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**Application**

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

95977 - Teacher Leadership and Compensation  
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-28 03:57:25
Signature:	James R. Spelhaug, Ph.D.	Submitted By:	Christine Smith

**Applicant Information**

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County-District Number*	82-5250 <small>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.</small>
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**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)**

The implementation of the Teacher Leadership and Compensation(TLC) plan and task force goals will support and extend Pleasant Valley Community School District's vision to prepare students to succeed in a diverse, global society by providing superior quality opportunities in a safe environment for each student to become a lifelong learner and by continuously improving and customizing the educational experience. The TLC plan will support and extend achievement gains for all students through the following goals:

- Goal 1: Build the capacity of educators to become leaders
- Goal 2: Empower teacher collaboration
- Goal 3: Provide consistent, job-embedded professional development
- Goal 4: Achieve comprehensive implementation of the Iowa Core
- Goal 5: Enhance the practice of teaching for all faculty

Pleasant Valley Community School District formed a Teacher Leadership and Compensation committee consisting of parents, elementary and secondary teachers and administrators from each building. The committee had strong democratic representation within the development phase of the Pleasant Valley's Teacher Leadership Compensation plan. These 35 members dedicated over 1,500 combined hours in development of the TLC plan.

As a district, Pleasant Valley has had a long-standing commitment to attracting high caliber candidates to the district by offering a compensation package that meets the state's minimum salary requirement of \$33,500. Along with a competitive starting salary, the Pleasant Valley School District has a supportive mentoring program for new teachers to the profession as well as new experienced teachers to our district. The Teacher Leadership and Compensation Plan will allow us to enhance our mentoring program by providing additional supports in the areas of peer observation, lesson collaboration, feedback, and job-embedded professional development.

In our plan, we will have four multi-differentiated leadership roles. The roles were created from the vision of the state (from Models 1 & 2) and from the needs of our district. Up to 69 new positions could potentially involve 22.6% of our current FTE of 304.78. These positions are as follows:

**INSTRUCTIONAL COACH**

(5 FTE Elementary/ 4 FTE Secondary)

At the elementary level and secondary level, all nine (9) Instructional Coaches would be full-time and 100% released from classroom duties. The Instructional Coaches would work alongside the building principals to collect/analyze student data, determine professional development needs based on the data, and collaborate with all staff to increase student achievement. Instructional Coaches would assist with mentoring and assist in collecting/analyzing district data to determine professional development for the district as a whole. Instructional Coaches will spend time leading Professional Learning Communities, co-teaching lessons in classrooms, and leading the building in refining the MTSS systems to assist all students.

**INSTRUCTIONAL LEADER**

(35 throughout the district)

Instructional Leaders will be provided release time to create learning opportunities for colleagues. Elementary grade level instructional leaders as well as K-12 content specialist Instructional Leaders, will serve as the next level of support with the Instructional Coaches. The Instructional Leaders will be the communication conduit between the grade levels and special areas and the district level. By capturing the trends in student data, the Instructional Leaders will increase the capacity of the Instructional Coaches by adding more support for professional learning. As the Instructional Leaders work with colleagues across the district, they will begin to offer support in terms of analyzing student data, creating lessons to support the Iowa Core, and visit classrooms to offer mentoring/support in real time.

**INSTRUCTIONAL MODELS**

Instructional Models will be at each grade level in every elementary building across our district. This grade level support will be necessary since Instructional Leaders will not be at each building to provide committed, daily leadership to grade level teachers. Instructional Models will serve as model classrooms for teachers to visit to see the professional development implemented within the walls of a real classroom. Instructional models are also responsible for day-to-day mentoring and support of new teachers within that grade level.

**TECHNOLOGY INTEGRATION SPECIALIST**

(1 FTE Elementary/1 FTE Secondary)

At both levels, the Technology Integration Specialists will support teachers by providing lessons, support, and resources to increase student achievement by integrating cutting-edge technology into our classrooms. Both Technology Integration Specialists will be used in an advisory capacity when designing professional development at the building and district level.

The TLC committee developed a rigorous selection process to ensure the hiring of quality leaders. Two site committees (elementary and secondary) will be established for ongoing TLC implementation and oversight. The committees will include teachers and administrators who will be responsible for making hiring recommendations to the superintendent and school board. Each teacher leader will be evaluated annually and based upon a satisfactory review, a teacher leader may reapply for their current position or other leadership roles.

Our vision of creating a world-class educational system will be strengthened through the addition of the new teacher leaders made possible by the Teacher Leadership Compensation funding. The Pleasant Valley School district is committed to implementing our plan with fidelity to ensure that teacher leadership is long-standing commitment that will benefit all staff and students.

**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).

When the state announced plans for the Teacher Leadership and Compensation grant, our superintendent brought forward the possibilities at the district interest-based bargaining (IBB) meetings as well as in communications with Association leaders. This problem-solving based approach to negotiations has allowed for open discussion and collaboration between the Pleasant Valley Education Association (PVEA) and the district. When the state brought the grant application for planning forward, the district and the Association discussed how we could best receive input for our plan and have teachers and administrators, both elementary and secondary, as well as parents work as a committee. This led to the formation of our Teacher Leadership and Compensation Committee.

At an IBB meeting in August 2013, the district and Association formed the 35 member committee listed below to engage in the process and contribute to the development of our plan;

- This included 24 educators (with at least one representative from all seven buildings K-12).
- 4 parents (including one long standing school board member).
- 7 administrators (2 elementary principals, secondary associate principal, junior high dean, assistant superintendent, curriculum director, and superintendent).
- The committee was facilitated by a high school PVEA representative, along with the junior high dean. This led to a truly collaborative effort where all stakeholders' views were shared openly.
- In order to accommodate teacher and activity coaches, an adjunct committee was created that met at different allocated times to allow for all stakeholders interested to be part of the process.
- Each member of the committee received a \$500 stipend from the TLC grant funding.

Our initial plan was created within a three phase approach including the evaluation of current and future practices, research on best practices from around the nation, and the creation of what would be most effective plan for the Pleasant Valley Community School District. After we found out in March of 2014 that we did not receive the funding for year one, we started on phase four in refining the current plan set in place.

