



Application

70554 - Teacher Leadership and Compensation (TLC) System

73692 - TLC

Teacher Leadership and Compensation System

Status: Under Review
Original Submitted Date: 01/30/2014 1:29 PM
Last Submitted Date: 01/31/2014 10:43 PM

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Program Area of Interest Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

Fax:

Agency

Organization Information

Organization Name: Saydel CSD
Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

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State/Province

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Benefactor

Vendor Number

Recipient Information

District

Saydel Community School District

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

County-District Number

77-5805

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific

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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)

**TAP is a powerful, proven system that delivers:
Teacher excellence, Student achievement and Opportunities for all**

When it comes to student achievement across all socioeconomic levels, talented teachers are the critical factor. Within the course of the school day, nothing has more impact on student learning than the effectiveness of the teacher in the classroom. This is why Saydel Community School District (Saydel CSD) has chosen to implement the TAP process as its system of improvement. The TLC grant funds will support this school reform process.

TAP's goal is to draw more talented people to the teaching profession and keep them there by making it more attractive and rewarding to be a teacher. TAP provides teachers with:

- Powerful opportunities for professional growth;
- The ability to collaborate with peers during the school day;
- Fair and rigorous classroom evaluations to identify and improve teaching skills;
- School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning; and
- The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

TAP 4 Elements:

Multiple Career Paths

Under the current system, the most common way for good teachers to increase their salaries is to become administrators. Unfortunately, this takes them out of the classroom, where they are needed most. TAP allows teachers to pursue a variety of positions through career, mentor and master teachers depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase and thus, so does their compensation. Currently, Saydel has six Master Teachers and fifteen Mentor Teachers. With the help of the TLC grant, we will be able to add an Executive Master and a STEM Master.

Ongoing Applied Professional Growth

A majority of teachers in recent surveys indicate that the traditional professional development they receive is ineffective. We know that teachers learn more, when given the opportunity to collaborate with peers, focus on the specific needs of students in their schools and learn every day. TAP restructures the school schedule to provide time during the day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This collaborative time allows teachers to learn new instructional strategies with the support of expert master and mentor teachers located in their own schools. Ongoing Applied Professional Growth in TAP schools focuses on identified needs based on instructional issues that teachers face with their students. Teachers use data to target these areas of need. Each Saydel building has fully implemented clusters that meet once a week for at least fifty minutes. Each cluster has between 4-8 Career Teachers supported by a Master/ Mentor Teachers. Cluster rooms are covered with student data and resources to support instruction. The TLC grant will allow this level of support to continue.

Instructionally Focused Accountability

Most people agree that the best teachers should be paid more than ineffective teachers. But what makes an effective teacher? TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they instruct their students. Teachers are held accountable for meeting the *TAP Teaching Skills, Knowledge and Responsibility Standards*, as well as for the academic growth of their students. Teachers are observed and evaluated using the rubrics. Master and mentors observe and provide feedback as well as administrators. Each teacher will receive at least two announced and two unannounced visits. Each visit is followed up with a powerful, reflective post conference where areas of reinforcement and refinement are identified.

Performance-Based Compensation

TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. This system also encourages districts to offer competitive salaries to those who teach in hard-to-staff subjects and schools. This compensation will be based on a combination of scores on the Instructional Rubrics, school data and classroom data.

In Saydel, we are embarking on a vision to include all of our students called Challenge 2018. The challenge, at its core, is to have 100% of our students graduate and that each of those graduates will be college and workplace ready. In order to provide our students with an education that will have each of them graduate and be prepared for the 21st century we need a comprehensive system for human capital management. In defining the quality human capital system they include the following:

Recruitment practices are linked to identifying teachers with high-quality instructional skills, processes in place for new teacher induction and quality mentoring, a cohesive plan for professional learning that incorporates collaborative structures and is aligned to an ongoing strategy for system improvement while providing teachers adequate time for learning, and processes in place to provide teachers formative feedback and summative evaluation linked to expectations for effective instructional practice and student results. Instructional practices and student data are used to guide future professional learning.

In order for Saydel CSD to become additionally competitive in the marketplace, we have a desire to design and implement an incentive structure based on improved instruction and increased student learning. We are confident that with the TAP process, along with supporting TLC funds, we can meet the challenge.

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

TLC Model Number

Model 1 Career Pathways 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)**

What is a TAP School?

Research has shown that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. Tap restructures and revitalizes the teaching profession through career advancement opportunities, rigorous job-embedded professional development, instructionally focused accountability for all teachers and differentiated compensation. Teachers are provided a high level of support daily and weekly through cluster meetings and classroom observations. The elements of success below explain in detail how TAP, The System for Teacher and Students Advancement closely aligns with the state of Iowa education reform initiative.

