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70554 - Teacher Leadership and Compensation (TLC) System

72843 - Rock Valley Teacher Leadership and Compensation Plan
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-01-30 02:30:02
Signature:	Chad Janzen	Submitted By:	Chad Wayne Janzen

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 Organization Type*: K-12 Education
 Tax ID: 42-6003406
 DUNS: 62-249-5158
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 Phone*: 712-476-2701
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City: Rock Valley Iowa 51247
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Program Area of Interest*: Teacher Leadership and Compensation System

Fax: 712-476-2125

Agency: Administrative Services, Iowa Department of

Benefactor Vendor Number

Recipient Information

District*: Rock Valley Community School District
Use the drop-down menu to select the district name.
 County-District Number*: 84-5607
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

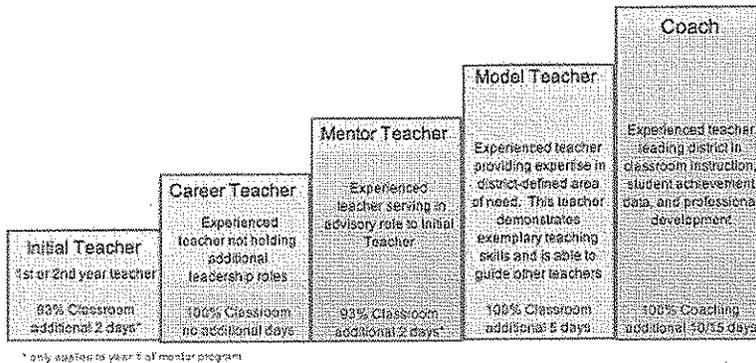
The mission of the Rock Valley Community School District is to provide all students with educational opportunities needed to achieve their optimum potential as citizens of a global society. The district is a progressive institution with dedicated and passionate staff members, administrators, school board members, parents, business members and community. The district has been a leader in implementing preschool education, character education, Authentic Intellectual Work (AIW), and meeting the needs of low income families and ESL students. The school currently has a full-time technology integrationist who has allowed the district to be a leader in effective technology use PK-12. By having this experienced coach on staff, the district is well-equipped to prepare all new Teacher Leaders in understanding their roles and what it takes to be successful. Additionally, this early experience with the coaching model has shown myriad benefits to teaching and learning. In 2015, the district will be the first school in the state of Iowa to open its own student-run manufacturing business, Rocket Manufacturing, as a joint project with local community colleges and businesses. Our successes are evident, as approximately 80 students open enroll to the Rock Valley district each year.

The mark of a successful school, however, is not just a list of accomplishments. While we pride ourselves on being innovative, creative, dedicated, and driven, we believe one of our greatest strengths lies in constant self-examination. To that end, the process of completing this Teacher Leadership application has been an enlightening one. Rock Valley has work to do, and we are aware and poised to begin. The plan is representative of a combination of Plan B and our own model and is ultimately submitted under Plan C. The TLC planning committee has been meeting on a regular basis and received input on the plan from staff members, the district's parent committee, and board of education. Our submitted plan is one that best exemplifies our needs, goals, and unique learning environment. In this executive summary, we address the following components of our plan:

- Goals necessary to make our TLC vision a reality
- Overview of tiered teacher leadership roles
- Information on how data and goals will drive professional development and continued assessment of the program

Our vision is to create teacher leadership that embodies the best in teaching and learning; one that cultivates an environment of shared leadership and accountability, continuous growth and professional development, and improved student achievement. To this end, Rock Valley Community School District has developed key district-wide goals and built a Teacher Leadership and Compensation plan that supports the progress and change needed in the district. The priorities for the 2014-2015 school year are to have (1) Rock Valley teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction and professional development, and (3) to provide support and mentoring to new teachers.

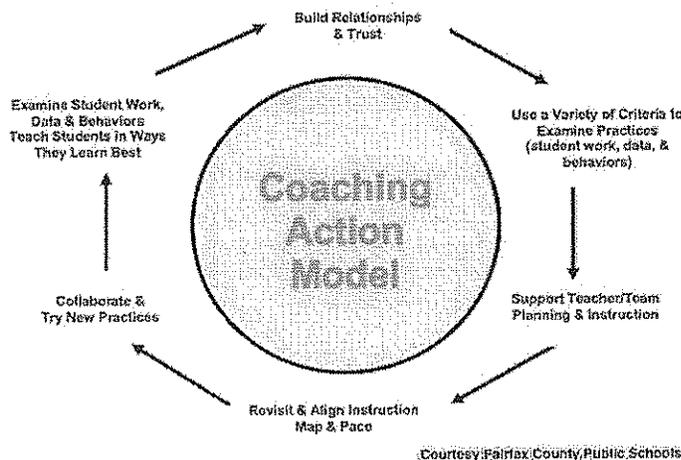
A five-tiered differentiated pathway has been created to encourage teacher leadership and provide all educators with resources to improve instructional practices. The plan consists of five levels of teachers: Initial Teacher, Career Teacher, Mentor Teacher, Model Teacher and Coach. Initial Teachers are in their first two years of teaching and will be guided through this critical professional period through a variety of district and Area Education Agency trainings, visiting other classrooms and implementing researched-based instructional strategies with the help of their assigned mentor. The second step in the pathway is the Career Teacher. Career Teachers are classroom teachers in the traditional role. The leadership portion of the pathway begins with the Mentor Teacher. Mentor teachers are full-time educators who will spend 12 days working with Initial Teachers. The Model Teacher, the next tier in our leadership plan, will consist of full-time classroom teachers. As experienced educators who demonstrate exemplary skills, the Model Teacher will assist in delivering and implementing professional development based on a designated area of expertise, coinciding with the year's professional development plan.



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Finally, our plan outlines hiring two full-time instructional coaches, focusing on specific areas of emphasis. Both coaches will be responsible for implementation and delivery of professional development, as well as working directly with model teachers. The coaches will work as a team but specialize in areas that coordinate with the district's plan and goals. The Curriculum Coach will focus on the Iowa Core and Data-Driven Decision Making. The second coach will be the Instructional Coach with an emphasis in technology. This coach will work with teachers on researched-based instructional strategies. Weaving technology integration together with instructional strategies will assist teachers in becoming great practitioners with seamless integration of technology into the classroom. As an AIW (Authentic Intellectual Work) district, the Instructional Coach will also become the district's expert in AIW.