**Phase I – Evaluation and Brainstorming (meetings 1-4)**

- The committee agreed to use interest-based bargaining norms.
- Brainstorming centered around the benefits of how Teacher leadership could improve student learning.
- Members drafted an initial vision from the brainstormed ideas.
- The committee progressed from visioning to action plans.
- Members discussed and analyzed teacher leadership roles currently in place within the district.
- Small groups looked at strengths and weaknesses of the current roles as well as discussed how we could expand, improve, and/or create new positions to increase student learning.
- The committee began investigating different models for the teacher leadership positions.
- The committee reviewed the "must haves" of the plan, and then divided into elementary and secondary groups to discover what would best fit each level.
- Open discussion led to many possibilities that would enhance both state and district initiatives of moving all students forward in the areas of literacy, numeracy, and overall student learning.

**Phase II – Research (meetings 5 - 7):**

- Selected members from the planning committee traveled to Bloomington, Minnesota to see first-hand the impact of instructional coaching in a large school district. They had a chance to meet with instructional coaches to gain further insight as to how instructional coaches could be utilized in our district in areas such as MTSS (C4K), literacy, professional learning communities (PLCs), and professional development.
- The selected members shared out to the committee their experiences and knowledge they gained from Minnesota.

- Committee members reviewed various teacher leadership models/instructional coaching programs throughout the US. Focusing on specific ways instructional coaches were impacting student learning.
- Committee members attended local AEA meetings directed by Tom Micek in order to collaborate with other LEAs on teacher leadership planning.
- To gain more information on instructional coaching, we reached out to former Pleasant Valley faculty who are currently working as instructional coaches in other states.
- One committee facilitator attended the SAI TLC conference with Peter Ansingh.

#### Phase III – Creation of the Plan (meetings 8 - 12):

- The committee broke into ten sub-committees with representation from each stakeholder group to begin writing the parts of the plan.
- Using meeting times, email, and Google docs, subgroups collaborated to review each part of the plan.
- The committee came together as a whole to finalize our plan.

#### Stakeholder Commitment

- 100% Approval of the final plan by the PVEA, school board, administration, and planning team.
- 94% attendance rate of members of the planning team for the 12 meetings.
- 25 internal applicants for the 9 instruction coaching positions available in the district.

In all, each member met and participated in over 40 hours of planning and information gathering to create our plan. The committee updated all district faculty members and solicited input via email and Google docs. The final copy of the plan was made public through our website, e-news (parent communication), and Google docs.

#### Phase IV – Revision and Beginning Stages of Implementation

Once the district learned it did not receive funding, but knowing the importance of teacher leadership, district funds were invested to implement parts of our plan:

- Hiring of the nine (9) instructional coaches, who will still teach full time, but receive a one-time stipend for the current 2014-15 school year.
- Instructional coaches have begun receiving monthly training focused on the Jim Knight instructional coaching model.
- We revised the deficient parts of our plan according to the feedback and updated rubric.
- 100% re-approval rating of the final plan by the PVEA, school board, administration, and planning team on October 27, 2014.

### 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.

The implementation of the Teacher Leadership and Compensation plan and task force goals will support and extend Pleasant Valley Community School District's vision. Pleasant Valley's vision is to prepare students to succeed in a diverse, global society by providing superior quality opportunities in a safe environment for each student to become a lifelong learner and by continuously improving and customizing the educational experience.

TLC will support and extend achievement gains for all students through the following goals:

#### Goal 1: Build the capacity of educators to become leaders

The proposed TLC structure empowers teacher leaders to build teacher efficacy in the following roles: Instructional Coach, Instructional Leader, Instructional Model, and Technology Integration Specialist. In the first year of implementation our model will allow 22.6% of our teaching staff to become a teacher leader. As we build our system, it is the goal for these teacher leaders to empower the ability of others to become educational leaders. Through this empowerment, we will build the capacity for others to transition into leadership positions within our TLC plan.

#### Goal Evaluation:

1. After three years of implementing the TLC plan, 61% of our teaching staff will have or have been involved in teacher leadership roles.

#### Goal 2: Empower Teacher Collaboration

The TLC plan allows Pleasant Valley to build on our existing Professional Learning Communities (PLCs). Teacher leaders will collaborate, develop and analyze student learning with the teachers of each PLC. This collaboration will provide clear expectations of content, pacing, and common assessment to ensure high levels of rigor and relevance for all students. In addition, teachers will experience a higher level of professional satisfaction through these supports of collaboration.

#### Goal Evaluation:

1. Obtain 80% of teacher responses in the agree to strongly agree categories on the PLC survey continuum (created by the DuFours/Solution Tree)

2. Compare biennial teacher survey results in regards to culture, climate, and professional satisfaction from the three years prior to TLC with the current results.
3. Analyze PLC meeting minutes to gauge the collaboration and impact of teacher leaders.

**Goal 3: Provide consistent, job-embedded professional development**

The new leadership positions will help to facilitate a more systematic, cohesive alignment of all professional development initiatives: differentiated instruction, common assessments, Iowa Core, PLCs, C4K (focus on early literacy), and MTSS. Being in the building and classrooms on a daily basis, teacher leaders will work collaboratively with all teachers to provide timely and consistent job-embedded professional development.

**Goal Evaluation:**

1. Analyze annual teacher feedback on the impact of the teacher leader positions.
2. Evaluate annual teacher leader self-reflection results.

**Goal 4: Achieve comprehensive implementation of the Iowa Core**

Implementation of the Iowa Core is currently underway with a heavy focus on literacy and numeracy. Through the establishment of the TLC plan, we will achieve a comprehensive and deeper implementation of the Iowa Core. The TLC plan will provide opportunities for teacher leaders to work both horizontally across subjects and vertically along grade levels on curriculum, instruction, and assessments aligned to the Iowa Core. Teacher leaders will collaboratively develop and model exemplar lessons centered on the Iowa Core standards to provide learning opportunities for all staff.

**Goal Evaluation:**

1. Analyze common formative and summative assessments to gauge student attainment of Iowa Core standards across the district.
2. Analyze Iowa Assessment, Measures of Academic Progress and FAST Literacy data to monitor student achievement.