TAP Elements of Success:

1. Multiple Career Paths: TAP allows teachers to pursue a variety of positions throughout their careers; career, mentor and master teacher; depending upon their interests, abilities and accomplishments. As teachers move up the ranks, their qualifications, roles and responsibilities increase; and so does their compensation. This allows good teachers to advance professionally without having to leave the classroom. It also creates expert teacher leaders within schools to provide support to other teachers.

2. Ongoing Applied Professional Development: Unlike the traditional model of professional development that is common in most schools, TAP provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by expert instructors. TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers. This common time allows teachers to constantly improve the quality of their instruction and hence, increase their students' academic achievement. Further, teachers learn new instructional strategies and have greater opportunities to collaborate, both of which enable them to become more effective teachers.

3. Instructionally Focused Accountability: TAP provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards*, research-based standards based on twenty-six indicators and operationalized against a five-point scale rubric. Teachers are also responsible for the academic growth of their students.

4. Performance-Based Compensation: Teachers in a TAP School have the opportunity to earn performance based compensation each year based on their performance in the classroom, their student's achievement gains and the entire school's achievement growth. Master and mentor teachers also receive additional compensation based on their added roles and responsibilities.

Saydel CSD is a TAP school.

Saydel CSD implemented year one of TAP in the fall 2013. The 2012 school year was used as a pilot planning year. Therefore, our planning grant funds were used to further develop the quality of our plan. Our stakeholder group (Mentor teachers, Master teachers, District Office Administration, Principals, AEA Regional Coordinator, SIAC members and School Board members) identified the need to support the master teachers in the key role of TAP process. During the implementation of TAP, key stakeholder groups such as Board members, Instruction Committee and School Improvement Advisory Committee (SIAC) have been provided with critical components through Master Teacher and Superintendent Cadre facilitation. The role of the Master Teachers in the TAP process is critical to successful implementation.

Roles and Responsibilities of Master Teachers are to:

- Analyze student data to identify student learning goals.
- Develop a universal school improvement plan.
- Create a school assessment plan.
- Monitor goal setting.
- Classroom follow-up
- Goal attainment for cluster groups and Individual Growth Plans (IGPs).
- Manage Teachers' Individual Growth Plans (IGPs).
- Assess teacher observation results.
- Develop the long-range cluster plan and weekly cluster group meetings.
- Ensure that progression of teacher skill development is aligned with changing student learning needs.

- Conduct classroom observations and conferencing for both announced and unannounced observations.
- Provide support following every cluster meeting through observation/feedback, model teaching, demonstrated lessons and team teaching.
- Provide teachers with data researched instructional interventions and strategies.
- Mentor career teachers.
- Follow the STEPS for Effective Learning (training by NIET).
- Field Test best practice instructional strategies.

Due to the critical nature of this key master teacher position at Saydel, the planning focus was placed on their professional development. The stakeholders decided their skills and knowledge were essential to the continued planning and successful implementation of the TAP process. Therefore, Saydel CSD used the \$9,455.71 planning grant funds to send six master teachers to serve the role of experienced veteran master teachers in actual practice. The master teachers traveled to Ascension Parish in Louisiana in order to spend three days on site with their master teachers. TAP has been implemented for seven years in Ascension. The master teachers of Ascension Parish were able to help the Saydel master teachers identify critical components of implementation of the TAP process.

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).

Saydel's vision for instructional improvement will be advanced by aligning instructional improvement goals with their human capital management system (HCMS) functions for evaluation, professional development (PD), compensation, retention, recruitment, placement and hiring. In addition, these HCMS functions will now use a common set of competencies, defined through "Teaching Skills, Knowledge and Responsibilities" rubrics for classroom observation for teachers and in leadership rubrics for administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and principals. Performance based compensation will also be used to build HCMS capacity for high quality evaluation and professional development through increases in pay for teacher leaders involved in these functions. Through these changes, the HCMS will increase the success of the district in attracting, retaining, developing, and motivating an effective staff.

Saydel Long Range Goal – Reading

There will be an increase in the percent of students who are proficient in reading comprehension.

2013-2014 Annual Improvement Goal – Reading

- Grades 4 through 11: Using matched cohort data (students in 2012-2013 to the same students 2013-2014), there will be an increase in the percentage of aggregated students making the expected growth (as defined by Iowa Testing Programs, "Expected Student Growth on *Iowa Assessments*") in each of the three proficiency levels: High, Intermediate, and Low, as measured by the 2014 Reading subtest of the Iowa Assessments.

Saydel Long Range Goal – Mathematics

There will be an increase in the percent of students who are proficient in mathematics.

2013-2014 Annual Improvement Goal – Mathematics

- Grades 4 through 11: Using matched cohort data (students in 2012-2013 to the same students 2013-2014), there will be an increase in the percentage of aggregated students making the expected growth (as defined by Iowa Testing Programs, "Expected Student Growth on *Iowa Assessments*") in each of the three proficiency levels: High, Intermediate, and Low, as measured by the 2014 Mathematics subtest of the Iowa Assessments.

