



Application

70554 - Teacher Leadership and Compensation (TLC) System
73228 - Pella Teacher Leadership and Compensation Application
Teacher Leadership and Compensation System

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Pella Community School District

Organization Type: K-12 Education

Tax ID: 42-6038204

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Benefactor

Vendor Number

Recipient Information

District Pella Community School District

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

County-District Number 63-5166

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.

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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 Pella Community Schools began a shared leadership plan in 2008 with the implementation of the Iowa Core and the continued development of the Iowa Professional Development Plan. We know this structure can achieve our vision of a system that supports a culture of learning and collaboration; one that builds upon teacher strengths and improving student performance. To accomplish this vision, we must attain the following measurable goals:

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase each student's ability to think at complex levels to solve problems
4. Increase the percentage of students who demonstrate academic proficiency

The missing component to executing our plan has been having the financial resources to place our talented staff in positions where they can create the level of change that will be necessary to make our goals a reality. We will now be better equipped to answer the questions of what we want students to know, how we will know if they do, what to do with those who struggle to know, and how to extend those who already know. This grant application will show how we have strategically created positions that will improve the system's ability to determine what students need to be successful and how to meet those needs.

This plan is a way to implement each aspect of the Iowa Core as it was originally intended. That work starts with Curriculum Alignment. Our plan puts in place **Curriculum Leaders** at the K-6 and 7-12 levels to help us continue to refine what our students need to know to think critically and creatively to solve problems. These individuals will work with departments to do vertical and horizontal alignment of the concepts and skills of our core areas. Our **Curriculum Leaders** will also take a lead role in staying abreast of best practice in their content areas.

The impact of our alignment can only be seen through the student performance during and after instruction. We will increase our use of data derived through common formative and summative assessments through the work of our **Instructional Coaches** and **Professional Learning Community Leaders (PLC)**. The Coaches will help **PLC Leaders** as they work with their collaborative groups to build tools to answer the question of who has and has not mastered the concepts and skills needed for success. Data based decisions will be made using data sets prepared by the **Coaches** and delivered by the **PLC Leaders** to their teams.

The next level of work will be to embed the Characteristics of Effective Instruction in every classroom. **Instructional Coaches** will model, offer feedback, and coach the most research-based instructional strategies that have been proven effective. This work will also be supported by a network of grade level and subject area **Mentors** to build the skills of new staff members who need more intensive coaching. A network of **Peer Reviewers** who have training in the instructional skills necessary to maximize learning will provide additional coaching through quarterly feedback.

A targeted system of supports will be necessary to move all students to the levels of success they need. Some deficiencies are core instruction issues that will require classroom and system change, while others are more intensive for a smaller group of students. All leadership positions will serve on a leadership team to use the Iowa Professional Development Model to design the professional development needed in the areas shown by our data. This group will analyze data to set goals and select content to cause the change needed to impact these areas. **Instructional Coaches** will work with content providers to facilitate the delivery of this training. The content and skills will be developed during our weekly professional development sessions and supported by collaboration in our PLC's facilitated by our **PLC Leaders**. In addition, **Model Teachers on Special Assignment** will be put in place to model and coach these focus areas. Our final level of support will be **Mentor Teachers** and **Peer Reviewers** who will provide specific, confidential implementation feedback to staff. Continual data collection will take place during this time. This data will be analyzed by the **Instructional Coaches** who will work with administrators to deliver it to the leadership team composed of everyone in these positions. This summary of our data analysis will lead to whole staff discussions of both student achievement and process data being facilitated by both **PLC Leaders** and **Curriculum Leaders**.

We have been laying the groundwork for the past eight years to implement a reform effort that will have a positive impact on our students. This comprehensive system of leadership positions will significantly accelerate the pace of this effort. It will create a continuous improvement loop that effectively uses quantitative and qualitative data. We will be able to use this data to make the necessary adjustments for student success. The system's effectiveness will be measured by comprehensive performance metrics in each of the four goal areas. The end result will be measurable professional growth and improved student achievement in all areas.

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

Part 1

The district involved a great number of people in the planning process. All teachers were surveyed and each building's staff was consulted in the proposed teacher leadership structure to get input on ways to improve it. Additionally, the School Improvement Advisory Committee, comprised of 45 parents, nine teachers, eight administrators, and ten students, also contributed by reviewing the draft application and offering feedback on two different occasions.

A steering committee was formed with 29 teachers from all grade levels and disciplines, eight parents and all eight of the district's administrators. Parents on the steering committee have children in each building in the district. The steering committee held four meetings with varied purposes. Parents, teachers and administrators were equal contributing members on each activity during the meetings.

We started the process with applying for the TLC planning grant funds. This provided about \$13,000 to the district to plan and create Pella's TLC structure. The funds were used to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day, and provide additional pay to individuals leading different parts of the application. The funding was allocated to staff in the form of a stipend. Staff volunteering to lead a part of the application were given \$450 and all other staff involved in a support role were paid \$250. Because the funds were allocated to a large number of people in the form of stipends, more time could be spent on the application than if an hourly rate was paid.

Grant funds allowed for a significant amount of time to be spent developing the TLC plan. Additional research was conducted which included document reviews of other teacher leadership structures used across the nation, a study of teacher survey data rating potential teacher leadership roles, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development model and our current district initiatives.