**Goal 5: Enhance the practice of teaching for all teachers**

Instructional coaches will work with teachers on the characteristics of effective instruction (student-centered classrooms, teaching for understanding, assessment for learning, rigor and relevance, and teaching for learner differences) and provide comprehensive feedback after collaboratively reviewing the lesson with the teacher. Instructional Lead and Model teachers will open their classrooms for teachers to observe effective instructional practices. This will facilitate all teachers becoming more effective and reflective practitioners. Collective responsibility of all teachers to improve the art of teaching will help meet our district goals of increasing student engagement and achievement.

**Goal Evaluation:**

1. Monitor the frequency and quality of collaboration between teacher leaders and classroom teachers (i.e. lesson development, classroom observations, instructional practices).
2. Compare annual parent and student survey results from the five years prior to TLC with the current results.
3. Analyze Iowa Assessment, Measures of Academic Progress and FAST Literacy data to monitor improvement in student achievement.

Using Part 3 application narrative from Year 1?  Yes

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

The implementation of the TLC plan will provide a strong, supportive structure to Pleasant Valley's comprehensive school improvement plan. We are bringing our 2009-2013 comprehensive plan to a close and in the process of creating a new plan that will provide a vision for our district over the next five years. As our School Improvement Advisory Council gathers input from various stakeholders, we see the following points being key underpinnings of our new plan: Iowa Core implementation across all content areas, professional learning communities, Collaborating 4 Iowa Kids (PreK-3 Literacy), creating a multi-tiered system of support (MTSS) for all students, incorporating technology to support and enhance instruction, and teacher leadership.

Currently our school district stands in multiple stages of development and implementation with regards to the Iowa Core. Planning related to Core Standards first began in 2010. Since 2010, the district has created a K-12 Iowa Core Implementation Plan, completed the Iowa Core Alignment Tool in the content areas and 21st Century Skills, and is now working to implement the concepts and skills of the Iowa Core to ensure a guaranteed and viable curriculum for all students.

Focus at the elementary levels over the past two years has been on English Language Arts. We have been working closely with the Area Education Agency to align standards with curriculum through trainings at each of the grade levels. Even with these trainings, there remains a need for alignment, development, and communication district wide. Although literacy is at the forefront of all initiatives both at the state and local level, we are working to address Iowa Core standards in all content areas.

Through the TLC plan, leadership roles will provide the necessary means to advance, support and strengthen the Iowa Core implementation. The new leadership roles will form a communication network to effectively integrate literacy standards in all classrooms. Instructional practices will improve through opportunities for collaboration and lesson modeling. These positions act as additional resources to assist with facilitating highly effective lessons that will increase student achievement.

Our school district has trained staff in creating differentiated instruction that will meet various student learning styles and needs within the classroom. Our current units of study center around three essential elements: what the students will know, understand, and do. This differentiation is a necessary component to a successful, district-wide MTSS system which our district currently strives toward. The teacher leadership roles will help provide opportunities for professional development, support data analysis, and assist in the development of classroom based interventions. The

leaders will create a coherent system that effectively delivers timely interventions to learners. An additional aspect will be to guide the analysis of data from common summative and formative assessments to impact student learning by tailoring instruction to student needs. As our district begins to roll out C4K and MTSS, teacher leadership will help to strengthen instruction at all tiers for all students.

Creating professional learning communities for all teachers has emerged as a key component of the district's school improvement strategy. These communities bring about effective change, continue to educate staff, and assists teachers in collection and analysis of data for effective instruction. Our school district remains in the infancy stages of developing these communities, with the majority of our work being done this fall. Collaborative efforts focus on development of core standards, assessments, and characteristics of effective teaching. Teacher leadership roles will enhance development through efficient planning of meetings, sharing resources for successful teaching, and guiding discussions utilizing the four defining questions in professional learning communities: 1) What do we want students to know; 2) How will we know if they know it; 3) What will we do if they didn't learn; and 4) What will we do if they already knew the material.

Technology continues as an integral part of our school district's ability to deliver instruction that meets all learners and helps provide them with necessary 21st century skills. Several uses of innovative technology have been piloted in classrooms with professional development devoted to participating staff. The district also utilizes paid technology specialists in grades 7-12. Through the teacher leadership and compensation plan, our district seeks to expand the technology specialist roles to the primary grades, as well as expand positions devoted to the daily integration of technology within core instruction.

When developing comprehensive school improvement, the ultimate goal is to design a plan that will positively impact achievement for all students. The district sees the various teacher leadership roles as individuals who can serve as instructional and communication conduits ensuring greater fidelity throughout the district.

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)**

As a rapidly growing district, Pleasant Valley has hired over one hundred new teachers in the last five years and has retained over 80% of all new hires. The most recent survey data collected from the 2013-2014 mentoring participants reflects the following:

- 90.9% rated the overall effectiveness of the mentoring program to be effective or very effective.
- 85.0% agreed or strongly agreed the program adequately addresses the needs of a new teacher.
- 85.0% agreed or strongly agreed the mentoring relationship strengthened their teaching.

Overall, the mentoring program has responded effectively to developing educational needs for any new teacher to the district (new to the profession or experienced teachers) throughout its existence but the committee members and district believe this is an opportunity to grow as a result of the teacher leadership plan.

To allow the program to grow, it is important to reflect upon the objectives as well as the gaps in the program:

#### Mentoring Program Objectives

- To ease the transition into the teaching profession.
- To impact student achievement by enhancing skills and increasing new teacher resources
- To increase the retention of high qualified and promising beginning teachers.
- To transmit the culture of the school and promote the school as a learning community.
- To meet state requirements for certification/licensure.
- To value and utilize the expertise of the veteran teaching staff.

#### Mentoring Program Gaps

- District mentors teach 100% of the time and have very limited time to write collaborative lessons and provide quality classroom observations and feedback.
- More time for mentors and mentees to research and practice job-embedded professional learning that aligns with district instructional strategies.
- A rigorous selection process for our mentors.

With the implementation of the TLC plan, the expectation will be to address our current gaps and specifically develop a structure in which new teachers to the district will have dramatically increased access to exemplary teachers. To meet the demands, the teacher leaders (Instructional Coaches, Instructional Leads and Instructional Model teachers) will all have mentoring roles providing multi-leveled, consistent, and timely support.