Review of data shows:

Iowa Assessment scores that are below the state average for student proficiency.

Five year trends are flat or declining

- Significant gaps exist and are not closing for special education students and low SES students at the high school
 - At least 1/3 of students are not meeting the minimal state requirements for proficiency in the areas of math and reading
- ACT data shows our current average of 21.9 and the state average is 22.3
- ACT data that is improving but is still below the state average

In addition to the student achievement data, Saydel has a Comprehensive School Improvement Analysis (CSA) conducted by the IASB. That analysis centered on factors that impact student achievement as well as attitudinal surveys completed by parents, teachers, classified staff members, administrators, and board members. The most compelling finding from the study was a call for creating urgency around the belief that virtually all students can learn at high levels. Some of the most important challenges identified were related to classroom instruction, including:

Saydel CSD has committed to a vision called Challenge 2018. The challenges to have 100% of students graduate and be college and workplace ready. The district needs every student to make a year or more of academic growth each year.

Saydel has outlined strategies for its HCMS :

- Recruitment practices that identify teachers with high-quality instructional skills
- Improved process for new teacher induction and mentoring
- A cohesive plan for professional learning that incorporates collaborative structures, is aligned to an ongoing strategy for system improvement, and provides teachers with adequate time for new learning
- Evaluation that provides teachers with formative feedback and summative results linked to expectations for effective instruction student growth
- Data management systems to ensure instructional practices and student data are used to guide future professional learning

- A plan to design and implement a compensation and incentive structure based on effectiveness

TLC offers Saydel an opportunity to use the TAP system to further develop their HCMS. The TAP system's four interrelated elements will be implemented within Saydel's HCMS structure.

Performance evaluation

The TAP evaluation system will serve as the central driver of decision-making and human capital management. The evaluation system has dual goals: 1. Accurately assessing performance using multiple measures. 2. Producing and applying information to support educators in improving their practice and their students' achievement growth.

Job-embedded weekly professional development

Professional development that is embedded during the school day and presented by experts within a school staff will be necessary to improve teaching and learning.

Teacher Leaders

A system of multiple career paths will be implemented in order to provide effective teachers with the avenues for career advancement outside of administration. The district will change traditional school faculty structures through differentiated roles to better support instructional growth.

Performance Based Compensation

A system of performance based compensation will provide differentiated compensation for teacher leaders based on their additional roles and their effectiveness, and offer all teachers and principals the opportunity to earn additional compensation based on multiple measures of performance including competencies defined in evaluation rubrics as well as student achievement growth.

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

The Saydel Community School District is committed to increasing achievement for all students. The TAP program enables the district to implement structured processes in the areas of multiple career paths, ongoing applied professional development, instructionally focused accountability, and performance-based compensation. These four areas of success align to work that has been ongoing in the district in the areas of implementation of the Iowa Core, Response to Intervention (RtI), and the Early Literacy Legislation.

As Saydel transitions to the more rigorous Common Core State Standards, we know that the TAP Teaching Standards clearly align to the Common Core. This connection allows Saydel to develop seamless and systemic professional development that address both teacher and student needs. The TAP Teaching Standards, which consist of detailed rubrics describing teacher skills, knowledge, and responsibilities, is used by NIET's signature initiative-TAP: The System for Teacher and Student Advancement and the NIET Best Practices Center provide the necessary tools for teachers to create effective classroom practices and ensure student learning.

The graphic below illustrates the connections between the TAP Elements of Success and Iowa's Teacher Leadership and Compensation Grant.