A continuous process of improvement will be used to monitor and adjust the TLC Plan. The Coaching Action Model below provides a framework to ensure we are continually meeting the needs of all stakeholders in the education process.



With many of the pieces already in place, the district is ready to implement and sustain the Teacher Leadership and Compensation Plan. The Rock Valley Community School District is a progressive student-focused institution that brings together outstanding educators, dedicated parents, and a proud community. This district is excited about the TLC program and the impact it will have on staff and student achievement.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

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

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

Part 1

The majority of the planning grant was used to pay members of the Teacher Leadership and Compensation Planning Committee stipends. Stipends were used to pay staff for time spent outside of their contract to work on the planning and writing phases. Staff was given the assignment of watching the webinars on the various TLC programs that were available on the Department of Education's website. They were also given articles from the Department of Education's resources web page. Staff spent time outside of the work day writing their portion of the plan and reviewing other members' writing. Planning grant funds were also utilized to pay substitute teachers for times we met as a committee during the workday. A small portion of the funds was used to provide food and refreshments for meetings.

The committee first met on August 15, 2013. The committee spent 30 minutes going over the Teacher Leadership and Compensation Program. Topics covered included the planning grant, the timeline for approval, the five "must-haves," and the three different models provided.

The team met again on October 16. At this meeting, the committee was given a packet of teacher leadership resources and reviewed the Department of Education's resources website. The committee was broken into groups. Each group was given a webinar from the Department of Education to view and one of the resources on teacher leadership to read. On October 30, the committee met again to report back to the group on their assigned topics.

The committee reconvened on December 5. The beginning of the meeting was spent reviewing the application process and the goals of the Teacher Leadership Program. Sample budgets were then shared to demonstrate the number of each kind of positions we had discussed in relationship to the instructional coach model. The information helped frame the conversation of what our coaches would be able to do.

The majority of time at the December 5 meeting revolved around the list of topics generated on a Google Doc. These topics were areas of need the committee believed encompassed the district's needs. Six categories were developed based on the brainstorming list: instruction, standards, data, technology, reading and mentoring. These topics were then combined into two major categories: Instructional Strategies (including technology integration) and Data Driven Decision Making (including Iowa Core). Mentoring was removed as a category as it was deemed a given and reading was deemed a part of the two different categories. Finally, the committee analyzed the items listed in each category and developed a defined list of what items the coaches would work on.

The committee then met on December 11 for an entire day. The first half of the day was to design, with specificity, the roles and responsibilities of each leadership position. Brainstorming sessions were then held for the concepts of the rigorous selection process, evaluation of leadership positions, evaluation of the overall program, and the professional development model to be used. The afternoon was then utilized to begin the writing process. The committee was broken into the same groups as before to write portions of the plan.

Parental involvement included the School Improvement Advisory Committee (SIAC). The SIAC was given the goals of the program, the leadership positions, how the rigorous selection process would work, how the program would be evaluated, and how the process will work in developing the district professional development. Relevant student achievement data and district programs included in the program were provided as well. The committee analyzed each section of the proposal and provided feedback. This feedback was then taken back to the TLC committee for revisions.

A final committee meeting was held in January to review the entire plan. Based on SIAC feedback and committee member input, a final draft was composed.

The school board was kept apprised of the progress of the Teacher Leadership and Compensation Committee. They were informed of the legislation creating the program and funding and the details provided by the Department of Education. The board was provided a rough outline of the program at the December board meeting with a final version approved at the January board meeting.

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

Part 2

Our vision is to create teacher leadership that embodies the best in teaching and learning; one that cultivates an environment of shared leadership and accountability, continuous growth and professional development, and improved student achievement.

LOCALLY DEFINED GOALS:**Rock Valley Community School District Teacher Leadership Goals:**

- To provide a teacher induction and mentoring program with a 100 percent retention rate.
- To provide leadership in the use of data to drive decisions and instruction.
- To improve student achievement by building capacity in effective instructional practices.
- To align and implement the Iowa Core with fidelity.
- To provide a more coherent, comprehensive professional development plan.

An analysis of the current mentoring program shows the need to provide additional support for new teachers. Of new teachers hired in the last five years, 35 percent of them have been replaced. In the last five years twelve percent of our new teachers have not been offered a continuing

contract or have chosen to leave the teaching field. In those same five years, 23 percent chose to leave Rock Valley for another school district. The teacher leadership positions will enhance our teacher induction and mentoring program by providing more time for our mentor and mentees to work together to implement research-based instructional strategies and lessons. More support for new teachers will lead to greater teacher retention and job satisfaction.

The District Leadership Team attended an AEA training on data-driven decision making. The team analyzed the various pieces of data available to staff and determined a need for more professional development in order to take advantage of the data at our disposal. The development of data teams was considered an essential component in understanding student achievement data and its implications across the district. Teacher leadership will be a key to the success of this initiative. An expert in the use of data will help shape teachers' understanding of how to interpret and use the data to drive their instructional decisions.

Relevant student achievement was analyzed in developing the goals and needs of our Teacher Leadership Compensation program. Specifically, the district reading achievement data demonstrated the following:

- For the first time, grades 4, 8, and 11 all achieved below 80 percent proficient in reading on the Iowa Assessments.
- As district low socio-economic numbers have risen, the percentage of those students scoring proficient in reading has decreased.
- As district English Language Learner numbers have risen, the percentage of those students scoring proficient in reading has decreased.

The data suggests that a need exists in the teaching of reading across the district. The district will utilize teacher leadership to enhance instruction, especially in the area of reading.

Staff has been surveyed on their comfort level and implementation of the Iowa Core. Based on this survey, it was revealed that further professional development is needed on the Iowa Core. Staff currently analyzes the Core through the lens of Authentic Intellectual Work (AIW). A staff member trained as the leader of AIW will strengthen the implementation and understanding of AIW and the Iowa Core.

