



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

149093 - Pleasantville TLC Application

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 12/21/2015 10:38 AM

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### Primary Contact

**AnA User Id** TAYLSWORTH@IOWAID

**First Name\*** Tony Aylsworth  
First Name Middle Name Last Name

**Title:** Superintendent

**Email:** taylsworth@pleasantville.k12.ia.us

**Address:** 415 Jones street

**City\*** Pleasasantville Iowa 50225  
City State/Province Postal Code/Zip

**Phone:\*** 515-848-0555  
Phone Ext.

**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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### Organization Information

**Organization Name:** Pleasantville Community School District

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:** www.pleasantville.k12.ia.us

**Address:** 415 Jones St.  
  
Pleasantville Iowa 50225  
City State/Province Postal Code/Zip  
**Phone:** 515-848-0555  
Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Tony Aylsworth  
**Title** Superintendent  
**Organization** Pleasantville Schools

*If you are an individual, please provide your First and Last Name.*

**Address** 415 Jones Street

**City/State/Zip\*** Pleasantville Iowa 50225  
City State Zip

**Telephone Number** 515-848-0555

**E-Mail** taylsworth@pleasantville.k12.ia.us

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

**Name** Robert Friday  
**Title** Business Manager  
**Organization** Pleasantville Schools

**Address** 415 Jones Street

**City/State/Zip** Pleasantville Iowa 50225  
City State Zip

**Telephone Number** 515-848-0555

**E-Mail** rfriday@pleasantville.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	<b>Marion County</b>
Congressional District(s) Involved or Affected by this Proposal	<b>2nd - Rep David Loeb sack (D)</b>
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	<b>14</b>
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	<b>3, 4</b>
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons.

**Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons.

**No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons.

**Not Applicable**

If YES, present the rationale for determining no impact.

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

**Yes**

Name of Person Submitting Certification. **Tony Aylsworth**

Title of Person Submitting Certification **Superintendent**

## Recipient Information

District **Pleasantville Community School District**

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

County-District Number 52-3141

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

Honorific Dr.

Name of Superintendent Tony Aylsworth

Telephone Number 515-848-0555

E-mail Address taylsworth@pleasantville.k12.ia.us

Street Address 415 Jones Street

City Pleasantville

State Iowa

Use the drop-down menu to select the state.

Zip Code 50225

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## TLC Application Contact

Honorific Mr.

Name of TLC Contact Tom Roff

Telephone Number 515-848-0555

E-mail Address troff@pleasantville.k12.ia.us

Street Address 415 Jones Street

City Pleasantville

State Iowa

Use the drop-down menu to select the state.

Zip Code 50225

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## Demographic Profile

October 2014 Certified Enrollment 670

October 2014 Free/ Reduced Lunch % 29

AEA Number 11

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

TLC Model Number Model 3 Comparable Plan

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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)**



Pleasantville's mission for TLC was collaboratively crafted:

"The Pleasantville Community Schools will establish partnership between school staff and community to create a teacher leadership and compensation (TLC) system that empowers teacher-leaders to collaborate and facilitate ongoing professional discourse and development with all teachers in meeting the district's mission of developing students who become life-long learners, and are responsible, product and engaged citizens."

Specific goals of the Pleasantville TLC plan include:

1. To retain effective teachers by providing enhanced career opportunities
2. Promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other.
3. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation
4. Improve student achievement by strengthening instruction

Pleasantville intends to utilize the TLC grant to improve instruction through work with collaborative teams and individual teachers through the following positions:

Instructional Coaches – 1 full-time release (or two 0.5 release) at the PK-5 level and 1 full-time release (or two 0.5 release) at the 6-12 level. 1.0 FTE = 10 days added to regular teacher contract & \$10,000 stipend {X 2 = \$20,000}

Roles & Responsibilities:

- Provide individual, small group, and large group instructional coaching centered around district-wide professional development (IPI, GRR, MTSS, K-3 literacy, Danielson framework, etc.)
- Facilitate professional development (entire staff or targeted)
- Support classroom teacher's professional growth
- Collaborate, plan and train Model & Mentor Teachers at monthly meetings
- Record M&M Teachers and upload for video review in PLCs
- Collaborate with administration in analysis of district-wide data and using the Iowa Professional Development Model (IPDM) to plan future professional development.
- Work with CIA Leaders at "Data Day" meetings
- Serve on district and building leadership teams
- Available for demonstration, observation, non-evaluative feedback, consultation, discussion and reflection
- Support peer review practices and structures
- Support development of effective assessment and grading practices
- Model effective relationships with students, staff and administration
- Participate in role-related professional development
- Attend SIAC and School Board meetings when necessary
- Lead parent & community meetings that share strategies and promote learning outside the school building

Model & Mentor Teacher(s) – 2 positions at the PK-5 level and 2 positions at the 6-12 level, full-time teachers (no release time), 5 days added to contract in addition to monthly meetings, \$4,000 stipend {X 4 = \$16,000}

Roles & Responsibilities:

- Implement strategies aligned to PD which can be observed directly or through recorded lessons
- Meet monthly with Instructional Coaches to collaborate, plan and implement model lessons or components of the Danielson framework
- Support new teachers with mentoring and induction
- Model and video past or present professional development topics and lessons
- Follow present PCSD mentoring/induction expectations, such as mentee observations, meeting logs, etc.
- Model effective relationships with students, staff and administration
- Participate in role-related professional development

Curriculum, Instruction, & Assessment Leaders – \$3,500 stipend {X 15=\$56,000} and 5 extra contract days with the following structure:

- PK-5 and 6-12 leaders in the following areas
- ELA (Reading, Writing, Speaking, Listening)
- Math
- Science
- Social Studies
- CTE (MS/HS)/21st Century Skills (Elem)
- MTSS (including TAG, SPED, Title I, ELL)
- K-12
- Physical Education
- Fine Arts
- PK/TK/K
- Early Childhood Education

**Roles & Responsibilities:**

- Curriculum
- Create vertical continuity and full implementation of the Iowa Core standards throughout the PK-12 system
- “Keepers” of curriculum documents, scope and sequence
- Instruction
- Work with Instructional Coaches to understand Danielson model
- Assist with planning and delivery of professional development
- Assessment
- Aid staff in development of assessment alignment to curriculum
- Analysis of data and IDM model to continuously improve school-wide performance,
- Serve as curriculum adoption leaders
- Take leadership of building PLC as needed
- Model effective relationships with students, staff and administration
- Participate in role-related professional development

Instructional Technology Integrationist – 1 position at PK-5 and 1 position at 6-12, \$2,000 stipend {X 2 = \$4,000}, 5 days added to the contract.

**Roles & Responsibilities:**

- Work collaboratively with Instructional Coaches and CIA Leaders
- Stay current in best practices surrounding technology and STEM
- Model use of tech applications, websites, and devices – including modeling inside the classroom
- Serve on technology team and work closely with technology director
- Write and secure grants to enhance district technology
- Deliver PD as needed (entire staff or targeted)
- Meet with building PLCs on regular basis to assist with tech integration at grade-level or by content area
- Model effective relationships with students, staff and administration
- Participate in role-related professional development

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

TLC Model Number

Model 3 Comparable Plan

## Narrative

Using Part 1 application narrative from previous application? **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).

The mission of the Pleasantville Community School District is, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. For the past two years Pleasantville Schools has operated as a Professional Learning Community with teachers meeting regularly to examine what they teach, how they teach, how they assess, and how they help students.

The vision of our TLC plan is to improve teaching and learning by empowering our teachers with more frequent and ongoing coaching, guidance, and professional feedback aligned to the PLC “five question” framework that includes:

1. What do we want our students to learn
2. How will we teach the curriculum?
3. How will we assess the curriculum?
4. How will we respond to students who struggle?
5. How will we enrich learning for our students?

The Pleasantville Community Schools began planning and discuss the Teacher Leadership and Compensation System in September of 2014. The TLC committee consists of 17 members, consisting of one school board member, district and building-level administrators, five parent/community representatives, and eight teacher representatives. Teacher representatives were chosen from each building within the district, as well as from both Teacher’s unions (ISEA and PEI) with a presence in our school district. The committee met monthly for 60-90 minutes beginning in October, 2014 and continued to meet until May of 2015.

The planning committee was provided background information about TLC, reviewed the planning grant information, as well as the legislative regulations behind the program. The month-by-month planning and discussion process Pleasantville intended to use was shared, as well as the state guidance and “TLC FAQs” were discussed.

The financial implications of TLC were discussed in great detail at our initial planning meeting in September. This included the TLC per-pupil allotment our district might expect, as well as the different career pathway models for TLC.

The committee also discussed the number of teachers that might be impacted when Pleasantville receives a TLC grant, and whether there would even be enough staff interested and willing to take on some of the TLC positions discussed. Discussion evolved over the course of 9 months and the decision to move forward with a locally-developed “comparable plan” for Pleasantville’s TLC plan.

Pleasantville’s mission for TLC was collaboratively crafted:

“The Pleasantville Community Schools will establish partnership between school staff and community to create a teacher leadership and compensation (TLC) system that empowers teacher-leaders to collaborate and facilitate ongoing professional discourse and development with all teachers in meeting the district’s mission of developing students who become life-long learners, and are responsible, product and engaged citizens.”

Specific goals of the Pleasantville TLC plan included:

1. To retain effective teachers by providing enhanced career opportunities
2. Promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other.
3. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation
4. Improve student achievement by strengthening instruction

By May of 2015, the levels of support and commitment to the Pleasantville TLC plan from all stakeholders exceeded 85%, with teachers and administration support even higher.

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## **Narrative**

Using Part 2 application narrative from previous submission? **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 TLC committee worked together to establish a clear vision and goals for our TLC plan that aligns with our desired state for all Pleasantville students, which is to be well prepared for life after school.