#### Instructional Coach

- Provide coaching in the areas of curriculum, instruction, and assessments
- Collaborate with new teachers during the school day
- Model and co-teach in the new teacher's classroom
- Observe and provide non-evaluative feedback through a coaching model.
- Seek out resources to provide professional learning opportunities based upon identified areas

#### Instructional Lead

- Support the mentoring work of the Instructional Coaches

- Provide grade/content level and building level support in the areas of curriculum, instruction, assessments, and structural procedures
- Open their classroom for new teachers to observe exemplary instruction
- Provided release time to visit and observe the mentee's classroom
- Provide guidance in the development of the professional evaluation portfolio

**Instructional Model (elementary level only)**

- Support the mentoring work of the Instructional Coaches and Instructional Lead teachers
- Provide grade/content level and specifically building level support in the areas of curriculum, instruction, assessments and structural procedures
- Open their classroom for new teachers to observe exemplary instruction
- Provide release time as needed to visit and observe the mentee's classroom
- Provide guidance in the development of the professional evaluation portfolio

With the TLC resources, our teacher mentoring program will be enhanced and improve entry into the teaching profession for our new teachers through the following:

**Addressing the Gaps through TLC**

- Instructional coaches would have 100% release time to meet with new teachers.
- Lead and model teachers would have release time scheduled and devoted to the development of new teachers to the profession.
- All teachers new to the district would be assigned an instructional coach and either a lead or model teacher.
- All teacher leaders will have time to address job-embedded professional learning.
- Teachers will have common planning time to work with instructional coaches, and lead teachers on curriculum, instruction and assessments.
- Due to the TLC rigorous selection of teacher leaders, the current mentoring selection process would be improved.

It should be noted the daily mentoring responsibilities will lie with the model and/or lead teachers.

**Narrative**

Using Part 5 application narrative from Year 1?  Yes

**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.

Pleasant Valley Community School District has chosen to use a combination of different teacher leadership models. The creation of these roles will enhance our district's vision by allowing us to streamline current committee structures and add responsibilities that will further our students' learning needs. The implementation of this leadership structure will allow for greater communication by having designated individuals working with specified teams throughout the district. It will foster collaboration amongst teachers and further our vision of the best education offered for every student.

The following positions will begin upon acceptance of our Teacher Leadership and Compensation plan:

- Instructional Coaches (9) -- one in each of the five elementary buildings, two at the junior high, and two at the high school
- Instructional Leaders (35) -- 15 at the elementary level (one for each grade level K-6, and eight working with special areas) and 18 at the secondary level working with designated departments and teams, and two leaders working with special areas K-12.
- Instructional Models (23) -- working with elementary teachers at grade levels within buildings
- Technology Integration Specialists (2) -- one for K-6 and one for 7-12.

This total of 69 teachers represents 22.6% of our faculty's full-time equivalency of 304.78.

Each teacher leader will have defined roles and responsibilities and will lead groups of teachers in reaching our district goals. The Instructional Coaches will work with entire buildings on best practices centering around instruction in all areas with a focus on literacy at our elementary sites. At the next level of leadership, we will have Instructional Leaders who will work with job-like colleagues across the district. The Instructional Coaches will work with the Instructional Leaders to align practices and professional development throughout the district. At the elementary level, Instructional Models will be an extra level of leadership to support the implementation of C4K/MTSS and Early Literacy within each building.

Although the teacher leaders will be working directly with groups of teachers or individual teachers, it's important to clarify that they will also be creating their own cadres to facilitate alignment between their roles. All Instructional Coaches will work together as a cadre, but they will also work to support the Instructional Leaders, Instructional Models, and Technology Integration Specialists. There will also be times where the different teacher leader groups will break out into smaller cadres: Instructional Coaches can break into elementary, jr. high, and high school groups. The Instructional Leaders will support each other by forming into K-6 groups and special areas at the elementary. The Instructional Leaders at the

secondary level will have cadres within their own buildings. Instructional Models will also have the option to form cadres within their own elementary buildings. The Technology Integration Specialist will also form their own cadre.

Training in all of these roles is key to the success of the leadership initiative. Training in Cognitive Coaching and the Adaptive Schools model is just one option we are exploring at this time. At a minimum, Instructional Coaches and Technology Integration Specialists will receive 51 hours of additional training/preparation time. Instruction Leaders and Instructional Models will receive at least 37 hours of additional training/preparation time. Training will include attending workshops/conferences specifically relevant to their position as well as collaboration time with other leaders within the district.

### **K-12 INSTRUCTIONAL COACH**

#### **Release from classroom:**

Elementary (3 buildings with 4 sections of K-6) 100%

Elementary (2 buildings with 2 sections of K-6) 80%\*

\*20% of time will be spent as a reading interventionist.)

Secondary (2 at the junior high and 2 at the high school) 100%

Additional compensation beyond teaching salary for Instructional Coach: \$6000

#### **Responsibilities and roles include:**

##### **Data Coach:**

Purpose: The role of Instructional Coach will be to facilitate conversations using data to drive instructional decisions including but not limited to:

- Collaborating with teachers to analyze formative and summative students achievement data
- Facilitating coaching conversations which include goal setting and progress monitoring which will guide instructional decisions to improve student learning

##### **Change Agent:**

Purpose: The role of the Instructional Coach would be to guide teachers in reflective conversations regarding instructional practices, while fostering a safe and trusting relationship with teachers, allowing for professional growth and change in classroom practices to best meet student needs.

- Coaches will co-teach, model, and observe with the intent to provide non-evaluative feedback to teachers, enabling them to reflect on lessons.
- Coaches will provide guidance on alignment to Iowa Core, Early Literacy, and C4K/MTSS implementation by promoting rigorous and relevant instruction.

##### **Instructional and Curriculum Specialist:**

Purpose: Coaches will stay current on research-based strategies to provide resources for teacher in implementation of Iowa Core standards-based instruction and C4K through adopted curricula and effective instructional strategies.