FIVE STATEWIDE GOALS:

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. The district currently provides a salary greater than \$33,500. It has one of the most competitive salaries for schools our size in our region. The opportunities for professional development and leadership opportunities available through the TLC program will attract potential and future teachers to Rock Valley. The opportunities to work more closely with an experienced teacher will make their transition into teaching more fulfilling.

Retain effective teachers by providing enhanced career opportunities. The increased opportunity to lead and provide career alternatives will increase the likelihood of effective teachers remaining in the profession and the district.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other. Teachers are already provided opportunities to collaborate with peers in AIW groups. The successful utilization of data teams will provide additional opportunities for collaboration. Respected teacher leaders will provide increased opportunities for teachers with special skills to be able to collaborate as a team and with others in their areas of expertise.

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. Increased opportunities to lead in the district and be compensated for their abilities will lead to higher teacher retention. These opportunities will provide pathways to leadership for those who wish to remain in the classroom. It will also create opportunities for leaders to build capacity in their areas of strength.

Improve student achievement by strengthening instruction. An effective teacher has the most significant impact on student achievement. Teacher leaders collaborating with educators to improve their knowledge of instructional pedagogy and use of research-based instructional practices will lead to better teaching and thus improve student achievement. With reading being the foundation of all academia, our specific focus on reading will impact all areas of learning.

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

Part 3

Rock Valley's Teacher Leaders will be instructional specialists for instruction and curriculum. The Teacher Leaders will support and strengthen the priorities identified by the Rock Valley TLC Committee, SIAC, and School Board. **The priorities for the 2014-2015 school year are to have (1) Rock Valley teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction and professional development, and (3) to provide support and mentoring to new teachers.** The teacher leaders will greatly increase the district's ability to fully implement the priorities of the Rock Valley Community School District.

(1) Implementation, Alignment, and Assessment of the Iowa Core

- **Iowa Core:** The Teacher Leader team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leader team will continue to use the ICAT (Iowa Curriculum Alignment Tool) and the district-created Iowa Core Google Documents, and will assist teachers in using these tools. The Teacher Leader team will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. **Without the support of a Teacher Leader team, it will be difficult for the district to assure that 100% of the teaching staff has met this priority.**
- **Authentic Intellectual Work (AIW):** **One of the Teacher Leaders will be identified to attend AIW leadership training and will serve as the district's local coach for AIW.** They will lead the district's AIW efforts, which started in the 2010 school year. Rock Valley teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core. The AIW local coach will assist district teachers in implementing the AIW framework, which sets a standard for teaching academic subjects that maximize expectations of intellectual rigor for all students. AIW, most importantly, equips students to address the complex intellectual challenges of work, civic

participation, and managing personal affairs in the contemporary world. The local AIW coach will assist in the development of a long-term plan which will sustain the AIW efforts in the Rock Valley Community School District.

(2) Use Data to Guide Instruction and Professional Development

- **TIER and Curriculum Based Measurements:** The Teacher Leader team will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leader team will support the district's efforts in RTI (Response to Intervention) through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The Teacher Leader team will assist and train teachers in research-based instructional strategies and progress monitoring of students goals identified by the Student Assistance Team as part of the district's RTI process.
- **Data Teams:** The Rock Valley District has recently trained the Teacher Leadership Committee with data-driven decision making training. The selected Lead Teachers will become the facilitators with the Teacher Leadership Committee to use data to make decisions that will benefit student achievement and identify needs for professional development. The data team will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning. Through this process, they will identify student achievement needs, set goals with the teachers according to data findings, and establish professional development needs for the district.

(3) Provide Support and Mentoring to New Teachers

- **Mentoring and Induction:** The Teacher Leaders will be assigned as mentors to new staff to the district. They will attend all meetings within the district with a focus on mentoring, and also attend the statewide mentoring and induction meetings offered through our local AEA. Our current mentoring and induction program provides for four full days of mentoring and induction support to new teachers. The additional funds provided by the Teacher Leadership Supplement will provide for eight full days of mentoring and induction support for new teachers in addition to the AEA meetings.

The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in becoming the apotheosis of schools by providing all students the education to achieve their optimum potential as citizens of a global society.

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

Part 4

The Rock Valley Community School Teacher Induction and Mentoring Program is designed to ensure all new educators receive full professional and personal support. As initial teachers develop their essential knowledge, skills, and experiences, we expect the result to be the ability to deliver high-quality education to help all students reach their optimum potential as citizens of a global society.

An analysis of Rock Valley's current induction and mentoring program demonstrates that a one-size-fits-all model has not been effective for new teachers. The district has 3 band/vocal positions. In the last five years the district has replaced five band/vocal teachers. A specific point of emphasis is to retain new teachers in the high school vocal and instrumental music departments. The Rock Valley Community School District has a history of providing excellence in its vocal and instrument departments, where over 64 percent of the student body participates in band, chorus, or both curriculum areas. Data from building administrators shows a need for large group classroom management strategies for new fine arts educators and more rigorous performance expectations. Maintaining a strong and successful fine arts program is highly valued by staff, students, parents, and the community.

Another point of emphasis is the implementation, alignment, and assessment of the Iowa Core. In a survey, 100 percent of new teachers during the 2012-2013 school year responded they did not feel confident in implementing or achieving student mastery of the Iowa Core. With the addition of the Teacher Leaders, mentors, and models, staff would have support in multiple areas to help design and implement lessons and assessments aligned to the Core.

Currently, any first year teacher new to the profession or district attends a two-day new teacher meeting held locally with his or her mentor. For the first two years, teachers attend four meetings annually as part of the mentoring and induction program provided by Northwest Area Education Agency (NWAEA). The purpose of the NWAEA program is to help new teachers transition into the occupation successfully, retain new teachers in the field of education, and provide mastery of the Iowa Teaching Standards that is grounded in high expectations for new teachers and their students.

Teachers enrolled in the program are paired with a veteran teacher who supports the initial teacher during his or her first two years. With this support, first and second year teachers have access to effective strategies, classroom management techniques, and assistance with district policies and procedures. The district will continue to participate in the NWAEA Mentoring Program, as it benefits from the Area Education Agency's expertise. The mentors and mentees benefit through collaboration with other new teachers and mentors.