Parents, teachers and administrators completed the following at the first meeting:

- Reviewed the Iowa Department of Education guidance for TLC and the State Teacher Leadership Task Force Goals
- Drafted the district vision for the TLC system
- Set the goals for the TLC system as it supports district initiatives
- Reviewed and researched possible leadership models
- Created a teacher survey to identify areas of needed support
- Reviewed the TLC application rubric
- Finalized the leadership model selection

Each stakeholder group was able to collaborate with each other, ask questions and come to consensus on the direction of the plan. Additionally, teachers and administrators divided into sub-committees to further develop each section of the application. The subcommittees worked outside the large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Heartland AEA.

Three additional meetings were held with the steering committee. At the second meeting, they:

- Reviewed the district's vision for TLC and finalized goals
- Reported on progress for each subcommittee
- Worked with subcommittees that needed to collaborate
- Identified potential leadership roles and teacher support needs; created selection criteria
- Connected leadership roles to the Iowa Professional Development model

Parents expressed opinions relating to accountability, resulting in adaptations to the draft.

At the third and fourth meetings, the steering committee:

- Finalized the timeline to complete the application
- Collaborated between subcommittees to align different parts of the application
- Reviewed progress of written application narratives for each section

They also reviewed the draft application, analyzed survey data, and used this feedback from all groups to make adjustments in the final draft.

In total, the steering committee and subcommittees met over a period of just over three months. The four full-day meetings with the steering committee and an additional 22 separate meetings of individual subcommittees totaled over 64 hours of collaborative planning time.

All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated by willingness to hire substitutes while teachers worked in the planning process. Administrators were fully engaged in the steering committee meetings and the leading of subcommittees.

Teacher commitment: After the entire teaching staff reviewed the proposed Teacher Leadership and Compensation plan, survey results indicated that 98% believed the plan would have a significant impact on teaching and learning in Pella Schools. 100% also indicated a willingness to support the teachers who were in the proposed roles of teacher leaders, coaches, and mentors. In addition, 71% could see themselves applying for one of the roles.

Parent commitment: Forty-one parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. 100% of parents involved in developing the plan believe it will make a significant impact on Pella schools' teaching and learning and will provide active support for its implementation.

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).

Part 2

The Pella Community School District has a vision for a system that strengthens student performance through teachers collaborating to improve practice. This is an opportunity to adopt a new paradigm of how our district can operate to maximize life's opportunities for every child. Our vision for the system is as follows:

•Vision Statement:

- A system of shared leadership that supports a culture of learning and collaboration building upon teacher strengths and improving student performance.

To accomplish this vision, we must reach the following measurable goals:

•Goal Statements:

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase each student's ability to think at complex levels to solve problems
4. Increase the percentage of students who demonstrate academic proficiency

These local goals align with the state goals in a context of how our system will operate. Our system will accomplish each of the state goals for this program in the following ways:

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

- State Goal 1: Attract able and promising new teachers by offering a more competitive starting salary and a variety of enhanced career opportunities.*
- State Goal 2: Retain the most effective teachers in teaching (as opposed to administration or to leaving the field altogether) by providing enhanced career opportunities.*
- State Goal 5: Reward initiative and competence by creating pathways for career opportunities that come with increased leadership and compensation.*

The Pella CSD 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 six different areas. Our teachers are skilled in a number of areas and feel that teaching is still their passion. Our system will allow over 30% of our staff the opportunity to coach, mentor, lead, and offer feedback to their colleagues in a variety of different ways:

- 1) Instructional Coaches
- 2) Mentor Teachers
- 3) Peer Reviewers
- 4) PLC Leaders
- 5) Curriculum Leaders
- 6) Model Teacher on Special Assignment

These positions will allow teachers to advance the skills of their colleagues as well as their own. The promise of this collaboratively and financially supported career path will aid in retaining our best and brightest teachers.

Pella Goal 2: Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration

- State Goal 3: Encourage professional growth in teaching practice by recognizing and rewarding teachers who seek out learning opportunities aligned with local goals.*
- State Goal 4: Promote collaboration by developing and supporting opportunities for teachers in schools, districts, and statewide to learn from each other.*

Our system has a team-oriented structure to impact student achievement data on instruments such as the Iowa Assessments, ACT, and local formative tools. **PLC Leaders** will work with all members of the staff to analyze formative and summative data to determine the needs of the students and teachers. Professional development will be built to meet those needs under the guidance of the **Instructional Coaches** and the **Curriculum Leaders**. These plans will be executed during weekly professional development and then monitored and adjusted according to the common formative assessment data. The data for these adjustments will be fed through **Peer Reviewers, Mentors,** and the **PLC Leaders**. All of these positions will work together to adjust the plan in accordance to maximize student achievement.

Pella Goal 3: Increase each student's ability to think at a complex level

- State Goal 6: Improve student performance by strengthening instruction.*

The district's focus on Authentic Intellectual Work teaches students how to construct their own knowledge around high level rigorous tasks. 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 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 on standard rubrics that measure the level of complex thinking taking place. This data will be collected and reviewed in AIW groups, administrative walk-throughs, and instructional rounds.

Pella Goal 4: Increase the percentage of students who demonstrate academic proficiency

• *State Goal 6: Improve student performance by strengthening instruction.*

The entire teacher leadership team will work with teachers to help us answer the four constant conversation questions:

- What do we want students to know?
- How will we know if they know it?
- What will we do for those who don't yet get it?
- How will we extend those who need it?

Thinking at highly rigorous levels requires basic proficiency. Our data shows that our achievement has been flat in basic proficiency areas for the past 10 years. We will be able to change this trend through the implementation of research based instructional routines and intervention planning. The impact of the routines will be monitored through screening assessments three times per year and through common formative assessments weekly. Intervention plans will be established in PLC groups and the coaching will ensue through **Instructional Coaches** and **Mentors**. Success of these interventions will be monitored through progress monitoring assessments that align with the core skills we are attempting to impact. The combination of these efforts in core areas will build our proficiency levels to over 95% in the next four years.