**Local Context and current reality:**

The Pleasantville CSD is a progressive, rural district twenty five minutes south of Des Moines located Marion County. Because of our reputation in serving all students at high levels, Pleasantville has benefited from an increase in student enrollment from within our own district, as well as an abundance students who open-enrolled into our district. A review of our Iowa Assessment AYP, MAP, and FAST data all suggest Pleasantville students perform at high levels, but still have considerable room for improvement. Generally, our students perform better at reading than in math, as demonstrated by our Iowa Assessment proficiency results, which range from 80% proficient (7th grade) to 92% proficient (3rd grade). Our secondary ACT data suggests we score right at or just below the state average in English, Social Sciences, and Science, and considerably deficient in Math.

With our current reality and desired state in mind, Pleasantville’s mission for TLC was collaboratively crafted:

“The Pleasantville Community Schools will establish partnership between school staff and community to create a teacher leadership and compensation (TLC) system that empowers teacher-leaders to collaborate and facilitate ongoing professional discourse and development with all teachers in meeting the district’s mission of developing students who become life-long learners, and are responsible, product and engaged citizens.”

**Specific goals of the Pleasantville TLC plan include:**

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4. Improve student achievement by strengthening instruction

The TLC grant will be especially important for Pleasantville in terms of goal #1. With our proximity to higher-paying schools with stronger tax bases closer to Des Moines, offering more opportunity for professional advancement, growth, and coaching will be an important selling point, as well as a cornerstone of our teacher induction and mentoring program. We also hypothesize Retention of teachers will also be impacted by TLC in this same way. We believe the ability for teachers to collaborate from within and outside of our district, using the PLC framework and data teams processes, will provide excellent opportunity for teachers to learn with and from outstanding practitioners. Locally, we have redesigned our professional development and collaboration structures to provide teachers with more time (two hours per week) for teacher collaboration. We envision the TLC program will support both teacher and administration in providing more ongoing coaching and feedback for support as a part of the teacher collaboration discourse.

The Pleasantville School Board and TLC committee developed collective commitments that will be the groundwork of our PLC and TLC structures. The collective commitments include:

1. A focus on students, preparation for life after school, and improving student achievement,
2. An investment in staff, expansion of career opportunities, employee development, continuing education, and promotion of outside the box thinking
3. A commitment and focus on academics, expansion of college credit options, opportunities for students in STEM and foreign language.

Our Theory of Action aligns to the State’s Vision because we believe the combination of more appropriately compensating teachers, providing them more support, as well as pathways to career development will improve employee recruitment and retention, which in turn we predict will have an overwhelmingly positive impact on teaching and learning in our schools.

Lastly, we hypothesize that through teacher collaboration and support from the TLC system, more Pleasantville students will be prepared for the workforce and/or college in accordance with our locally developed “college and career readiness” rubric.

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

(Resubmitted 12/21/15)

Pleasantville's TLC Committee, staff, administration, and parents are confident the TLC system will connect to and improve all aspects of our teaching and learning structures processes and initiatives. The Pleasantville Community Schools is committed to the PLC framework as the primary driver of school improvement. Through the PLC lens, TLC will help support our work with Iowa Core, MtSS, Early Literacy, Instructional Framework, Formative Assessment, Gradual Release of Responsibility, Through our TLC plan, instructional coaches, model and mentor teachers, and CIA leaders will work with staff in the areas of curriculum alignment, gap identification, materials selection, best practices in assessment (formative and summative), utilizing assessment to inform instruction, lesson plan design and implementation, modeling of best practices, and planning and leading professional development. The PLC extended contracts will allow the time needed for collaboration needed among the administration and teacher leadership.

The instructional coaches will attend trainings and workshops, conduct research and provide support materials for best practices, and support teachers with implementation of district priorities and research-supported strategies. Coaches will also support teachers with best practices, structures, and protocols for data analysis and intervention supports.

Mentor and model teachers will open their classrooms to provide anytime access for colleagues to observe and have reflective conversations regarding instructional practices. Model teachers will also be asked to record themselves teaching lessons over specific topics such as formative assessment, gradual release of responsibility, Cafe 5 structures, etc. These lessons will be warehoused and used by our coaches and for staff who have questions or need support around a specific district initiative or priority.

CIA leaders will assist in the planning and delivery of PD focused on the Iowa Core. Lead teachers will be resources for colleagues in the implementation of and alignment to the Iowa Core. CIA leaders will also support resource adoption cycles and aid our curriculum support staff in the adoption of updated materials PK-12.

Through our PLC structure, which provides grade-alike or content-alike teachers the opportunity to meet every Monday for 2 hours, our TLC plan will support and strengthen our PLCs in the following manner (as outlined by the PLC framework)

1. What do we want our students to learn? (Iowa Core)

1. Provide individual, small group, and large group instructional coaching centered around district-wide professional development (IPI, GRR, MTSS, K-3 literacy, Iowa Core, and The Danielson framework)
2. Assist the Director of Curriculum and Instruction in development of curriculum review expectations and review cycles
3. Create vertical continuity and full implementation of the Iowa Core standards throughout the PK-12 system
4. Serve as "Keepers" of curriculum documents, scope and sequence

1. How will we teach the curriculum?

1. Lead and facilitate PD related to the gradual release of responsibility framework and high-leverage, research-based instructional and engagement strategies.
2. Work with Instructional Coaches to understand Danielson model
3. Assist with planning and delivery of professional development

1. How will we assess the curriculum?

1. Aid staff in development of assessment alignment to curriculum
2. Analysis of data and IDM model to continuously improve school-wide performance
3. Collaborate with administration in analysis of district-wide data and using the Iowa Professional Development Model (IPDM) to plan future professional development.