First and second year teachers will continue to work with the district's full time Technology Integrationist. The Integrationist provides instruction to new teachers in the use of technology applications, equipment, and instructional strategies. The Technology Integrationist assists new teachers in making technology integration routine and transparent, readily accessible, and supports all aspects of the implementation, alignment, and assessment of the Iowa Core.

Mentoring and induction efforts in our district would be enhanced by the Teacher Leadership and Compensation plan in the following ways:

- Mentor Teachers would be given eight days to provide support and assistance to mentees. The eight days will be based on individual teacher needs as determined by data collected from new teachers, instructional coaches, and administration.
- Model Teachers would provide opportunities for first and second year teachers to observe exemplary teaching.
- Teacher Leaders would work with Initial Teachers to create the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core.

- Teacher Leaders and Mentor Teachers will work with Initial Teachers on implementing researched-based instructional strategies. Specifically, Initial Teachers will be trained using Marzano, Pickering, and Pollock’s “*Classroom Instruction that Works: Researched Based Strategies For Increasing Student Achievement.*”
- A Teacher Leader or Model Teacher will support music instructors using the Comprehensive Musicianship Project (CMP) as an alternative to the district’s Authentic Intellectual Work program. The CMP system is specifically designed for music teachers to create meaningful, comprehensive lesson plans.
- A Teacher Leader or Model Teacher will work with new fine arts teachers on classroom management strategies using Marzano, R. Marzano, and Pickering’s “*Classroom Management that Works: Research Based Strategies.*”

The additional resources provided by the Teacher Leadership and Compensation Program will ensure the district provides a comprehensive and successful mentoring and induction program for all new teachers. The added time provided by the program will increase the ability of mentors and mentees to collaborate on effective classroom practices, making the transition to the classroom more fulfilling.

Narrative

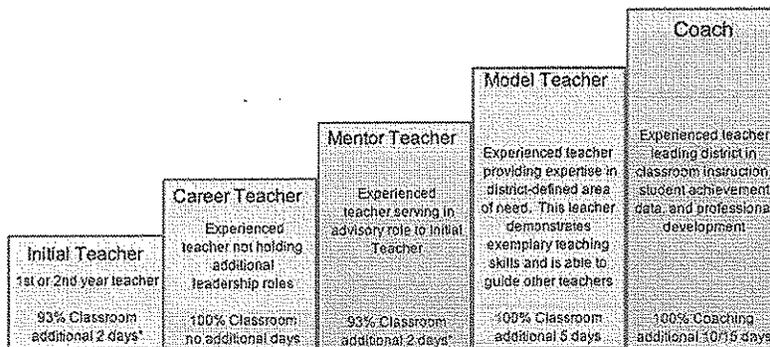
Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

- a) Description of the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Part 5

Selecting our Model:

A five-tiered differentiated pathway has been created that encourages teacher leadership and provides new and struggling educators with resources to improve instructional practices. The plan fosters professional excellence, accountability, and support for all educators.



* only applies to year 1 of mentor program

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Initial Teacher:

The Initial Teacher in the Rock Valley Community School District is in his or her first or second year of teaching. They will participate in the mentoring program sponsored by the Area Education Agency. Initial Teachers will have full-time classroom responsibilities 93 percent of contracted days. The other seven percent of contracted days will be spent collaborating with mentor teachers on researched-based instructional strategies, observing model teachers, and attending AEA mentor training. Teachers in their first year with the district will be expected to attend new teacher training prior to the start of their first school year to better acclimate them to the district and prepare them for a successful transition into the classroom.

Career Teacher:

The Career Teacher is an established teacher with a standard teaching license. Career Teachers will have full-time classroom responsibilities.

Mentor Teacher:

The Mentor Teacher is an experienced teacher who takes on the additional responsibility of providing input and instructional support to the Initial Teacher. Mentor Teachers will have full-time classroom responsibilities 93 percent of contracted days. The other seven percent of contracted days will be spent collaborating with new teachers on researched-based instructional strategies and attending the AEA Mentoring and Induction Program. Mentor Teachers will have two additional days outside of contract for accompanying Initial Teachers to the district's new teacher in-service.

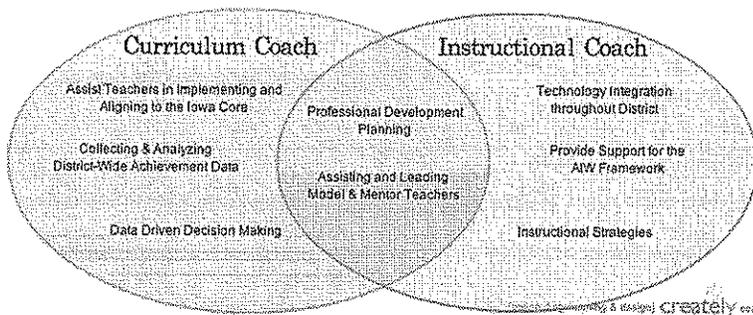
Model Teacher:

The Model Teacher is an experienced teacher who has expertise in an area of district-identified need. This teacher has shown the capacity to monitor and assess student learning and has demonstrated exemplary instructional practices that will be used to guide all teachers. The Model Teacher is in the classroom 100% of the time and will have 5 additional days above the 190 day contract to serve in this capacity. Additionally, the Model Teacher will assist the Coaches with professional development that coincides with his or her areas of expertise.

Coach:

Coaches, or Teacher Leaders, are experienced teachers who will spend 100 percent of the day coaching. The coaches will be responsible for guiding all Model and Mentor Teachers and have 10-15 additional days above the 190 day contract. They will be responsible for aligning content to and monitoring the Iowa CORE Curriculum, integrating technology, implementing and monitoring 21st century skills and Authentic Intellectual Work (AIW), and using data to drive instruction and professional development. Coaches will have all the qualities of an outstanding educator and will help meet district goals.

Based on the needs determined by our data and district goals, the plan will have two types of coaches. These coaches will work as a team but specialize in specific areas that coordinate with the district plan and goals.