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

Part 3

The Pella Community Schools focuses on developing complex thinkers who can solve problems. This begins by developing a solid literacy core at early grade levels. These core skills are advanced by teachers who can create tasks that cause rigorous levels of thinking through Authentic Intellectual Work. This framework ensures that connections are made to real world situations to see value beyond school. All core instructional teachers are meeting weekly in professional learning communities and using peer coaching to ensure fidelity of implementation. **Instructional Coaches** are assisting in professional development planning, coaching to implement practices, and supporting **Professional Learning Committee Leaders**.

The Language Arts Committee is creating a culture of literacy by developing prioritized learning progressions based on the Iowa Core Curriculum. Through professional development, teachers are learning research-based instructional routines and strategies to guide instruction and to ensure consistency. PLC work is being done to align assessments to the Iowa Core. The alignment is intended to allow teachers to make instructional decisions based on the data. The data will be used in a Response to Intervention process to direct the core curriculum and to identify groups needing varied levels of support.

Our PLC implementation varies greatly throughout the district depending on the grade level. The value of the PLC time is still being built. Some grade level spans are meeting to fill requirements while others are beginning to discuss practice. Most of our grade level spans have recognized that there is a need for leadership within PLCs which will be provided by our **PLC Leader** position.

Curriculum Leaders will provide needed consistency for all subject areas. **Peer Reviewers** can ensure fidelity of implementation of initiatives, which will be supported by **Mentors** and **Instructional Coaches**. **PLC Leaders** can organize groups to monitor the impact of our initiative through the analysis of student achievement results. These groups will enhance our current process by developing common assessments for learning and collaboratively developing a model of effective teaching. Secondly, we will increase peer collaboration around student achievement by negotiating which instructional practices are most effective. Finally, we will improve the PLC time through analysis of data from common formative and summative assessments. The PLC conversations would then be driven by all guiding questions of the RTI process, which starts with analyzing the core and moving into tiered interventions to ensure learning for all students.

One of the major roles in the development of the district's initiatives is the **Instructional Coach**. These coaches will provide instructional support through increased one-on-one support based on teacher's need; model strategies alongside classroom teachers; facilitate common goals of instructional practices, and model and coach effective instruction. They will collaborate to build a network of **Model Teachers on Special Assignment** who deliver and coach effective instruction. Instructional Coaches will also provide the needed research to promote continuous learning. These coaches will likely spend the majority of their time networking with teachers and providing opportunities for continuous professional learning. All Instructional Coaches will equip **PLC Leaders** by setting a necessary agenda, interpreting the approved data and determining trends over time, and recognizing alignment of instruction to Iowa Core to district approved data.

Mentor Teachers play a key role by increasing beginning teacher effectiveness and helping with the retention of new teacher talent. This leadership role will help to facilitate a common vision of student success. Mentors will ask guiding questions that encourage reflection. Mentor teachers will help develop confidence to become teacher leaders. AIW, being a framework that spans all content areas 7-12, will require mentor teachers to guide beginning knowledge of the framework and scoring of tasks, instruction, and student work. Mentors of teachers who are part of the language arts and math initiatives will help to clarify the district's curriculum model. This model will be aligned and monitored by **Curriculum Leaders** who seek to tie the vertical connections together.

The **Peer Reviewers** create a culture for collaborative learning. They will help to provide observation and feedback on implementation of initiative work which creates the classroom conditions for complex thinking. Peer review allows for reflection on teaching practice by encouraging and promoting others to engage in professional conversations.

This process will allow us to help support our district's four goal areas:

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase students' ability to think at complex levels
4. Increase percentage of students who demonstrate academic proficiency

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)

Part 4

Current Mentoring and Induction Program

The Pella Community School District currently has a mentoring program where new teachers are paired one-to-one with veteran teachers who share the same discipline and have a talent or innate gift for working with new teachers. Mentors receive a stipend to work with a mentee for two years. Mentors are also assigned to be on call informally with teachers who have experience but are new to the district.

Our current program begins with a training day before school starts in August. New teachers are given an orientation to the school district and time to work with their mentors on logistical procedures. Mentors of first and second year teachers are pulled out of the classroom for half a day each quarter to learn how to have effective conversations and provide guidance to their mentees. The mentors use *Mentoring Matters* by Lipton, Wellman, and Humbard as a book study to guide their intentional conversations with new teachers. It is required that mentors meet with their mentee weekly. Those meetings address stresses, lesson plans, and reflection on instruction. This is also a time for mentors to help new teachers work on improvement projects that are aligned to the Iowa teaching standards. Mentors and new teachers are required to do an observation of each other's classrooms where the existence of the conditions for complex thinking can be observed and enhanced.

Program Gaps

In order to increase the likelihood of new teacher job satisfaction and retention, we provide the Job Satisfaction Survey from *First Break all the Rules* by Buckingham and Coffman. The results of this survey are used to help new teachers feel invested in the mentoring process and help show and address any gaps in effectiveness. Although the survey is given and discussed, we still lost over 60% of our new teachers after the first year in the 2012-2013 school year.

Some of the areas of weakness for our district are:

- assistance in classroom management
- insufficient planning and reflection with mentors during the school day
- a need to increase the opportunities for observation and feedback
- a need for more focus on pedagogy.

While we want to meet the needs of the person as well as the professional, we have become overly focused on the emotional needs of teachers instead of the development of professional practice. These factors have led to an unacceptable retention rate that indicates we have not met the needs of new staff members. The next section outlines our attempts to meet these needs.