1. How will we respond to students who struggle? (MtSS)
  1. Model appropriate instructional interventions and formative assessment strategies
  2. Plan and lead professional development on our district MtSS structures
  3. Help develop district intervention structures for students and staff
  
1. How will we enrich learning for our students?
  1. Support TAG staff in enrichment and acceleration options for staff
  2. Inform school policies on student acceleration
  3. Model appropriate instructional interventions and formative assessment strategies

Using Part 4 application narrative from previous submission?      **No**

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

**(Resubmitted 12/21/15)**

Pleasantville's current mentoring and induction program is a structured program for teachers new to the profession in their 1st and 2nd years in our district. A brief overview of the program includes an ethics course, "learning focused interactions (peer observations with a focus on the PLC framework), and a comprehensive list of expected activities with corresponding deadlines. Mentors and mentees are expected to meet regularly and keep a log of their interactions and discussions. All mentoring logs and reflections are submitted to building administrators, with a portfolio demonstrating a preponderance of evidence in meeting the Iowa Teaching Standards and Criteria serving as the culminating project for the mentoring program.

Based on the formal and informal feedback from both mentors and mentees, we understand the need to "beef up" our mentoring and induction program around our previous professional development initiatives such as IPI, PLC, MtSS, SBG, GRR, etc) and expectations. This would be true both for teachers new to the profession, as well as veteran teachers new to Pleasantville Schools.

We envision our improved mentoring program will provide more opportunity for new teachers and their mentors to work together during the school day to plan lessons, discuss district initiatives, and observe classrooms. We would provide not only the opportunity for classroom observation together, but perhaps more important would be the time necessary for discussion and reflection after.

We believe providing a more thorough mentoring and induction program, formalizing the roles and inclusion of teacher leaders in the mentoring planning and facilitation process will get new teachers off on the right foot, but will also help to orient and retain them in the long-run. We also believe this partnership between new teachers and their mentors will boost new employee morale and perhaps motivate them to stick to the career path.

Based on our TLC job descriptions, mentor teachers will have the following primary responsibilities:

- Implement strategies aligned to PD which can be observed directly or through recorded lessons
- Meet monthly with Instructional Coaches to collaborate, plan and implement model lessons or components of the Danielson framework
- Support new teachers with mentoring and induction
- Model and video past or present professional development topics and lessons
- Follow present PCSD mentoring/induction expectations, such as mentee observations, meeting logs, etc.
- Model effective relationships with students, staff and administration
- Participate in role-related professional development

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## **Narrative**

Using Part 5 application narrative from previous submission? **No**

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

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

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

**Part 5 (re-submitted 12/12/2015)**

Pleasantville Schools TLC Committee identified the option three, comparable plan because of the defined autonomy and flexibility to build a plan that best met our district needs. Our current teacher leadership structure includes building-level leadership teams and a district-wide leadership team. These will not change based on the adoption of our TLC plan, but rather these positions will be in addition to the current structures. Our TLC proposal includes the following positions:

**Instructional Coaches** – 1 full-time release (or two 0.5 release) at the PK-5 level and 1 full-time release (or two 0.5 release) at the 6-12 level. 1.0 FTE = 10 days added to regular teacher contract & \$10,000 stipend {X 2 = \$20,000}. 0% of time engaged in student instruction, 100% teacher leadership responsibilities.

**Roles & Responsibilities:**

- Provide individual, small group, and large group instructional coaching centered around district-wide professional development (IPI, GRR, MTSS, K-3 literacy, Danielson framework, etc.)
- Meet at least once every two weeks with CIA leaders to:
  - Plan professional development (entire staff or targeted)
  - Plan “Data Day” meetings
- Support classroom teacher’s professional growth
- Record M&M Teachers and upload for video review in PLCs
- Study research based practices that align to district priorities
- Meet at least once every two weeks with and model teachers to:
  - Collaborate, plan and train for Model & Mentor Teacher meetings
  - Determine which demonstration, observation, non-evaluative feedback, consultation, discussion and reflection topics are most pertinent
- Provided resources for classroom teachers
- Meet weekly with administration to:
  - Plan professional development
  - Analyze feedback from PD
- Examine of district-wide data and using the Iowa Professional Development Model (IPDM) to plan future professional development.
- Discuss relationships between various TLC positions
- Participate in role-related professional development
- Serve on district and building leadership teams
- Support peer review practices and structures
- Support development of effective assessment and grading practices
- Model effective relationships with students, staff and administration
- Attend SIAC and School Board meetings when necessary
- Lead parent & community meetings that share strategies and promote learning outside the school building

**Model & Mentor Teacher(s)** – 2 positions at the PK-5 level and 2 positions at the 6-12 level, full-time teachers (no release time), 5 days added to contract in addition to monthly meetings, \$4,000 stipend {X 4 = \$16,000}. 100% of time engaged in student instruction with additional teacher leadership responsibilities as listed below.