**Curriculum Coach:**

The emphasis of the Curriculum Coach is data. The responsibilities of this coach include collecting, reading, and analyzing student and district-wide achievement data. He or she will use this data to drive professional development and plan instructional strategies to meet the priorities shown by the data. This coach will also focus on all aspects of the Iowa CORE Curriculum. One of his or her responsibilities will be to help teachers teach, assess and align to the Iowa CORE. The duties of the Curriculum Coach is to provide professional development, with the assistance of the Model Teachers in keeping with the district's defined areas of focus and goals. These goals will be reviewed annually with ongoing communications regarding plan requirements and monitoring.

Instructional Coach:

The Instructional Coach will assist the teaching staff in cultivating instructional practices, with an emphasis in technology integration. The responsibilities of this coach include integrating technology into the established 1:1 campus. The Instructional Coach will use the district's goals to provide support for the Authentic Intellectual Work (AIW) Framework, instructional strategies, technology integration, and facilitation of professional development with the assistance of the Curriculum Coach and Model Teachers with expertise in these areas.

Other considerations:

The Rock Valley Community School District Teacher Leadership Plan will be implemented as a team approach. The Coaches will work in conjunction with one another to assist all classroom teachers in effective teaching. They will provide direction to the Model Teachers to improve classroom instruction and student achievement through professional development.

The aspects of this plan will work best when all tiers work together and are integrated in order to achieve the district goals. The Coaches will work closely under the direction and guidance of the administration to meet these goals. The tiers and their effectiveness will be monitored by data. This data will include, but not be limited to, student achievement results, teacher surveys, and analysis of goal achievement.

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Measures of effectiveness
- b) Professional growth

Part 6

Measures of Effectiveness:

The rigorous selection process at Rock Valley Community School District (RVCSD) ensures each position is held by a highly-qualified individual. Each Teacher Leader must have a minimum of three years teaching experience, with at least one of those being at RVCSD. These individuals must show leadership qualities and the ability to work with others. Preference will be given to teachers demonstrating dedication to the teaching profession through additional training, education, and the willingness to serve on leadership committees.

The current teacher evaluation tool is based on the eight Iowa Teaching Standards. The standards reflect the qualities used to measure the effectiveness of teacher leaders. They include implementation of district goals, planning and preparing instruction, instructional strategies, student assessment, classroom management, professional growth, and professional responsibilities. While evaluations cannot be shared, as they are confidential by law, information can be gleaned from them by administration to drive conversations regarding effectiveness of applicants.

Data collected from administrative walk-throughs will also be used to measure effectiveness. Administration currently collects data on classroom walk-throughs using iPads. The data is collected and stored electronically and then summarized to provide feedback on classroom effectiveness. A third, and new way, to measure effectiveness will be through the use of the Teacher Leadership Survey. This survey will also be used to show growth in the profession and is described below.

Applicants will be selected by the following committees:

- Curriculum and Instructional Coaches will be chosen by a selection committee consisting of 2 administrators and 2 teachers within the district that are not applying for a leadership position.
- Model and Mentor Teachers will be chosen by a selection committee consisting of 2 administrators and Curriculum and Instructional Coaches. (It is important to have the Instructional Coaches be involved in the selection process of the Model Teachers due to their direct working relationship.)

Teacher Leader selection process:

- Submission of application, resume, and teacher portfolios to the committee.
- Those selected will prepare and present a one day professional development plan.
- Applicants will answer a uniform set of questions prepared in advance by the selection committee. These questions will address the candidate's professional and personal qualifications and skills. Some of the topics addressed would include knowledge of Iowa Core, data analysis, instructional strategies, technology integration, as well as the evidence of the ability to effectively coach peers.
- Each individual on the committee will fill out a rubric for each candidate. This rubric will address the professional development plan, knowledge of Iowa Core, data analysis, instructional strategies, technology integration, and the evidence of the ability to effectively coach peers.
- A discussion will be held and the committee will make a recommendation based on a majority vote. The recommendation will be presented to the Superintendent for final approval.

Model Teacher selection process:

- Submission of application, resume, and teacher portfolio to the committee.
- Administrators will consider previous classroom observations.
- Applicants will be presented with a uniform set of questions prepared in advance by the selection committee. These questions will attempt to address the candidate's professional and personal qualifications and skills. Some of the topics addressed would include knowledge of Iowa Core, data analysis, instructional strategies, technology integration, as well as the evidence of the ability to effectively coach peers.

Mentor Teacher selection process:

- The selection committee will create a list of potential Mentor Teacher candidates in conjunction with the number of new hires annually.
- The selection committee will match Mentor Teachers with Initial Teachers based on experience, knowledge of grade or subject level content, and their ability to work with others.

Profession Growth:

To demonstrate growth in the profession, the district will utilize teacher portfolios and the Professional Learning Plans required by the state of Iowa. Data can be obtained from these documents to show evidence of rigor and attainment of goals. All staff will fill out the Teacher Leadership Survey to provide data on the leadership characteristics of applicants. The survey reflects leadership in the areas of change, vision, and goal setting as well as the ability to motivate and engender trust.

Other evidence of growth, such as continuing education and previous leadership experience, will be obtained through the application process and will include the following:

- Curriculum Coach - A Master's Degree is preferred, but not required. The district would also prefer this individual has a strong understanding of curriculum, Iowa Core, and data-driven decision making.
- Instructional Coach - A Master's Degree is preferred, but not required. The district would also prefer this individual has a strong understanding of instructional strategies and technology integration.
- Model Teacher - A Bachelor's Degree with additional endorsements is preferred, but not required. The district would also prefer these individuals possess strong instructional strategies and the willingness to share and assist peers.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

b)Description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

Part 7

The vision of the Rock Valley Teacher Leadership and Compensation Plan is to create teacher leadership that embodies the best in teaching and learning; one that cultivates an environment of shared leadership and accountability, continuous growth and professional development, and improved student achievement. Through the use of the Iowa Professional Development Model, the focus of which is improved student learning and engaging all educators in collective professional development, we can achieve this goal.