Changes to Address Gaps

The mentoring program at Pella Community Schools needs some changes to prepare new teachers for the initiatives of our district. Education in our district and across Iowa requires an immense knowledge base that we cannot take for granted. Our retention rate shows that we have gaps to address. We will be addressing the identified gaps as we revise our overall program. *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. The development of a positive classroom culture will improve the odds of success in other classroom endeavors.

Increased attention to planning and reflecting on practice - Our mentors need more training on how to conduct planning and reflective conferences with teachers. This training will focus on effective coaching techniques and protocols to make conversations efficient and productive. It will identify the impact of professional preparation on classroom effectiveness. We will also look to our **PLC Leaders** to provide a structure to plan for instruction weekly in a collaborative setting.

Opportunities for observation and feedback - Our observations will move from two to eight with four of these happening in the first 12 weeks. The positions of **Peer Reviewer** and **Model Teacher on Special Assignment** will offer additional feedback on targeted areas of practice. These targeted areas can include district initiatives that are new as well as ones that occurred prior to the staff member's hiring. Guidance can be offered in these areas through implementation integrity checklists that define the elements of high quality implementation.

More focus on pedagogy - We have realized that much of the pedagogy training for our current staff is not repeated or coached for new staff. We will use our **Instructional Coaches** and **Model Teachers on Special Assignment** to build these skills with new staff members. We will also rely on our **Curriculum Leaders** to put together the overall training plans for these needs. A stipend will be provided to compensate for the time that will be spent outside of the school day and the 16 hours that will be necessary for mentors to receive training. This will help to ensure successful relationship foundations and integration in PCSD's initiatives. **Mentors** will spend a half day in June to participate in training for the mentoring process. Mentors will initially meet

with their mentees in July for a friendly introductory meeting. The next meeting will be an administration-led meeting in early August to cover logistics of building schedules and procedures. The stipend will increase from the current \$1000 to \$1200 per year for Mentors. If the building mentors are not needed that year, they will get a \$120 stipend for accepting the position and participating in the June training. Activated mentors will continue to do the book study *Mentoring Matters* half a day each quarter throughout the year.

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.

Part 5

The teacher leadership model created by Pella Community School District includes differentiated roles which fit together in a coherent plan to improve instruction and student learning. This plan will cause us to realize our four TLC plan goals:

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase each student’s ability to think at complex levels to solve problems
4. Increase the percentage of students who demonstrate academic proficiency

These plan goals align with our three prioritized district goals:

1. Develop complex thinkers - All students will gain the ability to solve problems, think critically, and think creatively.
2. Increase academic proficiency - All students will make growth regarding established standards and performance expectations.
3. Become effective communicators - All students will communicate effectively with others in a variety of contexts and formats including reading, writing, speaking, listening, and interpersonal skills.

The roles created place over sixty teachers in some leadership capacity, making up over 40 percent of the district’s teachers.

The highest priority for PCSD is the role of **Instructional Coaches**. The primary duty of Instructional Coaches will be to teach alongside colleagues by modeling research-based strategies. In addition, these coaches will guide our professional development and **PLC Leaders**, assure the integrity of curriculum implementation, and help teachers create common assessments. Another role created is **Curriculum Leaders**, who will assist in coordinating the work of the curriculum committee on cycle and ensure that the Iowa Core is being implemented with integrity. **PLC Leaders’** roles are to continue the current work of district initiatives and to help create common assessments and lead professional development and PLC meetings. Through this plan, Pella Schools will implement a new mentorship program to help retain and support beginning teachers, creating a need for **Mentor Teachers**. **Peer Reviewers** will help teachers reflect and evaluate the use of effective instruction. Finally, **Model Teachers** provide opportunities for other teachers to view lessons and collaboratively reflect upon those lessons. The roles created by the model are summarized in the table below.

Role	Duty	Percentage of Time
Instructional Coach	<ul style="list-style-type: none"> - Works inside classrooms to help teachers implement research-based strategies, demonstrates lessons, engages in co-teaching, observing, and giving feedback - Provides ideas to differentiate instruction - Guides implementation in district initiatives - Assures integrity and consistency of curriculum across the district - Aligns curriculum and Iowa Core - Collaborates on common assessments - Evaluates data and provides insight to PLC leaders - Coaches teachers with guided reflection - Researches and shares instructional resources - Builds congruence among Professional Development, district/building goals, school system initiatives, and teacher leadership functions 	<ul style="list-style-type: none"> -Coach 50% to 100% time -Classroom Instructor 50% or less -Extended contract of 20 days

Curriculum Leader	<ul style="list-style-type: none"> - Builds understanding of content standards - Assists in coordinating the work of the committee on cycle - Assures the intended curriculum is enacted - Coordinates ongoing vertical articulation discussions for K-6 or 7-12 - Continues current work of the district initiatives in addition to aligning it with the Iowa Professional Development Model and Iowa Core 	<ul style="list-style-type: none"> -Classroom Instructor 100% time -Extended contract of 10 days
PLC Leader	<ul style="list-style-type: none"> - Facilitates PLCs to identify student learning needs, teachers' current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need - Facilitates/leads Collaborative PD Teams - Leads conversations to engage peers in analyzing and using data to strengthen instruction - Creates common assessments - Uses current data to develop student interventions 	<ul style="list-style-type: none"> -Classroom Instructor 100% time -Extended contract of 10,5, or 2.5 days
Mentor Teacher	<ul style="list-style-type: none"> - Serves as a role model for mentees - Acclimates new teachers to a new school environment - Advises new teachers about instruction, curriculum, procedures, practices, and the school culture - Contributes time and expertise to make significant contributions to the development of new professionals 	<ul style="list-style-type: none"> -Classroom Instructor 100% time Extended contract of 5 days
Peer Reviewer	<ul style="list-style-type: none"> - Helps teachers select and implement effective strategies through peer reviews - Supports ongoing collective learning so teachers focus on practices that directly improve student learning - Organizes and facilitates teachers observing each other (not evaluative) 	<ul style="list-style-type: none"> -Classroom Instructor 100% time
Model Teacher on Special Assignment	<ul style="list-style-type: none"> - Models characteristics of effective instruction - Provides opportunities for other teachers to view and reflect on lessons - Meets with teachers after lessons to talk over the lesson 	<ul style="list-style-type: none"> -Classroom Instructor 100% time -Stipend for outside reflection time