<p>TAP's Element of Success: Multiple Career Paths</p> <ul style="list-style-type: none"> •Mentor Teachers are in place for teachers within each building. <i>The TLC Grant will allow the district to strengthen the established mentoring program for new-to-the profession teachers. This program would include time with induction teachers to focus on concerns specific to beginning teachers. It would also allow for mentor/ coaching training so the mentors can effectively meet the needs of the mentees. This would allow for time outside of the contract day for mentor/mentees to work together and allow for professional development.</i> •Master teachers are in place to help support teacher learning and assist teachers in learning about data-based decision-making. These funds would allow for the continued level of support. Without TLC funds, number of master teachers would be reduced and there would not be professional development available for their continued growth. •Building Level Teams (BLTs) are in place currently. <i>With the addition of the TLC Grant, more teacher leadership roles can be funded and additional days can be added to support their work.</i> 	<p>TAP's Element of Success: Ongoing Applied Professional Growth</p> <ul style="list-style-type: none"> •The district is currently focusing on reading strategies as a result of data analysis for student need. In addition, Cornell Elementary has SINA designations in both reading and math. The strategies being studied in Cluster (PLC) groups currently tie into the district's use of the Iowa Core, the emphasis on RtI, and the State's Chapter 62 Early Literacy Legislation. Specifically, elementary focus is the workshop model and targeted small group instruction. The middle school focus is instructional design. The high school focus is the identification of student learning objectives. • <i>The TLC Grant would allow the district to provide teachers and teacher leaders in the district time to learn more about math strategies and how to implement with fidelity.</i> •<i>The TLC Grant would also assist in the funding of the necessary work to develop curriculum. Throughout the implementation of the TAP process, it has become clear that Saydel must focus on Student Learning Objectives and district developed formative assessments to support this work.</i>
<p>TAP's Element of Success: Instructionally Focused Accountability</p> <ul style="list-style-type: none"> •Currently, the district meets weekly in Cluster (PLC) groups to examine student data. In addition, peer observations by teachers and coaching/feedback cycles with administrators are in place for all teachers. <i>With the addition of the TLC grant, teachers could be offered addendum days during summer or weekends in order to learn more about data-based decision making and also to strengthen the number of instructional interventions in place for students.</i> 	<p>TAP's Element of Success: Performance Based Compensation</p> <ul style="list-style-type: none"> •Performance based compensation provides an opportunity for career teachers, master teachers and mentors, to earn bonuses each year based on their performance in the classroom, their students' achievement gains, and the entire school's achievement growth. <i>The TLC grant would allow for these salary augmentations to be fully implemented as a part of the Multiple Career Paths and Performance-Based Compensation elements of TAP.</i>

Saydel CSD will continue to have a Mentoring and Induction Program for beginning teachers. This program will be tightly aligned with TAP. The TLC funds will promote the need professional development for mentors and their stipends.

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)

Saydel's Support for New Teachers

Throughout the TAP process, expert teachers support their colleagues in cluster groups where they teach proven instructional strategies that directly address identified student needs. These experts also provide in-class modeling and support so all teachers can successfully implement these strategies with their own students. Finally, teachers are rewarded financially for the inevitable success that is data-driven and supported by proficient observation scores. This process supports all classroom teachers at their level of instructional needs. There is not a specific "new to the profession" teacher training and induction model within the TAP process. The support is differentiated to meet the needs of each teacher, therefore the TAP process supports new-to-the- profession teacher through Master Teachers, Mentor Teachers and other Career Teachers in cluster.

The TLC grant will allow for the continued support for new to the profession teachers. It will also provide an incentive for them to stay in the teaching field as they may choose to move on the career ladder. TLC grant funding would also allow for Saydel CSD to continue supporting new to the profession teachers through Mentoring and Induction. Each new to the profession teacher would be assigned an induction mentor within their cluster to further support the needs of the new teacher. The induction mentor is NOT a TAP mentor. The induction mentor would require coaching/mentoring training in order to effectively work with the mentee. The mentors and mentees would meet together at least thirty-six (36) hours per year outside of the instructional day. This funding would allow for a stipend for the mentor teacher. Mentors and Mentees will meet together four times per year in district-wide facilitated meeting in order to cross-walk the Iowa Teaching Standards with the TAP instructional rubrics and the Teacher Responsibility Survey. In the past, time was not allotted for this work on the Iowa Teaching Standards and the crosswalk with TAP rubrics. The TLC grant will allow for the additional work with the group of mentors and mentees. The TLC grant would also allow for training of the mentors more deeply within the TAP rubrics and follow-up coaching. Currently, mentor funds support only basic level time for mentors and mentees. This work will further deepen their understanding of the TAP rubrics and Instructionally Focused Accountability as well as the Iowa Teaching Standards. When the mentees are evaluated using the rubrics, they will clearly see how they support the Iowa Teaching Standards. This is our current status of Induction/Mentoring Program and without the TLC funding, we would not be able to fund this important support going forward.

Human Capital Policy	Description of the Policy	Use of Educator Effectiveness Data
Recruitment	Saydel will seek to identify and recruit effective educators, particularly in STEM subjects, offering recruitment bonuses and tuition reimbursement for teachers to take classes to obtain proper endorsements. Saydel will support initial teachers with opportunities for course work as needed.	Saydel will make every effort to recruit teachers with a record of effectiveness, including STEM subjects. CODE data will be used to identify areas of need. Recruitment bonus for hard to staff STEM positions will be \$3,000. Effectiveness data will be used to target prospective new teachers from student teacher pool, and tuition reimbursement will be five \$1,000 allocations per year, also focused on STEM.