**Roles & Responsibilities:**

- Implement strategies aligned to PD which can be observed directly or through recorded lessons
- Meet at least twice a month with Instructional Coaches to collaborate, plan and implement model lessons or components of the Danielson framework
- Participate in role-related professional development
- Meet weekly to support new teachers with mentoring and induction

- Model and video past or present professional development topics and lessons
- Follow present PCSD mentoring/induction expectations, such as mentee observations, meeting logs, etc.
- Model effective relationships with students, staff and administration

Curriculum, Instruction, & Assessment Leaders – \$3,500 stipend {X 15=\$56,000} and 5 extra contract days. 100% of time engaged in student instruction with additional teacher leadership responsibilities as listed below. Position breakdowns in accordance with the following structure:

- PK-5 and 6-12 leaders in the following areas
- ELA (Reading, Writing, Speaking, Listening)
- Math
- Science
- Social Studies
- CTE (MS/HS)/21st Century Skills (Elem)
- MTSS (including TAG, SPED, Title I, ELL)
- K-12
- Physical Education
- Fine Arts
- PK/TK/K
- Early Childhood Education

**Roles & Responsibilities:**

- Meet with with administration and instructional coaches at least twice a month to:
- Create vertical continuity and full implementation of the Iowa Core standards throughout the PK-12 system
- Participate in role-related professional development
- Serve as “keepers” of curriculum documents, scope and sequence
- Work with Instructional Coaches to understand and promote Danielson model
- Assist with planning and delivery of professional development
- Aid staff in development of assessment alignment to curriculum
- Analysis of data and IDM model to continuously improve school-wide performance,
- Serve as curriculum adoption leaders
- Take leadership of building PLC as needed
- Model effective relationships with students, staff and administration

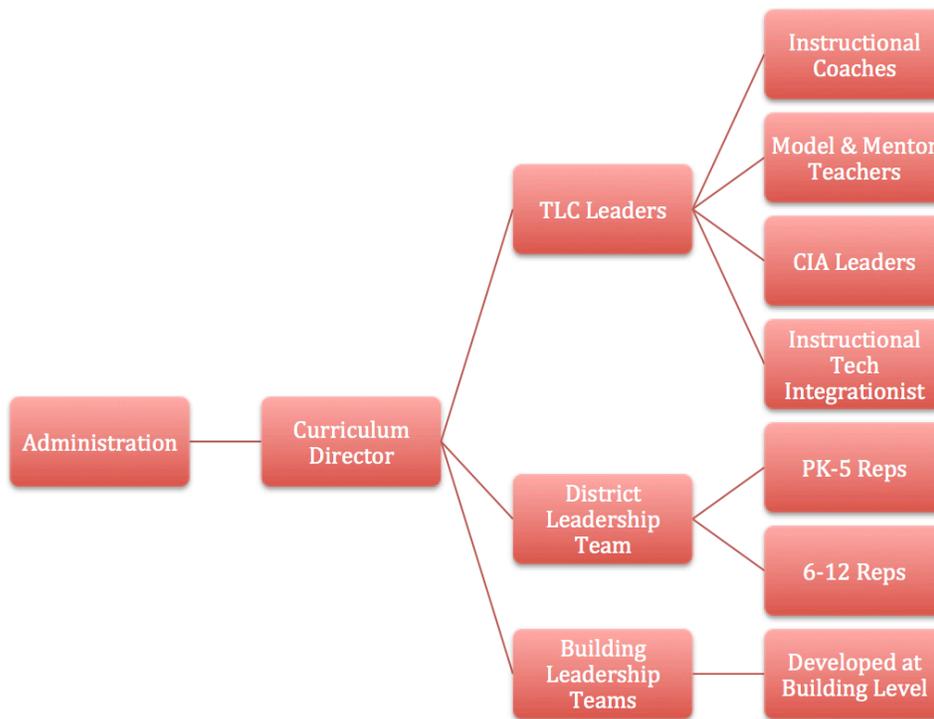
Instructional Technology Integrationist – 1 position at PK-5 and 1 position at 6-12, \$2,000 stipend {X 2 = \$4,000}, 5 days added to the contract. 100% of time engaged in student instruction with additional teacher leadership responsibilities as listed below.