For the model to be effective, the roles created must work together to improve instruction and student learning. Pella's Iowa

Core Plan for Continuous Improvement includes the following components supported through teacher leadership:

- Tighten the alignment of the curriculum to the Iowa Core
- Develop and analyze common formative and summative assessments
- Fully implement the characteristics of effective instruction
- Provide on-going professional development in high impact areas
- Implement and monitor student interventions

This plan incorporates all of these aspects. **Curriculum Leaders** and **Instructional Coaches** help ensure that curriculum is aligned to the Iowa Core. **Instructional Coaches** and **PLC leaders** work together with teachers to create valid formative and summative assessments. The characteristics of effective instruction are modeled and implemented through the work of **Instructional Coaches, Model Teachers, Peer Reviewers, and Mentor Teachers**. Professional development and student interventions are strengthened through **PLC Leaders** and **Instructional Coaches**. All of these components help to increase student learning.

It is also imperative that the roles communicate effectively to break isolation, cultivate trust, and create a collaborative culture within a coherent system. The district Director of K-12 Instruction will help support and guide our **Instructional Coaches** and our **Curriculum Leaders**. The **Instructional Coaches** will then play a vital role in ensuring a seamless delivery to other levels of the system. Since **Instructional Coaches** are not full-time teachers, they will have the time to meet with the other leadership components as well as collaborate and teach alongside classroom teachers. **Instructional Coaches** will work with **PLC Leaders** to collect and analyze student data to determine if student success is improving. The **PLC Leaders** and classroom teachers will make decisions based on the data for whether the work being done should be continued or altered.

The Director of K-12 Instruction will also work to train the **Peer Reviewers** and **Mentor Teachers** to support beginning and career teachers. Finally, **Model Teachers** will be utilized by classroom teachers in specific areas for which they feel they need more training. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the model is sufficient in meeting the goals chosen by the district.

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

Part 6

The selection process will consist of an application that allows teacher candidates to highlight how they meet the selection criteria and measures of effectiveness established by the district. Candidates will need to show how their effectiveness in the classroom aligns with the district's overall goals.

1. Develop complex thinkers - All students will gain the ability to solve problems, think critically, and think creatively.
2. Increase academic proficiency - All students will make growth regarding established standards and performance expectations.
3. Become effective communicators - All students will communicate effectively with others in a variety of contexts and formats including reading, writing, speaking, listening, and interpersonal skills.

The district is looking for teachers who are able to show effectiveness in working towards continuous improvement in meeting these goals. Evidence such as documentation of success in the candidates individual professional development plan will be reviewed as part of the written application.

Candidates for the teacher leader positions will need to show evidence of effectiveness in their current roles. The district will look for candidates who have demonstrated the following measures of effectiveness in previous professional growth:

- Impacted student growth in their current role
- Impacted collaborative groups
- Supported the district's vision of student success as defined by increasing proficiency and improving complex thinking skills
- Articulated his or her vision, goals, and specific ideas for the position
- Understood the Iowa Core and the Iowa Professional Development Model
- Resolved conflict and reached productive solutions
- Used constructive criticism
- Demonstrated strong communication skills

In addition, professional growth will be represented through successful completion of Track Two evaluation. Track Two is a three-year process in which teachers reflect on the Iowa Teaching Standards and how they can develop individualized goals that result in a two-year professional growth plan. At the conclusion of each year, the teacher reflects on the effectiveness of his/her plan with the building principal. This reflection will be available to the committee as part of the application process. After candidates complete the written application process and provide additional evidence of effectiveness, a selection committee made up of an equal number of teachers and administrators will review all applicants. This process will include the use of a standard scoring rubric consisting of the following criteria:

- Knowledge of research-supported instructional practices
- Proven ability to collaborate with diverse groups
- Expertise in data-driven decision making
- Ability to provide teacher professional development in instructional skills and strategies
- Desire to continue to grow and develop professionally, especially in content area(s) and/or instructional approaches
- Ability in position specific criteria (see below)

Each committee member will score the individual criteria separately on the rubric after reviewing the written application and a personal interview when appropriate. If interviews are deemed necessary, we will use a standard question set that is aligned with the selection criteria. The committee will then tabulate scores and enter into a consensus building process using the following definition: "A decision collectively reached after all have had an opportunity to influence the decision and are ready to support it without sabotage." This will lead to a collaborative decision of who to hire for each respective position.

Position Specific Criteria

Curriculum Leaders:

- Knowledge of how to best implement the curriculum
- Interest in staying current in trends and strategies
- Comfort in working with data and using it to support student learning

Instructional Coaches:

- Specific training or certification in instructional strategies and/or professional development
- Ability to use results and data to measure the effectiveness of instruction on student learning
- Capacity to collaborate with PLC leaders using student data

- Ability to be objective, fair, and completely honest about teaching and learning based on observations and data.