Three types of leadership positions are needed to create and deliver professional development for Rock Valley's Teacher Leadership and Compensation Plan:

1. Mentor Teachers - to work with initial teachers
2. Model Teachers - will assist coaches in the creation and delivery of professional development
3. Coaches - full-time instructional coaches that will lead the creation and delivery of professional development

Collecting and Analyzing Student Data:

As a part of the leadership team, Teacher Leaders will coordinate and lead professional development that focuses on improving student learning. Teachers leaders will help facilitate the implementation of data teams and conduct school-wide action research. These teams will meet monthly to analyze and evaluate relevant student achievement data. This data will include: Iowa Assessments, K-3 reading assessments (FAST), DRA assessments, Measures of Academic Progress, and local assessments. While the district has always had access to this data, no district-wide data system exists. Teachers Leaders will help build a cohesive data plan that uses a systemic approach.

Goal Setting for Professional Development:

Based on the Comprehensive School Improvement Plan, Teacher Leaders will use data to assist administration in creating district-wide professional development goals. However, we have discovered that a one-size-fits-all approach to professional development does not work. The challenge in a smaller district is to find a way to make professional development fit all staff. Through the use of the SMART goal setting process, Teacher Leaders will not only help define the goals for the district, but also set meaningful goals for teachers in their personal professional learning plans. Teacher Leaders will use data to help develop personal goals for individual teachers that focuses on teacher skill development to improve student achievement.

Selecting Content:

A teacher leadership committee will meet on a monthly basis. One of the purposes of these meetings will be to identify scientifically-based research regarding instructional practices. The data collected throughout the district will be analyzed to determine which practices have the best fit to improve student learning.

Mentor Teachers will use the following resources when working with initial teachers:

- *"Classroom Instruction that Works: Researched Based Strategies For Increasing Student Achievement"* by Marzano, Pickering, and Pollock
- *"Classroom Management that Works: Research Based Strategies"* by Marzano, R. Marzano, and Pickering.

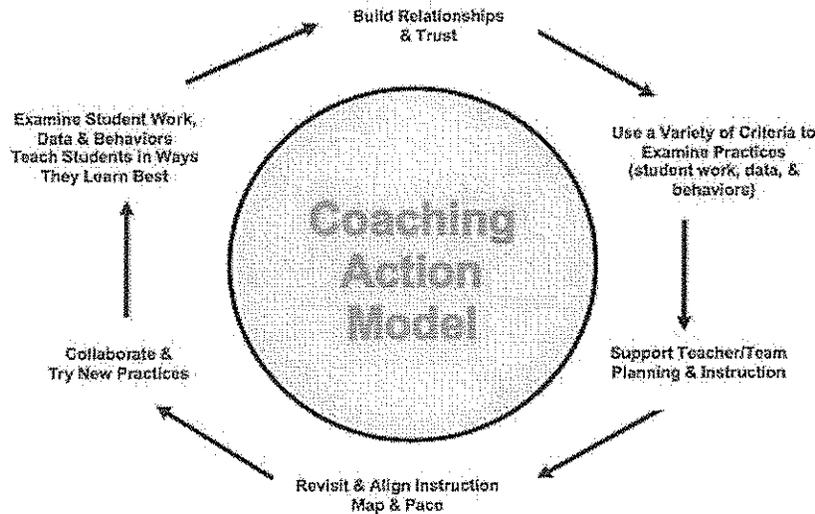
Through the improved mentoring process, initial teachers will be provided with additional training to assist them in implementing the various programs, data collection tools, and technology applications for which specific training is needed beyond the teacher preparation programs.

Design:

Teacher Leaders will assist in scheduling professional development and in allocating adequate time for collaboration. They will design professional development which incorporates theory, demonstration, and opportunities for teacher practice based on adult learning principles. Routines will be established to provide multiple opportunities for all classroom teachers to see effective practice, plan together, and develop new materials. With the addition of Teacher Leaders, we will be able to pursue a variety of scheduling options and delivery methods to better meet the needs of teachers. Teacher leaders will be able to offer professional development at different times of the day as well explore at-your-own-time and at-your-own-pace training methods. We have already begun to offer professional development for credit and hope to increase this methodology through the use of teacher leadership.

Ongoing Cycle:

The use of the Coaching Action Model below will ensure an ongoing cycle of professional development. The model uses a systematic approach to continuous improvement that relies on the collaboration of all teachers to improve student achievement. It provides the framework for teachers to learn and implement new strategies and evaluate them to determine their effectiveness.



Courtesy: Fairfax County Public Schools

Summative Evaluation:

In order to determine the effectiveness of the professional development program, Teacher Leaders will analyze teacher implementation of professional development content and student learning outcomes. District professional development will be adjusted and refined based on a variety of feedback as well as student achievement data. Feedback forms have been developed to provide immediate feedback to model teachers and coaches. Additional forms have been developed to provide direction for future professional development.

Coaches will assist classroom teachers in developing assessments to determine mastery of Iowa Core concepts. Student mastery of these assessments as well as results of state assessments will demonstrate the effectiveness of professional development. Teacher Leaders will meet with teachers to review artifacts that demonstrates fidelity of professional development. Teacher Leaders will use the summative data to determine strengths and areas in need of improvement in the previous year's plan as they begin the cycle again and plan for the future.

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

- Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.
- Description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part 8

A list of criteria has been developed to determine the effectiveness of the teacher leadership positions. The criteria are:

- Communication
- Collaboration
- Assessment
- Curriculum & Instruction
- Planning
- Problem Solving
- Innovation
- Use of Technology
- Program Operations
- Professional Responsibilities
- Staff Prof. Dev./Growth
- Student Achievement

Assessment:

A variety of methods will be used to assess the criteria. The first area of assessment will be a portfolio built by each Teacher Leader that demonstrates performance in each of the above criteria. Each submission will contain a description of the entry, what criteria it represents, and its relevancy. The artifacts selected may be teaching demonstrations from lesson plans, teacher feedback, documentation from team meetings, and others. A second method of assessment will be staff surveys based on the criteria. A list of 36 questions has been developed, each dealing with one of the criteria. Staff will complete the survey at the end of each semester on an annual basis. Third, the district utilizes the Bright Bytes survey by Clarity. The survey provides feedback on technology in the district. A portion of this survey deals with implementation and professional development related to the use of technology. The data provided by this survey will be used to evaluate the plan.