**Roles & Responsibilities:**

- Meet weekly with technology director, coaches, and administration to:
- Stay current in best practices surrounding technology and STEM
- Write and secure grants to enhance district technology
- Participate in role-related professional development
- Model use of tech applications, websites, and devices – including modeling inside the classroom
- Serve on technology team
- Deliver PD as needed (entire staff or targeted)
- Meet with building PLCs weekly (as requested by teachers) to assist with tech integration at grade-level or by content area
- Model effective relationships with students, staff and administration

All of the proposed TLC positions will fit together with our current school improvement structures to strengthen instruction, professional development, and ultimately student achievement. All TLC positions will work collaboratively with our administration and curriculum director on an ongoing basis to insure fidelity of implementation of our district plan and expectations. A flowchart was created to help tie all of our various district and building-level school improvement entities together.

Pleasantville Schools Teaching & Learning Leadership Organizational Chart



Using Part 6 application narrative from previous submission? **No**

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

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

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

**Part 6 (re-submitted 12/12/2015)**

**Pleasantville schools is well aware of the value and impact high quality teachers provide on student learning.**

**Selecting our teacher leadership candidates will be done through a performance-based evaluation and selection process. This will include an intensive interview process with a hiring committee that includes administrators, teachers, and at least one member of the community.**

**Overall, our TLC positions will ask for the following information:**

- Advanced degrees - an emphasis will be placed on candidates who possess advanced degrees in the area of curriculum, assessment, and instruction, educational pedagogy, assessment and measurement, instructional technology and/or instructional methods and strategies. A degree as listed above would be more desirable than a degree in administration.**
- Understanding of the Iowa Core - Applicants will provide artifacts or examples to the selection committee showcasing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.**
- Deep understanding of evidenced based instructional strategies - An applicant who is recognized as skilled in evidence based instructional delivery strategies and the ability to differentiate instruction will rate higher in the selection process.**
- Previous experience in teacher leadership positions - Applicants who have served as a mentor teachers, served on building or district leadership teams, served as department chair or committee head, will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.**

**All teachers in the district with at least three-years of successful teaching (at least one-year must be in Pleasantville Schools) will be eligible to apply for TLC positions. Candidates who apply for a TLC position would not be eligible to participate in TLC interview committees. The application materials for TLC positions in Pleasantville shall include a resume, letter of interest, and narrative responses to the following two questions: 1) Please identify the qualities you possess that make you an effective teacher, as well as those that would make you a successful TLC leader, and 2) Please share your commitment to and involvement with professional development and leadership as a teacher. The interview team will review applications and evaluate them using a locally developed evaluation rubric that is loosely based on the TAP teacher-leader candidate evaluation process. Our rubrics will be a three-point rubric to help the committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measured as: 1 = does not meet criteria, 2 = meets criteria, and 3 = exceeds criteria.**

**We will seek to hire our instructional coach positions, followed by our mentor and model teachers, then our CIA leaders, and then the instructional technology integrationist. All applicants will be asked to bring a preponderance of evidence that supports their work and showcases their ability to serve in the capacity for which they have applied.**

**Specific to the instructional coaching positions, the interview team will also determine the format of the interviews, which would likely include a sample task / written response to evaluation of student data, teaching a lesson, and assessment of a videotaped lesson with key points they would, as the instructional coach, identify as areas for possible coaching.**

**Specific to the mentor and model teacher positions, the interview team will also determine the format of the interviews, which would likely include a sample task, teaching a lesson, sample lesson plans related to the district's locally developed "instructional playbook."**

**Specific to the CIA leader positions, the interview team will also determine the format of the interviews, which would likely include a sample task, knowledge of PLC structures, and sample lesson plans related to the district's locally developed "instructional playbook."**

Specific to the instructional technology integrationist position, the interview team will also determine the format of the interviews, which would likely include a sample task, as well as a portfolio showcasing a preponderance of evidence and background with successful technology integration.

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## Narrative

Using Part 7 application narrative from previous submission? **No**

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

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

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

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

Pleasantville seeks to adopt a locally-developed “comparable plan” for our TLC model. Within our model there are clearly defined TLC roles related directly to PD and district teaching and learning initiatives. Our plan calls for the addition of instructional coaches (ICs), mentor and model teachers, CIA leaders, and instructional technology integrationists.

ICs have full-time release and would spend 0% of time engaged in student instruction, leaving 100% of their time for teacher leadership responsibilities. Instructional coaches primary responsibilities include providing individual, small group, and large group instructional coaching centered around district-wide professional development. Individuals who are selected as instructional coaches will meet at least once every two weeks with CIA leader positions to plan professional development, plan “Data Day” meetings, support classroom teacher’s professional growth, record M&M Teachers and upload for video review in PLCs, study research based practices that align to district priorities. Instructional coaches will also meet at least once every two weeks with and model teachers to collaborate, plan and train for Model & Mentor Teacher meetings, determine which demonstration, observation, non-evaluative feedback, consultation, discussion and reflection topics are most pertinent, and provided resources for classroom teachers. Additionally, instructional coaches would meet weekly with administration to plan professional development, analyze feedback from PD, examine of district-wide data and using the Iowa Professional Development Model (IPDM) to plan future professional development, discuss relationships between various TLC positions, and participate in role-related professional development.