PLC Leaders:

- Interest/passion/giftedness that aligns with current PD focus
- Ability to align common assessments to characteristics of effective instruction and CC Power Standards
- Know and understand the four essential questions to a PLC
- Knowledge of student intervention strategies and resources
- Ability to use results and data to measure the effectiveness of instruction on student learning

Mentor Teachers:

- Ability to constructively coach to improve best practice and classroom management
- Willingness to share and collaborate lessons, tips, and strategies

Peer Reviewers:

- Ability to observe and coach teachers individually regarding instructional practices
- Ability to engage teachers in self and peer-reflections about professional practice
- Knowledge of how to incorporate continuous feedback loops focused on improving instructional practices

Model Teachers on Special Assignment:

- Interest/passion/giftedness that aligns with current district or building focus
- Willingness to share their instructional strategies and be observed while instructing

Narrative

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

b)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

Our teacher leadership plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through weekly 90 minute early outs in a building level format focused on the following areas:

K-6 Literacy framework including instructional routines and strategies

7-12 Authentic Intellectual Work

Our professional development process is aligned with the IPDM and begins with the **Instructional Coaches** guiding teachers in collecting and analyzing quarterly screening data. These individuals will look for data trends and discuss them with the **PLC Leaders** to develop student learning goals. The PLC Leaders will use this data and additional formative assessments during weekly professional development to make instructional decisions with their PLCs. **Curriculum Leaders** will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. Teachers will be trained and then attempt implementation under the guidance of **Instructional Coaches** and **Model Teachers on Special Assignment**. This will occur in a collaborative environment led by **PLC Leaders** and **Mentors**. **Peer Reviewers** also provide additional implementation feedback. A leadership team of all of the positions will review the student achievement and implementation data semi-annually to make adjustments and to continue the improvement cycle. A detailed look at this process is included in the following table:

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
<p>Collecting/ Analyzing Student Data (Formative Assessment)</p>	<p>Instructional Coaches will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, share this data with PLC Leaders, and work together to make common assessments.</p> <p>PLC Leaders will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district’s professional development plan.</p>
<p>Goal Setting & Student Learning</p>	<p>Instructional Coaches will lead goal-setting process based on system data.</p> <p>Curriculum Leaders will work to assure the goals support the attainment of the Iowa Core.</p> <p>PLC Leaders will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices.</p> <p>The work of Peer Reviewers is non-evaluative, but it offers an important opportunity to help and support in learning and implementing effective teaching strategies in the classroom. In this way, the peer reviewers work with teachers to select goals.</p>

<p>Selecting Content</p>	<p>Curriculum Leaders and Instructional Coaches will study potential professional development content to offer feedback on the best way to achieve all the elements of the Iowa Core. PLC Leaders will help identify and select learning strategies that will be helpful for teachers.</p> <p>Model Teachers on Special Assignment will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. These Model Teachers will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction.</p>
<p>Designing Process for PD</p>	<p>Instructional Coaches, PLC Leaders, and Curriculum Leaders all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. This will include the development of a timeline for delivery and the selection of content providers.</p> <p>The Curriculum Leaders will work to assure the vertical articulation of instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how PD aligns with Iowa Core.</p> <p>The Instructional Coaches fit into this process through their oversight of best instructional practices and interaction with PLC leaders.</p>
<p>Training/Learning Opportunities</p>	<p>Instructional Coaches and Model Teachers on Special Assignment will co-teach and model learning strategies being studied in PD.</p> <p>PLC Leaders will work with all teachers to field questions on implementation.</p> <p>Peer Reviewers will provide feedback on implementation of PD content.</p>
<p>Collaboration / Implementation</p>	<p>Instructional Coaches will work with PLC Leaders to determine next steps for each group.</p> <p>PLC Leaders and Curriculum Leaders will work with PLCs and curriculum groups to make changes to implementation based on feedback from observations and weekly PD discussions.</p> <p>Model Teachers on Special Assignment will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers.</p> <p>All leadership positions will serve on a District Leadership Team to analyze the impact of PD.</p>
<p>Ongoing Data Collection (Formative Evaluation)</p>	<p>Instructional Coaches and PLC Leaders will collect progress data on professional development implementation. This will be done with surveys, evaluation forms and student achievement data. These same leaders will present a formative data set based on this information five times per year at our District Leadership Team meetings.</p>

Program Evaluation (Summative)	Our District Leadership Team made up of all leadership positions will use the ongoing data collected about professional development and align the data elements with the program goals. This will include the Iowa Professional Development Model rating tool, implementation data, survey data, and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.
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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.

Part 8

The Pella Community School District has established four goals for our Teacher Leadership and Compensation system.

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase each student's ability to think at complex levels
4. Increase the percentage of students who demonstrate academic proficiency

A comprehensive semi-annual review will take place on these goals using a combination of quantitative and qualitative metrics.

This review will be done by our School Improvement Advisory Committee, School Board, District Leadership Team, administration, and the staff. SMART goals will be established and monitored based on this data to maximize the effectiveness of the system.

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

Our district will be as good as the skills executed by our staff in the classroom. Hiring, developing, and retaining the people who can create the conditions for complex thinking is key to helping our students succeed. We will measure our success in this area using the following metrics:

Measurements Used to Monitor Impact and Effectiveness:

- a. Evaluation data on our redesigned mentoring and induction program - Interviews will be conducted with all new staff members during the first and second quarters to evaluate their experiences with mentoring and induction. Data will be used to differentiate for the needs of staff.
- b. Job satisfaction surveys - The Gallup organization has researched the workplace elements that cause people to stay with or leave an organization. We will administer surveys on these elements twice per year to gain a perspective on the needs of our staff.
- c. Staff retention - We will develop trend line data to determine the percentage of our staff who are retained on an annual basis. Our goal in this area is 95% retention.
- d. Exit surveys - These surveys will include a formalized process to learn from those whom choose to leave our district.

