachers to expand their instruction using collaboration and technology. Pekin expects to see increased student engagement with a focus on higher order learning skills. Through the use of our Instructional Integrationist and Instructional Coaches, teachers will work together to develop a rigorous learning environment.

Principal Support and Evaluating Systems: Pekin administrators have an important role to play in sustaining our TLC plan.

They will be responsible for:

- Monitoring timelines for additional hires and replacements
- Planning and facilitating leadership meetings
- Facilitating the evaluation for each leadership position
- Allocate and adjust funds necessary for changes in leadership roles
- Work with AEA providers to offer additional training for leadership roles

The District Leadership Team: The current leadership team involves representatives from all grade levels, special educations, the arts, career and technical teachers, and representatives from all district committees: technology, data, and PBIS. The team also includes the building administrators, parents, support staff, and school board. With the implementation of the TLC plan, the committee will include the teacher leadership cadre. The DLT team is primarily responsible for guiding school improvement for the district. The DLT team accepted the responsibility of developing and promoting teacher leadership. This committee is paramount to establishing and maintaining the role and authority of teacher leadership, as the team analyzes data and makes recommendations for all district needs. This team is responsible for utilizing the Iowa Professional Development Model and working with learning supports from inside and outside of our school community.

The Leadership Cadre: The cadre will be the cog that ensures the TLC plan is being implemented with fidelity. This cadre will consist of our **Instructional Integrationist, Instructional Coaches, and Lead Mentor**. This five member team of new leaders will be responsible for establishing the protocols necessary for the TLC plan being followed through with fidelity. Once the leaders have been selected, the group will be responsible for integrating the new mentor induction plan, professional development, and coaching. In addition, they will be the team to identify problems of practice and determine a plan to address those problems.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 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	624.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$192,703.68
Total Allocation	\$192,703.68

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$64,119.00
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).	\$118,312.60
Amount used to provide professional development related to the leadership pathways.	\$12,500.00
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>	\$0.00
Totals	\$194,931.60

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$194,931.60
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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	(\$2,227.92)
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Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

Part 10: Budgeted Use of Funding

The TLC plan is designed to compensate teachers for additional work (lengthened contract) by providing a salary supplement for the additional duties that are performed. Funds will be used to help provide our teacher leaders with the trainings that they will need to be successful in their new roles.

Minimum Salary: The salary for beginning teachers at the Pekin CSD exceeds \$33,500. No supplemental allocation is necessary.

Salary Supplement: Our proposal provides a supplement of \$10,000 for our full time **Instructional Integrationist**; in addition, we will include \$1658.00 to cover IPERS and FICA for a total allocation of \$11,658.00. We propose three supplements of \$4000 for three **Instructional Coaches** with IPERS and FICA for a total allocation of \$13989.60. Next we propose a \$3000 stipend for ten teachers selected to serve as **Model or Mentor teachers**. Each year it is difficult to determine our need for mentors, so we will work with model and mentor teachers together by providing a supplement of \$3000 for our **Lead Mentor**. With IPERS and FICA, we estimate \$38,472.50 as our total allocation for the **Mentor/Model Teachers**. Our final supplement would involve payment for teachers serving only on the District Leadership Team (DLT). Total: \$64,119

Coverage: In order to appoint our **Instructional Integrationist** and our **Instructional Coaches**, we will need to hire additional staff to fill vacated roles. We anticipate hiring two backfill positions at a cost of \$56156.30 per position. In addition we have budgeted \$5000 for substitute teacher costs association with our **Mentor** and **Model Teacher** program. Total: \$118,312.60

Professional Development: A major piece of our professional development is utilizing the experts that we have in house and through current associations that we have with Great Prairie AEA, MISIC, and SAI. We are excited about the work our **Instructional Integrationist** and **Instructional Coaches** will do in researching and finding more resources. We also realize that we will need to provide for training for our **Integrationist, Coaches, and Mentor/Model Teachers**. We plan on participating in MISIC sponsored ICC Cadre Project that will cost \$7500 in registration for our 15 new leadership positions. We believe we would need to set aside an additional \$5000 for professional development expenses. Total: \$12,500

We believe that the salary supplements, the necessary coverage and new hires, and the professional development costs will provide us with the funds needed to meet our goals. Our total estimated cost is \$194,931.60. This exceeds our budget allocation. As our Teacher Leadership Plan aligns all of our goals, our professional development budget will help supplement our plan.

Assurances

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

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. 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 districts TLC plan. Yes

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