Hiring/Placement	It is the policy of Saydel to employ and retain the most effective and qualified personnel and ensure effective educators are available to all students, especially those with highest need.	The district will consider available teacher effectiveness data in hiring and placing personnel. CODE system data will be used to identify areas of highest need. Initial teachers will receive targeted instruction as needed.
Performance-based compensation for teachers	Every year, all teachers (including new teachers) can earn up to approximately 10 percent of their compensation based on their effectiveness. On top of this performance compensation, teachers who take on additional roles and responsibilities may earn a salary augmentation of \$4,500 as mentor teachers and \$9,000 as master teachers. This will assist in the retention of teachers.	Saydel CSD will allocate \$2,500 per teacher into an annual performance award fund. Teachers earn this performance-based compensation based on educator effectiveness, as assessed by classroom observation data and a responsibilities survey, classroom-level student growth, and school-wide achievement growth.
Career Advancement	Teachers will have the opportunity to take on additional roles and responsibilities as mentor and master teachers.	Consistently effective teachers that have also shown an aptitude for working with adult learners may become master or mentor teachers, and earn salary augmentations for taking on additional roles and responsibilities.

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.

Executive Master Teacher (EMT) Roles & Responsibilities (1 in District)

Basic Function:

The EMT functions in a unique manner relative to the school level leadership teams. Their main function is to work with the leadership team to implement the professional development aspect of the Teacher Advancement Program (TAP).

The EMT works with the Master and Mentor teachers on implementation and evaluation of cluster meetings and individual growth of teachers. Additionally, the EMT works with the leadership teams to analyze school data to create school and cluster plans. The EMT will be responsible for maintaining communication from the state level to the individual schools as well as inform the schools of any changes that occur with the implementation of TAP. The EMT may conduct regional and state level trainings to build capacity of the program at the school level.

Roles & Responsibilities

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth.
- Team-teach with colleagues, demonstrate model clusters, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching of the master and mentor teachers towards meeting Individual Growth Plan goals.
- Evaluate Master and Mentor teacher performance using TAP Rubrics and conduct follow-up conferences.
- Participate in all TAP trainings.
- Lead professional development meetings at region, state, and national levels.
- Maintain records of implementation for each individual school.
- Document and coach leadership teams.
- Work expanded calendar year of 20 days.

TAP Master Teacher Roles & Responsibilities (2 per building/ 6 in district)

Leadership Team Participation

Some of the responsibilities a master teacher will have as a member of this team are to: analyze student data and identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

Cluster Group Planning & Implementation

As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings weekly following the *STEPS for Effective Learning*; providing appropriate follow-up in the classroom; and assessing all cluster groups' progress toward goals.

Manage Teachers' Individual Growth Plans (IGPs)

The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

Observations/Conferencing

The master teacher conducts classroom observations and conferencing for both announced and unannounced visits.

Classroom Follow-Up

The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations).

Professional Growth

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with the EMT and other Master teachers to enhance their skills and provide their teachers with only the best

instructional interventions and strategies. In some cases, Mentor teachers will also attend selected in-service training sessions.

Overview of Master Teacher Position

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in observing other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.

Roles & Responsibilities

- Analyze school-wide student data as the basis for developing a school plan.
- Develop the school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks.
- Team teaches with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals.
- Provide feedback for teacher performance using the TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Attend professional development meetings.
- Work expanded calendar year of 20 days.

TAP Mentor Teacher Roles & Responsibilities (5 per building/ 15 in district)

Leadership Team Participation

TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher observation results; and maintain inter-rater reliability.

Cluster Group Planning & Implementation

With cooperation and oversight from the master teacher, the mentor teacher develops the long range cluster plan and weekly cluster group agendas and activities, following the *STEPS for Effective Learning*. Mentor teacher leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, Mentor teacher also provides appropriate classroom follow-up.

Supports Individual Growth Plans (IGPs)

With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. Mentor teacher is also responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs. The mentor teacher conducts classroom observations and conferences for both announced and unannounced visits.

Classroom Follow-Up

The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and with individual teacher mentoring situations.

Overview of Mentor Teacher Position

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed.

Roles & Responsibilities

- Through analysis of student data, create the school academic achievement plan.
- With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up.

- Team teaches with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals.
- Provide coaching on teacher performance using the TAP Rubrics.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Work an expanded calendar year of 10 days.

Career Teacher: All teachers including those with Initial & Standard Licenses

Overview of Career Teacher Position

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings of isolation and frustration that many new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.

Roles & Responsibilities

- Attend cluster group meetings
- Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- Collaborate in the classroom with master and mentor teachers.
- In conjunction with cluster groups, career teachers will be paired with a master and a mentor teacher who will, in each teacher's own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
- Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
- Participate in TAP's Instructionally Focused Accountability System.
- All teachers in TAP schools will be evaluated 4-6 times during the year by multiple observers using the TAP Rubrics as the measurement tool.
- With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).
- In alignment with the teacher's refinement area (as identified during the TAP evaluation process) and his/her students' academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
- Career teachers work a traditional calendar year.