Plan Adjustments Based on Data Sources:

New staff will be interviewed when satisfaction surveys indicated developing problems. If year-end data does not indicate high levels of satisfaction and retention, mentors will meet to study implementation procedures and recommend improvements.

Goal 2: Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration

Measurements Used to Monitor Impact and Effectiveness:

- a. Professional Development surveys - We will administer a survey at the end of each semester that analyzes the impact of our PD on classroom practice. This survey will help us to adjust our course to maximize the impact of our weekly collaboration and PD sessions
- b. PLC evaluations - PLC's will have a continuous feedback loop from their leaders and the **Instructional Coaches** to evaluate the group's effectiveness at helping professionals grow in their skill base.
- c. IPDM evaluation tool - This comprehensive tool will look at all areas of PD annually to determine where adjustments can be made.

Plan Adjustments Based on Data Sources:

Feedback obtained through source 'b' will be analyzed by the Instructional Coaches and PLC leaders weekly. This data will allow us to collaborate on the success of each step of our PD and respond to the feedback. Sources 'a' and 'c' will be looked at the semester and the end of the year to make program changes in content, delivery, and/or leadership.

Goal 3: Increase each student's ability to think at complex levels

Measurements Used to Monitor Impact and Effectiveness:

- a. Cornell Critical Thinking test - Students in grades 4-8 will take the Cornell Critical Thinking Test to evaluate growth in complex thinking ability. This will be combined with AIW student work scores to measure growth.
- b. Walk through data - The Conditions for Complex Thinking template will be used to determine if these conditions are being created in our classrooms. Growth will be analyzed on a building basis as well as a system.

Plan Adjustments Based on Data Sources:

The walk through data will help us monitor if our training is making it to the classroom to allow for procedural adjustments throughout the year. The Cornell CTT data will serve as one piece of our data system and will help us monitor the student impact of our efforts on students, including what is and is not working.

Goal 4: Increase the percentage of students who demonstrate academic proficiency

Measurements Used to Monitor Impact and Effectiveness:

a. Learning Progressions - Classroom level data will indicate the percentage of our students achieving a score that indicates the students are secure in the Core skills at each level. We will chart this data to look for improvement.

b. Standardized testing results - The IA Assessments and their replacement will be used to look for growth in proficiency. We will also analyze additional screening data from STAR Math and Reading, DIBELS, and district wide fluency probes.

Plan Adjustments Based on Data Sources:

Data from these metrics will feed back into our evaluation system to show what difference the TLC plan is making on proficiency. After the data is collected by **Instructional Coaches, Curriculum Leaders, Peer Reviewers, Mentors**, and administrators, it will be reviewed by PLCs weekly and by DLT four times per year. This will allow for both instructional and program adjustments to maximize our impact.

Addressing the Roles and Responsibilities of Leadership Positions:

The leadership positions will also be reviewed semi-annually. A teacher feedback survey will help determine teacher perspective of 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. Conferences will take place with the leaders to review the feedback and adjust practice to the suggestions that have been offered. If additional roles are needed in the system, they will be discussed at these times.

Part 9) Describe the school districts 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)

Part 9

Systems are sustainable only when the correct supports are in place. We have a comprehensive plan to assure that these are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, AIW, and literacy routines
- Central College partnership to use pre-service teachers as interventionists
- Feedback data on an individual and group basis
- Metrics on each of the four goals to add accountability to the work being done.
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed.

Process and Sustainability Management:

The **Superintendent and Director of K-12 Instruction will have the following roles to create a sustainable plan:**

- Monitoring the timeline for internal leadership hires and external replacement teachers
- Training for new leadership positions supported through AEA or additional outside sources
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Create and implement surveys for needed data elements
- Plan and facilitate leadership meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

Hiring

In year one, our process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an **Instructional Coach, PLC Leader, Curriculum Leader, Peer Reviewer, Mentor Teacher** and/or **Model Teacher on Special Assignment**. After allowing staff to apply for those positions, a building level selection committee, including an equal number of administrators and staff members, will be assembled to interview applicants when necessary.

Annual applications for all roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions, will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to their previous position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

Our timeline for year-to-year hiring of instructional coaches will begin in March with appropriate staff and administration evaluations. The hiring of new **Instructional Coaches** will take place in April. Staff members currently serving as **Peer Reviewer, Mentor Teachers, Curriculum Leaders, and PLC Leaders** are all evaluated by appropriate staff members and building administration in May. The hiring of those roles will be done in June so staff members have the time to receive appropriate training prior to the start of the new school year.

Responsibility for the Success of the Plan

A **Curriculum Instruction and Assessment Team** will consist of the **Instructional Coaches, PLC Leaders, and Curriculum Leaders**. Once a semester, staff members will meet in a focus group with the **Director of K-12 Instruction, building Principals, and Superintendent** to discuss the effectiveness of the teacher leaders and to offer suggestions to increase their success. The **Teacher Development Group**, consisting of **Mentor Teachers and Peer Reviewers**, will meet together along with the mentee being observed where the mentee will be able to discuss needs with them. This will be organized by the building **Principal** who will facilitate the meeting.

Each of our four goal areas will have metrics that are reported twice per year to the **staff, School Improvement Advisory Committee** and the **school board**. These metrics will provide the feedback needed to see if quantitative evidence of our impact exists. It will allow for adjustments to be made in programming and role execution.