- Coaches will assist with the training of teachers new to the district
- Coaches will be active participants in Professional Learning Communities, groups of teachers with common curriculum with the goal of improving each participant's instruction

##### **School Improvement Specialist:**

Purpose: Coaches will work with district and building-level administration to identify areas of growth and will participate in creating action plans for professional development.

- Coaches will seek out resources to provide professional learning opportunities based upon identified areas of need
- Coaches will help in providing professional development aligned with district goals and vision.

### **K-12 INSTRUCTIONAL LEAD**

#### **Release from classroom:** 0%

Additional compensation beyond teaching salary for Instructional Lead: \$4000

#### **Responsibilities and roles include:**

Instructional Leaders will support the work of Instructional Coaches with implementation of Iowa Core by attending AEA training, participating in vertical collaboration and curriculum development K-12. Instructional Leaders may also serve as mentors to new teachers. At the elementary level will also support the work of the Instructional Coaches surrounding our focus on early literacy and C4K/MTSS.

Instructional Leaders will open their classroom for job-embedded professional development opportunities. They will also serve as a curriculum resource for teachers at a given grade level or in content areas across the district. Through the PLC structure, Instructional Leaders will assist in creating common assessments and will review student achievement data to guide instructional decisions and professional development needs; assisting in the facilitation of professional learning.

Instructional Leaders will contribute to building-level and district-level decision making and will serve as a communication conduit between administration and classroom teachers. They will also serve as a communication channel between classroom teachers and Instructional Coaches.

### **K-6 INSTRUCTIONAL MODEL**

#### **Release from classroom:** 0%

Additional compensation beyond teaching salary for Instructional Model: \$2000

#### **Responsibilities and roles include:**

Instructional Models will serve as mentor teachers to new teachers within the school district. Models will serve on Building Leadership Teams and will facilitate communication between classroom teachers, Instructional Leaders and Instructional Coaches.

Instructional Models will work to maintain vertical alignment within each building and will disaggregate data given by Instructional Leaders on common assessment to drive instructional decisions with grade level teams. Instructional models will communicate grade level needs to Instructional Leaders and Instructional Coaches to help in determining professional development needs.

### **TECHNOLOGY INTEGRATION SPECIALIST**

Release from classroom: 100% at both the K-6 and 7-12 level

Additional compensation beyond teaching salary for Technology Integration Specialist: \$4000

#### **Responsibilities and roles include:**

The purpose of the Technology Integration Specialist is to promote the use of technologies to support student achievement in the K-12 classroom. The Technology Integration Specialist provides leadership, staff development, and instructional support to all instructional and administrative staff and serves as a liaison between the various curriculum committees and district technology initiatives.

- Collaborate with and support teachers and students in their use of technology in all curricular areas, including modeling and co-teaching.
- Research instructional practices, learning resources and trends in technology that can advance the concepts and skills of the Iowa Core, Early Literacy, and C4K/MTSS through differentiated instruction.
- Coordinate and facilitate professional development directly related to the integrated use of technology in all content areas
- Coordinate and facilitate initial training of technologies currently utilized within the Pleasant Valley Community School District.

Using Part 6 application narrative from Year 17? 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.

The following describes the rigorous selection process Pleasant Valley Community School District will use to hire individuals to implement our Teacher Leadership and Compensation team's plan to create positions for 9 Instructional Coaches, 35 Instructional Leads, 23 Instructional Models, and 2 Technology Integration Specialists.

#### **Recruitment Process**

- Job descriptions have been created for each of the three roles in our Teacher Leadership Model: Instructional Coach, Instructional Lead, and Instructional Model. These job descriptions contained elements from the Jim Knight coaching model.
- These positions will be posted internally in our district and all employees will be encouraged to apply. The posting details the title of the job, the job description, and a section that details the time allocation for each aspect of the job.
- After positions are posted, personal visits to each school will be made by a district administrator and a teacher member of the Teacher Leadership Compensation Committee. These two representatives of the committee will explain in detail the position, the job duties, and will be able to answer any questions. By including this personal element, the district hopes to encourage a wider pool of quality applicants.

#### **Application Process**

- Applicants will be provided a FAQ document concerning teacher leadership roles and responsibilities.
- Applicants must supply evidence that showcases their qualifications pertinent to leadership, pedagogy, and content. This will be accomplished through written responses to two reflective questions and a request to bring evidence of positively impacting student achievement.
- Applicants must have at least three years of teaching experience and at least one year of experience in the school district.
- Applicants must meet state standards/licensure for teaching and be in good standing within the teacher evaluation system.

#### **Selection Process**

- Two site committees will be formed to oversee the selection process of those teachers applying for Instructional Coaching positions. The teams used a pre-determined rubric to make an objective decision as to the most qualified candidate for the position.
  - At the K-6 level, the teams will consist of the following:
    - 5 principals (one from each of the current elementary buildings)
    - 5 teachers (one from each of the current elementary buildings)
  - At the 7-12, the team will consist of 10 individuals - split evenly between administrators and teachers.
- Within this process the two site committees will review all selection criteria and determine the best candidates based upon the predetermined rubric which measures the following qualifications:
  - Shows success in positively impacting student learning in his/her own classroom. Candidates will be asked to bring in documentation to show how they impacted student learning: portfolios, assessment data, PowerPoint presentations, etc.
  - Demonstrates a passion for and commitment to the future of education, including initiative, and a desire to exemplify educational excellence
  - Exhibits personal and professional reflective practice, including the ability to process feedback
  - Shows the ability to work collaboratively, organize, and communicate effectively
  - Has respect of peers and leaders for professional knowledge and skills
  - Uses appropriate applications of researched-based best practices, research and development skills, and assessments
  - Constantly seeks to grow professionally and models lifelong learning traits
- The committees will submit the top candidates to the superintendent for approval.

- The Instructional Coaches will be hired first. The coaches will then be included on the interview committee for the Instructional Lead and Instructional Model teachers.
- The Technology Specialists will be interviewed and selected by a different panel of colleagues: district and building administrators, district director of technology, and Instructional Coaches.