Model & Mentor Teachers would remain as full-time teachers (no release time) and spend 100% of time engaged in student instruction. Additional leadership responsibilities would include implementing strategies aligned to PD which can be observed directly or through recorded lessons, meeting at least twice a month with Instructional Coaches to collaborate, plan and implement model lessons or components of the Danielson framework, participating in role-related professional development, meeting weekly to support new teachers with mentoring and induction, modeling and videoing past or present professional development topics and lessons, following present PCSD mentoring/induction expectations, such as mentee observations, meeting logs, etc, and modeling effective relationships with students, staff and administration.

Curriculum, Instruction, & Assessment Leaders would remain classroom teachers and spend 100% of time engaged in student instruction. Their additional teacher leadership responsibilities would include meeting with with administration and instructional coaches at least twice a month to create vertical continuity and full implementation of the Iowa Core standards throughout the PK-12 system, participate in role-related professional development, serve as “keepers” of curriculum documents, scope and sequence, work with Instructional Coaches to understand and promote Danielson model, assist with planning and delivery of professional development, aid staff in development of assessment alignment to curriculum, lead analysis of data and IDM model to continuously improve school-wide performance, serve as curriculum adoption leaders, take leadership of building PLC as needed, and model effective relationships with students, staff and administration.

The Instructional Technology Integrationists would remain a classroom teacher and spend 100% of time engaged in student instruction. Their primary roles & responsibilities would include meet weekly with technology director, coaches, and administration to stay current in best practices surrounding technology and STEM, write and secure grants to enhance district technology, participate in role-related professional development, model use of tech applications, websites, and devices – including modeling inside the classroom, serve on technology team, deliver PD as needed (entire staff or targeted), meet with building PLCs weekly (as requested by teachers) to assist with tech integration at grade-level or by content area, and model effective relationships with students, staff and administration. All of the proposed TLC positions will fit together with our current school improvement structures to strengthen instruction PD, and ultimately student achievement. All TLC positions will work collaboratively with our administration and curriculum director on an ongoing basis to insure fidelity of implementation of our district plan and expectations. A flowchart was created to help tie all of our various district and building-level school improvement entities together.

Pleasantville’s TLC positions will play a big role in planning and leading our professional development initiatives. Our administration will meet weekly with and count on the TLC positions, particularly the instructional coaches, CIA leaders, and model teachers, to look at district data from multiple sources to help us determine areas in need of further development.

In accordance with the IPDM, our TLC leaders will work with the administration to identify instructional matches for training and support that align back to the district data points. Execution of the PD plans and delivery of content will also be done collaboratively between teacher leaders and administration leadership. Meetings will be held regularly between TLC leaders and administration for ongoing evaluation of the planned PD efforts. Ongoing adjustments will be made as necessary as the plans continue to be executed. A summative evaluation will take place at the end of the school year and next steps will be determined as it relates to keeping the same goals and plans, adjustment to the plans and goals, or to move on to new goals with new PD plans. We believe this decision making model and structure for Teacher Leadership is all in direct alignment with the philosophy of the IPDM.

Using Part 8 application narrative from previous submission?      **No**

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

**a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.**

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

Pleasantville Schools will utilize multiple measures to evaluate the effectiveness of our TLC plan. Both formal and informal evaluation measures will be taken into consideration. Our TLC initiative will be monitored, evaluated and adjusted based on the feedback collected. The District Leadership Team already in place will provide the overall oversight and evaluation for the TLC program. As a part of the district goal-setting process, specific TLC program goals will be crafted and drive the evaluation of the program. Specifically, the TLC plan will be measured through a multi-faceted lens including:

Short-term measures of progress will include:

- Administration / TLC committee reflections on the fidelity of TLC implementation
- Feedback from continuous improvement meetings held prior to and during the implementation of our TLC plan
- Solicitation of feedback (formally and informally) from staff regarding TLC
- Survey results that identify areas of strength and areas in need of improvement regarding TLC
- Walkthrough data comparisons pre/post TLC
- IPI
- Locally developed walkthroughs

Long-term measures of progress will include:

- Summative TLC goal reviews
- Standardized assessment student growth results
- ACT
- Iowa Assessments
- FAST
- MAP
- Benchmark
- MtSS data
- Failure rates
- retention rates
- Intervention usage data
- Grade data

By June of our TLC implementation year, the DLT will monitor and assess the overall effectiveness of the program around the following four goals:

1. Ongoing review and analysis of the TLC program from SIAC, DLT, BLT, administration, and teaching faculty
2. Make regular recommendations for TLC improvement, job descriptions, and positions
3. Help craft communication plans regarding TLC impact, celebrations, and success
4. Recommend ongoing professional development intended to improve and support our TLC program

Using Part 9 application narrative from previous submission? **No**

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

Pleasantville Schools operates under a growth mindset and has embraced several school improvement initiatives in the past five years that showcase our ability to implement and sustain a program such as TLC.