Staff members will be asked to answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness of teacher leaders, and general comments about the teacher leadership process. The teacher leaders will look

over the data together to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by building **Principals, Director of K-12 Instruction, and the Superintendent** as an extension of the teacher evaluation system that is currently in place.

Communication

Building leadership and district leadership committees will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Administration will also update and inform staff members during our professional development time on Wednesday afternoons. These groups have existing communication tools and protocols to be certain that everyone is up-to-date on what is taking place in the district. This plan will use those tools on an on-going basis.

Progress toward district goal attainment will be communicated with parents and community members through board meetings, building level newsletters, and the School Improvement Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the difference that we are making.

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 2131.89

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

District Enrollment-Based Allocation \$658,370.27

Total Allocation \$658,370.27

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$176,636.00
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)	\$471,417.00
Amount used to provide professional development related to the leadership pathways	\$10,317.27
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	\$658,370.27

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$658,370.27
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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	\$0.00
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Budget Alignment

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

Pella School has established the following measurable goals for the TLC system:

1. Hire, develop, and retain high quality teachers
2. Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration
3. Increase each student's ability to think at complex levels to solve problems
4. Increase the percentage of students who demonstrate academic proficiency

To make these goals a reality, new teacher roles will be created. They are listed below:

- Instructional Coaches
- PLC Leaders
- Mentor Teachers
- Curriculum Leaders
- Peer Reviewers
- Model Teacher on Special Assignment

The following is a brief description of the new roles and how each of them will be supported through the TLC funding.

Instructional Coaches:

Instructional Coaches are teachers who are hired to work with and support other teachers. The primary duty of instructional coaches will be to teach alongside other teachers by modeling research-based strategies. Other duties will include guiding professional development and PLC leaders, assuring the integrity of curriculum implementation, helping teachers create common assessments, and presenting educational research or resources to small groups and individuals.

Our current average salary of 171 certified staff is around \$51,500. We have allowed for growth of this average salary and will use a base for full time teachers of \$53,000 to provide our estimate for Instructional Coaches. Instructional coaches will also have an extended contract of 20 days for training and working outside of the school day at a rate of \$240 per day.

Estimated total amount for Instructional Coaches: \$497,790

Instructional Coaches	Base Salary	Extended Contract	FICA	Health Insurance	Individual Total	Extended Total
4 Full-Time	\$53,000	\$4800	\$9,583	\$9,200	\$76,583	\$306,332
5 Half-time	\$26,500	\$2400	\$4,791	\$4,600	\$38,291	\$191,458

Curriculum Leaders:

Curriculum Leaders are teachers who are hired to align curriculum across grade levels and to the Iowa Core. This group of leaders will assist the work of the curriculum committee on cycle, and ensure that the Iowa Core is being implemented and assessed with integrity. Curriculum Leaders will have an extended contract at the rate of \$240 per day.

Estimated total amount for Curriculum Leaders: \$23,781

Curriculum Leaders	Ext. Contract (Days)	Stipend	FICA	Individual Total	Extended Total
6 Curr. Lead	10	\$2400	\$397	\$2,797	\$16,787
5 Curr. Lead.	5	\$1200	\$198	\$1398	\$6,994

Professional Learning Community (PLC) Leaders:

PLC Leaders are teachers who interpret data and lead subgroups of other teachers. These individuals will continue the current work of district initiatives, lead PLC meetings, and use data within the collaborative setting to develop student interventions. PLC Leaders will have an extended contract at the rate of \$240 per day.

Estimated total amount for PLC Leaders: \$61,553

PLC Leaders	Ext. Contract (Days)	Stipend	FICA	Individual Total	Extended Total

10 Leaders	10	\$2400	\$397	\$2,797	\$27,979
20 Leaders	5	\$1200	\$198	\$1398	\$27,979
8 Leaders	2.5	\$600	\$99	\$699	\$5,595

Mentor Teachers:

Mentor Teachers will model characteristics of effective instruction and help other teachers understand and implement district initiatives. Additionally, this mentorship program will support and help retain beginning teachers. Mentor Teachers will have an extended contract at the rate of \$240 per day.

Estimated total amount for Mentor: \$20,984

Mentor Teachers	Ext. Contract (Days)	Stipend	FICA	Individual Total	Extended Total
15 Leaders	5	\$1200	\$198	\$1398	\$20,984

Peer Reviewers:

Peer Reviewers will help beginning and experienced teachers reflect and evaluate the use of effective instruction. Peer Reviewers will have an extended contract at the rate of \$240 per day.

Estimated total amount for Peer Reviewers: \$26,860

Peer Reviewers	Ext. Contract (Days)	Stipend	FICA	Individual Total	Extended Total
24 Leaders	4	\$960	\$159	\$1,119	\$26,860

Model Teachers:

Model Teachers will demonstrate characteristics of effective instruction and provide opportunities for other teachers to view lessons or implementation of specific instructional strategies. Model Teachers will meet with observing teachers to collaboratively reflect upon lessons and instructional strategies. Model Teachers will be paid on an hourly basis of \$30 per hour. We are estimating that we will have around 200 hours with an unknown amount of teachers participating.

Estimated total amount for Model Teachers: \$6,995

Model Teachers	Rate	Total Amount	FICA	Extended Total
200 Hours	\$30.00	\$6000	\$995	\$6,995

Miscellaneous Costs:

We have estimated a cost of \$10,317 for training and \$10,000 for substitute teachers throughout the year.

Estimated Total Cost: \$658,370

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