#### Annual Review of Effectiveness/Evaluation of Assignment

- The performance of teacher leaders will be reviewed annually through both quantitative and qualitative measures. The rubric that was used in the selection process will be the same rubric that the Instructional Coach will use as a guide to submit a self-reflection at the end of every year. Documentation as well as artifacts will need to be submitted to substantiate ratings. Teacher leaders will document items such as college courses, workshops, and book studies to demonstrate additional professional growth.
- Data on the effectiveness of teacher leaders will be gathered through staff surveys. The staff at each building will be given an anonymous survey to provide constructive feedback to the teacher leaders.
- All teacher leaders will continue to be evaluated through our professional staff evaluation process.
- Each teacher leader will create SMART goals that are unique to their position.
- At the end of each year, teacher leaders and building administrators will meet to determine achievement of goals.
- Based upon satisfactory annual review, a teacher leader may reapply for their current position or other leadership roles.

#### **Narrative**

Using Part 7 application narrative from Year 1? No

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

**Please include the following information in your narrative:**

- A description of the role teacher leaders will play in the creation and delivery of professional development.
- A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

All teacher leaders in Pleasant Valley will play a significant role in the creation and delivery of job-embedded professional development. In alignment with the Iowa Professional Development Model, our teacher leaders, along with the district administrative team will focus on the the IPDM's operating principles. With Iowa Core at the forefront of our professional development, district administrators, principals, and teacher leaders will manage the concept of simultaneity by focusing on early literacy, numeracy, student engagement, and MTSS through our work in the Iowa Core.

The IPDM cycle of professional development will be addressed in these ways:

#### Collecting/Analyzing Student Data

- Instructional Coaches will be a part of the district leadership team that collects and analyzes district summative and formative assessment data (MAP, Iowa Assessment, and FAST). The analysis of the formative and summative data will help the district to identify professional development needs through our professional development plan.
- Instructional Leads and Models will gather data at the classroom level to add to the professional development plan.

#### Goal Setting and Student Learning

- Instructional Coaches are a part of both the District and Building Leadership Teams. The District Leadership Team will analyze the data collected and develop SMART goals to create explicit targets for increasing student achievement for all students and for student subgroups.
- Instructional Leads and Models will work with the building principals and the Building Leadership Teams to translate the district SMART goals into building SMART goals.

#### Selecting Content

- The Instructional Coaches will be a part of district curriculum cadres. Along with other classroom teachers, building administrators, and district administration, the Instructional Coaches will help select rigorous, research-based strategies and programs that will elevate student achievement.
- The Instructional Leaders and Instructional Model teachers will serve on curriculum cadres allowing them to serve as a communication conduit and resource for classroom teachers.

#### Designing Professional Development

- Instructional Coaches will be a part of our district-wide professional development committee. This committee is responsible for designing professional learning for all stakeholders in the district. This committee works collaboratively to create a year-long differentiated professional development across the entire district.
- The Instructional Coaches and the Instructional Leaders will meet on a monthly basis to take the broader professional development plans and turn them into more specific plans for delivering the professional development on early release days. These two groups of leaders will also deliver the professional development to the district staff alongside district personnel.
- The Instructional Models will assist in designing and delivering the building level professional development with the Instructional Coaches and the building principal. These professional development opportunities at the building level will be aligned with the district professional development plan.

#### Training/Learning Opportunities

- Teacher leaders will attend trainings such as Learning By Doing (Professional Learning Communities at Work), Launching Teacher Leadership Institute for Teacher Leaders & Administrators, Malcom Knowles (adult learning) training led by the local AEA, and other district provided opportunities.
- Teacher leaders will attend monthly district meetings for the purpose of additional training, planning, and collaboration amongst leaders.
- Instructional Coaches will work with the assistant superintendent and the director of literacy to design professional learning opportunities for staff across the district based on new trainings and learning.

#### Collaboration/Implementation

- Instructional Coaches will be a part of all Professional Learning Communities in their assigned buildings. They will be responsible for working with classroom teachers to discuss implementation and get feedback/data on the effectiveness of the professional development initiatives.
- The Instructional Leads and Instructional Models will attend grade level PLC meetings in each building. The Instructional Leads and Instructional Model teachers will provide their own classrooms as a "model" of best practices in action.

#### Ongoing Data Collection (Formative Evaluation)

- Instructional Coaches and Instructional Leads will meet with district administrators on a monthly basis to evaluate professional development implementation data gathered from their own work and the data submitted from the Instructional Models. Data will include teacher evaluations of the professional development and student achievement data.
- The data collected will also be a part of the Building Leadership and District Leadership agenda items so that professional development can be monitored for success or adjusted as needed.

#### Program Evaluation (Summative)

- The Instructional Coaches will serve on the Building Leadership Team where they will gather evidence of the effectiveness of the professional development for the year by collecting the following data: aggregate survey data from the district staff, trends in student achievement data, and measures of effectiveness in reaching SMART goals through the training/support that was provided to staff.
- Instructional Leads and Models will work with Instructional Coaches to use the data collected to determine the subsequent years' professional development goals.

Using Part 8 application narrative from Year 1?  Yes

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

Pleasant Valley School District will use a multi-phase approach to evaluate and adjust our Teacher Leadership & Compensation plan. The evaluation of these new teacher leadership positions and ultimately the success of this plan is tied to increased student achievement and increased job satisfaction for all stakeholders (those in leadership roles and those who are impacted by these dynamic leaders). We plan to measure the effectiveness our plan through both quantitative and qualitative measures.

After implementation of the TLC plan, phase one will begin with the hiring of teacher leaders. After receiving positions, teachers selected will be involved in creating guidelines for their positions. Involving the teachers leaders in their own job descriptions and evaluations will not only provide the district with a rubric for evaluation, but it will create buy-in and the higher likelihood of job satisfaction. The dialogue amongst all of the stakeholders during this process can also be a part of the professional development for these teacher leaders.

After identifying the teacher leaders in the district, these leaders will join the District Leadership Team where they will begin to help create the district's SMART goals for the upcoming school year. In researching other successful teacher leader models across the nation, our district plans to begin to work on creating a system of evaluation based on the Danks' ADDIE model (2011). This acronym ADDIE stands for: Analyze, Design, Develop, Implement, and Evaluate.