Leadership Team

The Leadership team consists of Master Teachers, Mentor Teachers and the Principal. They meet weekly to monitor student achievement and Career Teacher growth.

The role of the leadership team and of the individual members within the leadership team is clearly defined by the four essential tasks of EVERY leadership team:

- 1) To develop and monitor progress toward meeting school plan goals leading to increased student achievement.
- 2) To plan for and monitor effective cluster operations that directly lead to increased teacher proficiency and student achievement in specific areas of need.
- 3) To plan and implement an evaluation and post-conference schedule while continually working to strengthen each team member's skill with evaluating and conferencing, and to use the data from the evaluations to monitor and address score inflation.
- 4) To monitor Individual Growth Plans, how they are supported, and movement toward meeting both student achievement and teacher improvement goals.

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

Process of reconfiguring staff, ensuring a competitive selection process and support for efficient fulfillment of job responsibilities.

Multiple Career Paths

Reconfigure Staff

- Based on the 1-15 ratio of master teacher to career teachers, Saydel identified the need for 2 master teachers per building.
- Based on the 1-8 ratio of mentor teacher to career teachers, Saydel identified the need for 5 mentor teachers per building.
- Based on the proposed quantity of master/mentor teachers, Saydel hired 15 mentor teachers from within the district and 3 master teachers new to the district, 3 master teachers from within the district.
- 2014-15 school year, one executive master teacher from within the district will be hired.
- Master/Mentor and Executive Master job descriptions were developed.

Ensure an open & competitive selection process for Master & Mentor Teachers

Hiring

- Committee (district administration, building administration, career teachers and NIET senior program specialist) reviews applications, conducts the selection process and makes recommendations for filling positions.
- Inform the faculty of positions for master and mentor teachers and the qualifications required for selection through internal posting.
- Actively seek candidates for master and mentor positions within the school district and if needed outside of the district.
- All positions must be competitively hired.
- Require candidates to submit proof of student learning gains attributable to the candidate's instruction.
- Use TAP/district qualifications to evaluate master and mentor candidates.
- Conduct personal interviews with candidates by multiple interviewers.
- Observe classroom performance or require an instructional demonstration by candidates using the TAP Rubrics.

Ensure that Teacher Leaders are able to fulfill their Job Responsibilities

- Establish a way to provide 1-2 hours of student-free time a week (not cluster time) for mentors to fulfill their responsibilities.
- Specify the number of additional contract days for Master teachers and Executive Master teacher (20 days).
- Specify the number of additional contract days for Mentor teachers (10 days).
- Assign Master and Mentor teachers to a cluster group of Career teachers.

Suitability for teacher leadership roles

The following Teacher Performance Standards will be considered in the hiring process of Master & Mentors.

Staff Development

1. Leads the design and delivery of research-based professional development activities for cluster group.
2. Presents new learning in cluster that is supported with field-tested evidence of increased student achievement.
3. Models new learning in cluster meetings and in classrooms demonstrating how to effectively implement the skill developed in cluster meetings.
4. Provides access to materials and research-based instructional methods to cluster group members.
5. Works with cluster team members to plan instruction and assessments during cluster development time.
6. Guides and reviews the cluster members' growth plans.

Instructional Supervision

1. The master/mentor teacher provides specific evidence, feedback, and suggestions during coaching identifying areas of

reinforcement and refinement.

2. Advances the career teacher's knowledge of state and district content standards and the TAP Rubrics.
3. The master teacher observes and guides the mentor teacher's professional relationships and responsibilities to career teachers.
4. Guides, supports, and monitors the IGPa of teachers.
5. Identifies resources for career teachers that enhance instructional planning, assessment design, and classroom management.
6. Provides follow-up and support (e.g. demonstration lessons, team teaching, observations with feedback) to teachers.

Community Involvement

1. Supports school activities and events.

School Responsibilities

1. Works with leadership team members in developing appropriate school and cluster plans to target student academic and teacher instructional needs.
2. Supports the analysis of school and student achievement data to identify strengths and weaknesses and make suggestions for improvement.
3. Communicates the visions and decisions of the TAP Leadership.
4. Assists the administrators in inducting new teachers into the TAP school environment and process.

Professionally

1. Develops and works on their (IGP), which includes new learning based on school goals, self-assessment, and feedback from observations.
2. Includes activities on their IGP to enhance content knowledge in order to increase their proficiency.

Reflecting on Teaching

1. Assesses the effectiveness of their instruction, as evidenced in cluster by the new learning modeled and the student work presented from field tests.
2. Considers the varied strengths and weaknesses and personal/cultural differences of adult learners through actions that promote effective teaching with all cluster members.
3. Plans, offers, and implements specific alternative actions to improve teaching.

When considering career teachers for mentoring positions and/or mentor teachers for master positions CODE data will be a selection criteria. CODE is a data management tool for storing and analyzing teacher observations and/or student teacher data.