Perhaps the most important initiative centers around our district's shift toward operating as a professional learning community (PLC). The shift to building internal capacity and moving away from outside "experts" to carry the cognitive load for PD was considered a first-order change in Pleasantville. In the past 24 months, Pleasantville schools began to study the PLC model and has since embraced it as the primary driver of school improvement in our district. In many ways, our transition toward PLCs will work in a similar manner as TLC in terms of planning in preparation. Based on our successful implementation of PLCs, I am confident in our ability and capacity to implement TLC quickly, efficiently, and successfully.

Details of our successful plan for PLC included:

- Multi-year plan for all teachers to attend national Solution Tree PLC conference
- building and district developed professional development that oriented our staff to the ideas and principles of PLC and the gradual release of responsibility framework
- Investment in support materials and books for ongoing book studies and support structures
- Investment in data analysis protocols and training
- Investment in additional TAG staff and planning for classroom extension and enrichment to support PLC question 5
- Partnerships with the AEA to provide training to support MtSS and high leverage instructional routines to support PLC questions 4 and 5
- DLT development of "instructional playbook" to support PLC questions 1 and 2

To better support our PLC model, a change was made in the structure of our professional development. Input from parents, community and staff was solicited to identify the needs and feasibility of a shift to weekly, morning professional development late starts. Although many concerns were identified in the beginning, careful and thoughtful conversations were held to help build understanding and eventually advocacy for this change. The data collected from stakeholders including staff, school board, community, and administration indicates the plan was well executed and yielding great results.

The key district staff involved with ensuring the long-term success of our TLC plan include the building principals, curriculum director, superintendent, and school board. While the superintendent will provide overall support and accountability of the program, the curriculum director will be most heavily involved with the ongoing meetings, coordination, and planning with the TLC team. Ongoing improvement and adjustments to the program will come from within the ranks of the TLC team and recommendations will be made the the superintendent and school board.

Specific to TLC, the positions afforded by this program will become part of the foundation of our school improvement work in Pleasantville. Although we are counting on TLC positions to accomplish our goals around teacher feedback, support, and growth, school improvement will remain a priority for Pleasantville with our without the funding of the TLC program. Supplemental state funding will be required to fully sustain the staffing levels required within this grant, teacher leadership supplemental foundation aid shall not be combined with regular wages to create a combined salary schedule. Reduction in state funding may necessitate TLC program adjustments in terms of staffing, materials, and / or professional development.

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## 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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.	Yes

## 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.	\$96,000.00
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).	\$103,608.16
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$209,608.16</b>

## Grant Allocation

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

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

Certified Enrollment Number	670.36
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$209,608.16
Total Allocation	\$209,608.16

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### Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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### Total Allocation Budgeted

Total Projected Amount to be Expended	\$209,608.16
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

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### Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

## Part 10 (re-submitted 12/21/15)

Pleasantville Community Schools already meets the minimum salary requirement of \$33,500.00. We do not anticipate the need to use TLC funds to raise the minimum teacher salary.

With that in mind, \$96,000 is allocated to fund the salary supplements set aside for the teachers in leadership roles, which includes instructional coaches, CIA leaders, model and mentor teachers, and instructional technology integrationists. Additional contract days are included to train teachers for their new leadership roles and responsibilities and to allow for additional time for teacher leaders to complete job responsibilities.

\$103,608.16 has been allocated to cover the costs for the time teachers in leadership roles who 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).

\$10,000 has been earmarked for professional development for TLC pathways. We also recognize ongoing commitments will be made from additional funding streams to support this as well.

### Narrative:

Pleasantville schools believes in the State's vision for the TLC system. Like most Iowa schools, we believe school improvement means employee and teacher improvement. Our vision is to use the principles and support afforded by the statewide TLC system to enhance our already strong teacher leadership and school improvement initiatives. The specific goals for Pleasantville School's TLC program include:

1. To retain effective teachers by providing enhanced career opportunities
2. Promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other.
3. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation
4. Improve student achievement by strengthening instruction

The Mission of the Pleasantville CSD, is "in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community." Our District Vision is "To engage learners in a caring, student-centered environment with rigorous, challenging and innovative curricula by highly qualified staff while showing respect, responsibility, school pride and communication with all stakeholders." We believe the Pleasantville TLC program will tie our mission (why we exist) with our vision (desired state). The TLC system will create a system to enhance teaching and learning by supporting our teachers and leaders in our district. This program will provide additional resources and support staff to help implement district initiatives (PLC, Iowa Core, MtSS, Early Literacy, Instructional Framework, Formative Assessment, Gradual Release of Responsibility, etc.) and support each other in working toward individual career goals that will have a positive influence on student learning.

Our budget was carefully crafted and designed collaboratively to accomplish the district mission and vision, as well as our TLC goals. The overall goal is to support teachers and increase student learning. We believe our budget is 100% aligned to this goal. All teachers, patrons, and administration involved in the planning process provided a voice resulting in a thoughtful, comprehensive plan and budget for TLC.

PCSD's TLC plan includes 23 teacher leader positions, which equates to nearly 36% of our 64 current teachers in the district. Although we are excited that our plan calls for more teacher leaders involved than is required to reach the state minimum, we maintain that every Pleasantville teacher is a leader and will continue to provide support and

resources that align with our district mission and vision.