Mentors will be evaluated by their peers. The evaluation will be conducted using "The Active Mentor Rubric" by Charlotte Danielson. This rubric addresses availability, problem solving, reflective questions, confidentiality, feedback, encouragement, content knowledge, technology integration, and managing student learning. All Mentors will conduct a self-evaluation using the same rubric.

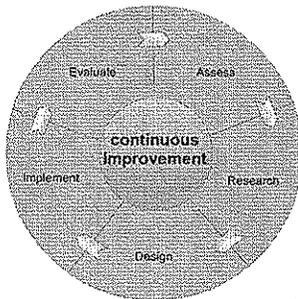
A fourth method of assessment will focus on student outcomes. These outcomes are:

- Student achievement data from:

- Iowa Assessments
- MAP Testing
- DRA
- TIER/IGDI
- ACT
- Graduation Rates
- Attendance

Monitoring and Adjusting the TLC Plan:

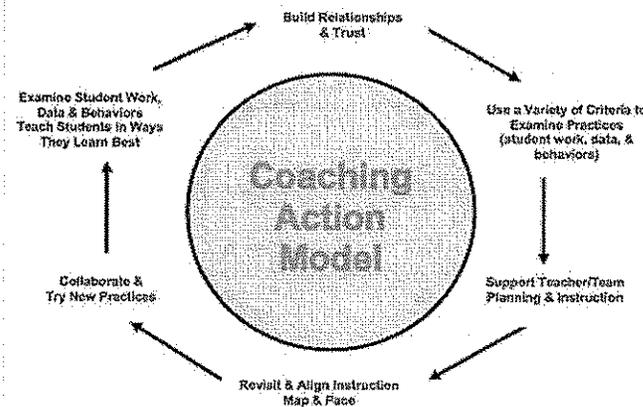
A continuous process of improvement will be used to monitor and adjust the TLC Plan.



One way the plan will be continually monitored will be through the use of coachings logs. After each visit or training session with a teacher leader, staff will complete a brief electronic survey providing feedback on the quality of the visit/training. These electronic logs will allow us to monitor the program as it develops and provide real-time feedback to make necessary adjustments. The school will also utilize a website called BloomBoard. BloomBoard will organize our TLC data and surveys to find where our organization needs the most support and connect staff to the best resources to help achieve set goals as well as provide professional growth opportunities.

Weekly TLC meetings will allow for continuous monitoring of all aspects of the program. Weekly meetings will provide opportunity for administration and teacher leaders to discuss strengths and needs and allow changes to be made as the program develops and grows. These meetings will provide for on-going dialogue based on staff input, student achievement data, and leadership observations using the continuous improvement cycle above.

To ensure the TLC goals are continually aligned with the changing needs of all teachers, students, leaders, and families, the district will employ the



Coaching Action Model below.

Courtesy: Fairfax County Public Schools

This model provides a framework to continually ensure we are meeting the needs of all stakeholders in the education process. Administration will review each position based on its job description, peer evaluations, and self evaluation on an annual basis. A conference will be held by the all Teacher Leaders, individually, with the building Principal. The results of the evaluations will be discussed. An action plan will be created for future implementation and/or improvement of this position.

Part 9) Describe the school district's capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

Part 9

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Many of the pieces necessary to implement the plan are already in place. **The current infrastructure includes:**

- **The district already employs one full-time instructional coach** in the role of technology integrationist. When the district adopted a one-to-one computing program, the district hired a full-time technology integrationist. Hiring a full-time integrationist demonstrates the district's commitment to providing professional development to implement and sustain programs. Our current coach works with teachers K-12 to develop instructional skills with technology, but also assists with other instructional strategies and serves as a mentor to new teachers.

Having a teacher leader on staff currently, the entire staff is already comfortable with the concept and embraces the impact these positions have.

- **The current instructional coach already participates in the development and implementation of professional development.** As the technology integrationist, our coach leads bi-monthly Web Wednesdays to help staff learn about technology and web 2.0 tools to use in their classrooms. The coach has lead other professional development, including a course beginning February 2014 that will be offered for college credit.
- **The district currently has a mentoring program in place.** The district currently uses the AEA mentoring and induction program with new teachers. New teachers are also provided two additional days at the beginning of the year. All teachers are provided the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC program will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- **The district volunteered to be a part of the state pilot program on early reading intervention (TIER).** Staff has already been trained on the implementation of the FAST and IGDI assessments. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs. Our willingness to be a pilot district for the state program represents our commitment to implement research-based programs that can have a positive impact on students achievement. It also demonstrates our staff's willingness to be innovative.
- **The district currently utilizes Authentic Intellectual Work (AIW) for its professional learning communities.** Having a full-time person on staff trained as the AIW coach will enhance our ability to implement the program with fidelity. The coach will provide ongoing feedback and formative evaluations for mid-course adjustments and sustaining the program.

Needed Infrastructure:

The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret them, and how they fit together. Our district leadership team is working on a plan to bring more cohesion to our district's use of data. A plan to use data teams will be in place for the fall of 2014. Having been a SINA middle school for two years and a SINA elementary school for one year, it is critical we gain a better understanding of the data at our disposal and how to use it to improve student achievement. A leader in the use of data would provide the clarity our staff needs and have a positive impact on student achievement.

Persons Responsible:

Superintendent - The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.

Principals - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Teacher Leadership - All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC program. Having a current teacher leader employed full-time will make this transition easier. The current teacher leader will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

Future Sustainability:

As a district already employing teacher leaders, the district clearly has the ability to sustain the program into the future. With a net of over 70 students through open-enrollment, the district has the ability to expand the program as well. Funding that would follow our open-enrolled-in students would allow us to add more teacher leadership positions in the future. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, strong working relationships with neighboring districts exist would provide the cooperation necessary to work together.

Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches. Coaches will be trained using *Taking the Lead: New Roles for Teachers and School-Based Coaches*, by Killion and Harrison. The community will be kept abreast of the program through the superintendent's regular "Rock Talk" newspaper articles and through communication with the school board and SIAC.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 688.3

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

District Enrollment-Based Allocation \$212,560.81

Total Allocation \$212,560.81

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00

Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$171,121.61
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)	\$19,635.84
Amount used to provide professional development related to the leadership pathways	\$15,503.36
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>	\$6,300.00
Totals	\$212,560.81

Other Budgeted Uses - Description

Item description	Amount budgeted
Website user licenses for the website Commoncurriculum.com	\$6,300.00
	\$6,300.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$212,560.81

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

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

Part 10

Our vision is to create teacher leadership that embodies the best in teaching and learning; one that cultivates an environment of shared leadership and accountability, continuous growth and professional development, and improved student achievement.

LOCALLY DEFINED GOALS:

- To provide a teacher induction and mentoring program with a 100 percent retention rate.
- To provide leadership in the use of data to drive decisions and instruction.
- To improve student achievement by building capacity in effective instructional practices.
- To align and implement the Iowa Core with fidelity.
- To provide a more coherent, comprehensive professional development plan.

The Teacher Leadership and Compensation (TLC) budget fully implements the vision and goals of the Rock Valley Community School District and the goals set forth through the TLC legislation. The current base salary of the district, with the inclusion of the teacher salary supplement, is \$36,747.91. As a result, no TLC funds were appropriated in the budget to raise the minimum salary. Incorporating 27% of the staff, the plan also meets the 25% requirement.

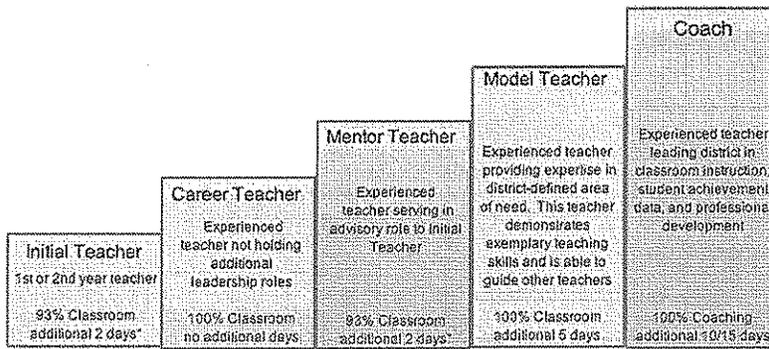
The preponderance of the TLC funds are used to pay for leadership salaries and stipends. Two full-time instructional coaches will be hired with their salary being paid entirely with TLC funds. The district currently employs a full-time technology integrationist. This position will be rolled into the new Instructional Coach job. The Instructional Coach will work 15 extra days beyond their contract for a stipend worth \$7500. While our current integrationist receives a stipend, it will be increased by \$4700 through the use of these funds. The Instructional Coach will work with all staff to build capacity in the area of effective instructional strategies. This person will also have an extensive background in the knowledge and application of technology in the classroom. The combination of effective classroom strategies enhanced through the use of technology creates powerful teaching lessons which will have a significant impact on teacher capacity, job satisfaction, and student achievement.

The Curriculum Coach will be a new coach position and will work 10 extra days for a stipend of \$5000. The Curriculum Coach will work directly on aligning and implementing the Iowa Core with fidelity. Having a full-time coach in this capacity will ensure successful implementation while building confidence about and knowledge in the Core. The Curriculum Coach will also be the lead teacher in implementing data teams throughout the district. These teams will spend time discussing relevant data to improve student achievement through effective differentiated instruction.

Model Teachers will receive a stipend of \$2000 for 5 days beyond their contract. These five days will consist one day before the school year to help prepare for professional development and another four days during the year for work outside of contracted time preparing, presenting, and implementing professional development. With the stipends paid to the coaches, our TLC plan clearly meets the state goal of "Rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation."

Finally, Mentor Teachers, who will work directly with Initial Teachers, will receive a stipend of \$1000. The stipend will pay the teacher for the training they do with their mentees. TLC funds will be used to purchase learning materials to be used by the mentors with their mentees. Books purchased will be written by current best-selling education researchers such as Robert Marzano, and whose topics included research-based

instructional strategies and classroom management techniques. Mentors will increase their time out of the classroom from four days to twelve days under our plan. This additional time will be spent observing Model Teachers in their classrooms and developing lesson plans that focus on researched-based instructional strategies.



* only applies to year 1 of mentor program

teacher development & design **creately.com**

As teachers will be out of the classroom, funds will be used to hire substitute or emeritus teachers to fill in those classrooms. Allowing time for observation, learning, and reflection will greatly enhance Initial Teachers' ability to transition into the role of classroom teacher and handle the challenges that come with it. With improved training for young staff, student achievement will improve along with teacher retention and satisfaction.

Additional TLC funds will be used to purchase user licenses for the website commoncurriculum.com. Common Curriculum is a web-based resource that will allow classroom teachers to create powerful, Iowa Core-aligned digital lesson plans and have the ability to share those lessons with all ancillary participants in the education process. In keeping with the goals of our Teacher Leadership and Compensation plan, this tool will allow for constructive feedback from Teacher Leaders to better equip all district educators for success in the profession. Additionally, it will serve as an informative resource for data regarding the fidelity of Iowa Core alignment and Authentic Intellectual Work.

Other costs include the purchase of books to train leaders. The use of Killion and Harrison's "Taking the Lead: New Roles for Teachers and School-Based Coaches" will allow all new Teacher Leaders, especially Coaches, to understand the various roles they will perform and look at strategies to be successful.

The coaching model we've designed will allow for a more cohesive district-wide data and professional development system. With a team of Teacher Leaders in place whose focus is to develop, implement and sustain professional development, the results surely will be an improved teaching staff, a more confident and satisfied teaching staff, and improved student achievement. One of our parents commented that "if this money can improve the amount and quality of professional development then the program will benefit everyone."

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 Yes

to teachers in every attendance center
operated by the school district.

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