The TAP process is our school improvement process. We currently have TIF funds to support some of the work. We will need the TLC funds to continue to support this work. TLC funds will be used to support the leadership development of teacher leaders. These opportunities will include the yearly TAP national conference as well as the Summer Institute for TAP schools. Funds will also be used to continue support in district with NIET on-site coaches and facilitators. Also, the Leadership Team format supports the professional development of all teacher leaders at the weekly leadership team meetings.

Narrative

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

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

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

Click here To access the Iowa Professional Development Model page.

Saydel uses teacher leaders to improve Professional Development

Elements of TAP through the IPDM

Professional Development Leadership Team: Each building has a Leadership Team that consists of two master teachers, five mentor teachers and administration. They meet weekly to plan cluster meetings, to evaluate student data and teacher data. Student data includes the use of Iowa Testing, DIBLES, guided reading, MAP, CPAA (K-3 Children's Progress for Literacy and Math) and Easy CBM data. Teacher data is based on walk-throughs and observations that are focused on the TAP Instructional Rubrics. The data is entered into CODE (Comprehensive Online Data Entry). CODE is an interactive data management tool for storing and analyzing teacher observations and/or student teacher data and other school data. CODE is a Web-based system that provides secure access to real-time data and powerful analytical tools for the principal, the evaluator and the teachers' needs as individuals, teams, or buildings can be identified to assist with their Career Development Plans.

Student Data: Data is collected and analyzed. Each Building has a DATA WALL in their cluster room. The student data is used to create both yearly goals and cluster cycle goals. Saydel is data rich, and has the process to review and act upon the data through Cluster.

Selecting Content: In 2013, the content for our first cycle of cluster was the implementation of the TAP rubrics that clearly identify Teaching Skills and Knowledge for Instruction, Designing and Planning Instruction and The Learning Environment. For all following cluster cycles, master and mentor teachers are field testing teacher and student strategies to be implemented in the building to meet cluster student achievement goals. This will be data based and all identified strategies will be research based.

The Design for Professional Development: Saydel has implemented ongoing, applied professional growth. All teachers are assigned to a cluster group (4-8 teachers). They meet weekly for at least 50 minutes. They follow the Essentials of Learning Agenda. They are led by master teacher and supported by mentor teachers. Master and Mentors also provide 1:1 PD for each teacher to support areas of refinement and reinforcement. They provide follow-up as well as model in classroom.

Ongoing Cycle of PD: Teachers come to cluster to share implementation, review data, identify areas of need, and review student data through both "formal" assessments and student work. Teachers have this opportunity every week in cluster.

Collaboration: Collaboration occurs in the cluster teams with agendas developed by master and mentor teachers. Master teachers lead the clusters. Career teachers and master teachers have the time to collaborate through the Essential Learning 5 step process (Identify Need, New Learning, Develop/Plan for Implementation, Apply New Learning in Classroom and Evaluate Impact). Collaboration also occurs when master and mentor teachers work with career teachers in follow-up activities.

Evaluation: Impact is based on building yearly and cycle goals. Student progress will be reviewed and data walls updated. Teacher data will be reviewed through the code system. The leadership teams, at their weekly meetings are always data focused using either Student Data, Individual Growth Plans, Cluster Data and Evaluation Data (DICE)

Overview of Professional Development Model at Saydel Using the TAP Process:

This content was designed in a graphic that would not save to application. Each bullet is a circle text moving clockwise. 1. begins at "1 pm". Picture items in a cycle of improvement

1. The Leadership team analyzes student data to develop school, yearly, cluster and cluster cycle goals.
2. Master Teachers identify research based strategies to help meet the goals and then field-test** each strategy to customize to student needs.
3. Master Teacher shares results of field test with leadership team.
4. Master and Mentor teachers introduce field-tested strategies in cluster group and help career teachers practice and plan for use in their classrooms.
5. Career Teachers implement strategies in their own classrooms with targeted support from Master and Mentor Teachers
6. Career Teachers bring back analyzed student work to cluster to debrief.
7. Master Teachers share results with the leadership team, who analyzes data and makes adjustments.
8. The Leadership team monitors student data across cluster groups and decides when cluster cycle goals have been met and a new cluster cycle can begin.

**Once goals are set, TAP master teachers select research-based strategies for cluster groups to learn. Before introducing a strategy in cluster meetings, master teachers rigorously "field-test" it. This consists of teaching the strategy to students in a range of classrooms, as well as conducting formative pre- and post-assessments or collecting student work before and after the strategy is field-tested. If the strategy does not work as intended, master teachers refine it until it does or select a different strategy. The NIET report notes that field-testing gives TAP teachers a "rare guarantee" that the techniques not only can, but

will work with students in that school. The strategy is then taught to the teachers in cluster group meetings, carefully sequenced and segmented in manageable chunks.