At first, the teacher leaders and district leadership will have to focus our Analysis on reading and math achievement scores across the district. This will be the basis for our district and building SMART goals for the upcoming year. The teacher leaders will then align their own goals based on this data. All stakeholders in the district will be focused on increased student achievement in these areas. At the elementary level, a large amount of focus will be on ensuring that all of our elementary buildings meet the 80% threshold of proficiency based on the Iowa Tier universal screening. At the secondary levels, our instructional leaders will be targeting student achievement as measured by our universal screening (MAP) and the Iowa Assessment.

Once data is analyzed and SMART goals created at every level, the Design and Development portion of the evaluation model will begin. Both of these components will unfold prior to or early in the academic year. In many ADDIE models, a logic plan is created to show how inputs, activities, outcomes, and impacts will be created. During the design and development phase of the program evaluation model, all teacher leaders must share the data and the goals with all staff. Along with district leaders, these teacher leaders will create buy-in to achieve these goals to raise student achievement. These teacher leaders will lead the charge and create an effective and productive climate for the district.

Throughout the year, the Implementation of the evaluation model is based on the Baldrige quality tool PDSA (plan-do-study-act). This, along with other quality tools will be used to formally reflect on the elements that have been put place to increase student achievement across the district. Instructional Coaches in each building will have the biggest role in seeing that the cycle is on-going and that the instructional leads and models understand their role in this journey. In the 2014-2015 school year, all elementary schools in the district began using the state's Universal Screening and progress monitoring system in Iowa Tier. These screenings throughout the year can be one measure of success of the TLC model we have envisioned.

To facilitate the work of the teacher leaders, the district will establish a Professional Learning Community for our teacher leaders: instructional coaches, instructional leaders, instructional models and technology integration specialists. These PLCs will share goals and objectives before the school year begins to help clarify tasks ahead. Teacher leaders will work with each other throughout the year to brainstorm, solve problems and work collaboratively. They will also work collaboratively to collect both formative and summative data to evaluate progress towards the SMART goals of the district and each individual building.

In addition to the ADDIE model and PLCs for our teacher leaders, at the beginning of the school year, teacher leaders will communicate with the teams with which they will collaborate. At this time, the leader will share the SMART goals. Team members will have the chance to offer input about the tasks they would like to see accomplished, focusing on how the teacher leader can help impact student learning. Over the first weeks of the school year, the leader will continue to collect data from team members regarding specific tasks. By the end of September, the teacher leader will formulate an action plan. This will include goals and objectives specific to the building, grade level or team/department with which the teacher leader will work.

At the end of the school year, the Teacher Leadership and Compensation plan that we have created will go through the final step of the ADDIE model: Evaluation. The evaluation of the program will be measured on the survey results taken from the staff and other stakeholders (qualitative measures), the building principal, and the organizational results (i.e. increased student achievement). The SMART goals for each teacher leader will also be a part of their Professional Pathways plan.

After the first year of implementation of this Teacher Leadership & Compensation plan, the district will revisit this evaluation process. This first year will serve as a learning process about the program's impact on student learning. The district will revise and add to the evaluation process as a result of the first year's experiences.

Using Part 9 application narrative from Year 1?  Yes

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

Implementing the Teacher Leadership and Compensation plan will offer a number of challenges but the district currently has infrastructure elements in place that will support teacher leadership roles. Since 1992, the teachers association and district administration have worked collaboratively through a process known as Interest Based Bargaining (IBB). This process has promoted a solution focused dialogue on many contractual items and initiatives over the years. IBB meets regularly to ensure the effective communication channel remains open between the association and the district. This common interest will support the work needed among all stakeholders.

In response to the State's expectation of providing teachers 36 hours of collaboration, the district created an infrastructure at each level where teachers have time designated within their schedule to collaborate. As a part of this initiative, the district made the commitment to provide intense professional development time around professional learning communities (PLCs). The training and creation of a PLC culture will provide further dividends with the addition of teacher leadership positions.

The district has in place a very strong mentoring program. Although the state has only mandated mentoring for new teachers, the district has always taken the stance they would provide mentoring to all new teachers to the district even experienced teachers. This approach has offered the understanding that we value supporting all of our employees and want them to have a smooth and successful transition into our district. We will build upon and improve our current program through the use of Teacher Leadership & Compensation funds.

To sustain the teacher leadership positions, an evaluation process will need to be in place for these leaders. The district's current teacher Professional Pathways evaluation system is designed around the Charlotte Danielson framework. The question will be if this same evaluation system will be effective for our teacher leaders. Unless the state decides not to evaluate teacher leaders on the eight teaching standards, the district will plan to use our current evaluation system.

The elements listed above clearly have created a foundation for the Teacher Leadership and Compensation program, but in order to sustain the program, we will need to ensure other components are put in place. One element would be the training for the teacher leaders. Mentoring has provided some guidance but this will be a new adventure and the leaders will need training on how to coach other teachers in the area of instruction, curriculum and assessments. Teacher leaders will also need guidance in peer review and effective feedback.

A second element that will need to be strengthened is the data review process. This will be an area that the district will grow into through MTSS. The goal would be to provide the leaders additional training in this area. The district office will provide training support for the leaders through internal training, reaching out to the local area education agency and sending them to appropriate workshops or conferences.

As we look to the future, it will be critical that the district provides a clear line of communication between all stakeholders. The leaders will provide the conduit needed between various teacher groups and district administrators. The current plan would be for the teacher leaders to meet with district and building level administrators approximately one day a week. This meeting time will ensure that strengths and issues are discussed in a timely matter. Other communication opportunities will take place during professional development, School Improvement Advisory Council meetings, building PLC meetings, content specific meetings, and other district communication opportunities. The superintendent, assistant superintendent, Director of Literacy/Elementary Curriculum and building administrators play key roles in the development and sustainability of the program by working closely and overseeing the work of the teacher leaders.

The time is right for this work to begin in our district. As a district we believe this program could move our district from good to great. It will allow us to address the learning of all kids. From those who are struggling to those who are exceptional. As a 4A school, we have always tried to keep our leadership positions to a minimum to allow us to hire additional teachers and to maximize the number of programs we can offer students. This implementation will allow us to add the leadership positions within the school and make a powerful impact in classrooms on a daily basis and ultimately, increasing student achievement for every child in our district.

**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\* 4288.6

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

District Enrollment-Based Allocation \$1,324,405.45

Total Allocation \$1,324,405.45

**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.	\$248,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$1,004,168.03
Amount used to provide professional development related to the leadership pathways.	\$56,847.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.	\$0.00
<b>Totals</b>	<b>\$1,309,015.03</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$1,309,015.03

*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 \$15,390.42

**Budget Alignment**

Using Part 10 application narrative from Year 1? Yes

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

All full-time teachers receive a minimum salary in excess of \$33,500 without TLC funds. As a result, all of the available TLC funds go in support of the following important elements of the Pleasant Valley Community School District's TLC plan:

Instructional Coaches - Previously, the district lacked funds to provide full-time instructional coaches. Therefore, TLC will allow the district to implement a full-time instructional coach who will receive their salary plus a \$6,000 stipend at each elementary school and four full-time instructional coaches at the secondary level. The primary responsibility of the positions will be working daily with faculty members to improve instruction and achievement for all children. They will also head the mentoring program for new teachers.

Instructional Leaders - There will be 35 positions and each leader will receive a \$4,000 stipend to support their work in addition to their full teaching duties. Their primary goal will be supporting the development and implementation of the Iowa Core and supporting the instructional coaches with the coordination of the Multiple Tiered System of Supports (MTSS) within their cohort groups.

Elementary Model Teachers - There will be 23 positions and each leader will receive a \$2,000 stipend to support their work in addition to their full teaching duties. Their primary goal will be supporting the instructional coach in mentoring and coordinating MTSS within their cohort group in each building.

Technology Integration Specialist - There will be two full-time positions (one for K-6; one for 7-12) which will support the infusion of educational technology into the classroom. Each leader will receive their salary plus a \$4,000 stipend.

Further, the budget supports additional training days for each of the leadership positions. For a detailed explanation of the budget, see the following:

We close by verifying that our efforts will have just under 23% of our teachers in leadership roles and no teacher will be paid less as a result of implementation of this TLC comparable model plan.

**Instructional Coaches (100% release time - salary + \$6,000 stipend)**

		Training/Collaboration (\$21/hour)	
1 Hopewell	80,000	Instr. Coach (11 coaches - 51 hours)	
1 Pleasant View	80,000	5 days before (35hrs)	
1 Riverdale Heights	80,000	16 hrs after school	\$11,781
1 Bridgeview (80%/20%)	80,000	Lead & Model (58 teachers - 37 hours)	
1 Cody (80%/20%)	80,000	3 days before (21 hrs)	
1 Junior High	80,000	16 hrs after school	\$45,066
1 Junior High	80,000		
1 High School	80,000	<b>Total</b>	<b>\$56,847</b>
1 High School			

	80,000		
9	\$ 720,000	Leadership Positions Training	\$1,066,000 \$56,847
<b>Instructional Lead (100% classroom teacher - salary + \$4,000 stipend)</b>		<b>Final Total</b>	<b>\$1,122,847</b>
1 Kindergarten	4,000		
1 First	4,000	<b>Available State Funding</b>	(\$308.82/CE)
1 Second	4,000	Money from State	\$1,324,405.45
1 Third	4,000		
1 Fourth	4,000	<b>Budget Summary</b>	
1 Fifth	4,000	Salary Related	\$1,122,847.00
1 Sixth	4,000	FICA/IPERS (-1.1658)	\$186,168.03
2 Junior High Language Arts	8,000	<b>Remaining \$ (1.2%)</b>	<b>\$15,390.42</b>
1 Junior High Math	4,000		
1 Junior High Science	4,000		
1 Junior High Social Studies	4,000		
1 High School Language Arts	4,000		
1 High School Math	4,000		
1 High School Science	4,000		
1 High School Social Studies	4,000		
1 K-6 Wellness	4,000		
1 7-8 Wellness	4,000		
1 9-12 Wellness	4,000		
1 K-6 Science	4,000		
1 K-6 Special Education (Resource)	4,000		
1 K-6 Special Education (Self-Contained)	4,000		
1 7-8 Special Education	4,000		
1 9-12 Special Education	4,000		
1 K-6 Art	4,000		
1 7-12 Art	4,000		
1 K-6 Guidance/At-Risk	4,000		
1 7-12 Guidance/At-Risk	4,000		
1 K-6 Music (General)	4,000		
1 7-12 Music (Vocal)	4,000		
1 4-12 Music (Instrumental-Band/Orchestra)	4,000		
1 K-3 Reading Specialist	4,000		
1 7-12 World Language	4,000		
7-12 Career Tech (FCS, Ind. Tech, Computer, 1 Business)	4,000		
1 K-12 Teacher-Librarian and ELP	4,000		
<b>35</b>	<b>\$140,000</b>		
<b>Instructional Model (100% classroom teacher - salary + \$4,000 stipend)</b>			
1 PreSchool			

	2,000
3 Kindergarten (HW, RH, PV)	6,000
3 First (HW, RH, PV)	6,000
3 Second (HW, RH, PV)	6,000
3 Third (HW, RH, PV)	6,000
3 Fourth (HW, RH, PV)	6,000
3 Fifth (HW, RH, PV)	6,000
3 Sixth (HW, RH, PV)	6,000
2 Kindergarten/First (BV, CO)	4,000
2 Second/Third (BV,CO)	4,000
2 Fourth/Fifth (BV,CO)	4,000
2 Sixth (BV, CO)	4,000
Lead teachers will replace the model teacher in -7 their building	(14,000)
23	<b>\$ 46,000</b>
<b>Technology Integration Specialist (100% release time - salary + \$4,000 stipend)</b>	
1 Elementary - All Buildings (100% release time)	80,000
1 Junior High/High School (100% release time)	80,000
2	<b>\$160,000</b>
<b>69</b>	<b>TOTAL: \$1,066,000</b>

69 out of 304.78 FTE teachers = 22.6%

**Assurances**

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

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

Selection Committee - The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\* Yes

Teacher Leader Percentage - The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.\* Yes

Teacher Compensation - A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.\* Yes

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

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