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

a)Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.

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

Saydel Vision for Instructional Improvement:

Challenge 2018: 100% of students graduate and that each of those graduates will be college and workplace ready and all third graders will complete third grade reading on grade level.

Recruitment:

Evaluation data highlights areas of need; policies in place to identify effective candidates

Professional Development:

Guided by ongoing analysis of evaluation data; same rubric used in evaluation used in PD, coaching, induction, and mentoring

Career Advancement:

Only those with consistently effective evaluation results may be given additional responsibilities

Evaluation:

Measures educators' classroom practice and student growth

Retention/Dismissal:

Evaluation data considered by supervisors in determining retention & dismissal decisions

Performance-Based Compensation:

- Salary augmentations earned by those given additional roles and responsibilities due to demonstrated continued effectiveness through evaluations
- Variable performance compensation earned by effective educators, based on evaluations

The purpose of the evaluation will be two-fold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the Saydel School District; and second, to provide an analysis of the evidence the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified, as described below. In addition, the evaluator will study the implementation of TAP in Saydel CSD during the length of the process, including differences in fidelity to the TAP model between schools.

The evaluation will provide both quantitative and qualitative data in the following:

- (a) Student achievement and state accountability data from Iowa Assessments (including disaggregated scores) will be provided by Saydel. Value-added data (including underlying scores and standard errors) will be provided through MAP and CPAA(K-3 Children's Progress for Literacy and Math) data.
- (b) Teacher and principal evaluation results will come from the CODE (Comprehensive Online Data Entry). CODE is an interactive data management tool for storing and analyzing teacher observations and/or student teacher data and other school data.
- (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from Saydel CSD.
- (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET(National Institute for Excellence in Teaching) nationally as well as local surveys conducted by the evaluator to address questions specific to this project.
- (e) Interviews and focus groups of TAP teachers and principals will expand upon survey data about attitudes and perceptions.
- (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes.
- (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools.
- (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced NIET staff from outside of the school, using quantitative and qualitative rubrics. The evaluation will be "utilization focused", meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluator, NIET and representatives from Saydel CSD will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET and Saydel CSD presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. At the conclusion of the process, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in Saydel CSD.

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

Our sustainability plan includes the key elements that will ensure long-term sustainability and success of this project: building buy-in, creating capacity through training and support, increasing educator skills and driving student growth, and establishing financial sustainability.

The TAP process created buy-in through the TAP system, which is a bottom-up, top-down reform, proven to be most impactful when teachers and school administrators strongly support the effort while garnering support from district and state education leaders. Saydel CSD teaching staff overwhelmingly approved the TAP process with a 94% approval rate.

With cooperation from all levels of stakeholders, we are working thoughtfully and meticulously to create capacity. Saydel district leaders, principals and teachers have spent hundreds of hours in discussions internally as well as with community leaders, parents, students and others across a range of committees and working groups. These discussions all pointed to the need for a comprehensive model to align systems including evaluation, professional development, teacher leadership and compensation. Board members, building administrators, three different teacher groups (Teacher Evaluation Committee, Iowa Core Implementation Committee, and District Technology Committee) were involved in leading this work. The Teacher Evaluation Committee, made up of teachers, building administrators, Director of Teaching and Learning/Student Services, and the Superintendent, identified the following actions for improvement in the evaluation system:

- Moving from a “meets/does not meet” rating to levels of performance.
- Creating formative feedback systems.
- Conducting more observations including peer reviews.
- Improving inter-rater reliability.

Saydel also involved the Iowa Core Implementation Committee in this review. The Iowa Core Implementation Committee, a group comprised of teachers, administrators, and community members from across the district, is responsible for steering the implementation of the Iowa Core into the district. This group focuses on core curriculum, characteristics of effective instruction, and parent/community involvement.

Saydel will continue to use committees to sustain support among teachers throughout this reform process. The TAP process gives Saydel the ability to sustain and increase educator skills and drive student growth through the interrelated elements of (1) Multiple Career Paths (2) Ongoing Applied Professional Growth (3) Instructionally Focused Accountability and (4) Performance-Based Compensation. Saydel currently has a Teacher Incentive Fund (TIF) grant in place which has allowed for the initial implementation of the TAP process. Saydel will need the TLC funds in order to sustain this current structure of the reform process.

It is clear that the four elements of success in the TAP System – multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation – are an almost direct overlay to the work in which we need to engage to deliver on the promise of Challenge 2018. Because of this tight alignment, Saydel believes there is a strong likelihood that the work and structures that will be established through the grant will be carried forward beyond the life of the grant.

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

1323.0

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

District Enrollment-Based Allocation	\$408,568.86
Total Allocation	\$408,568.86

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	\$684,048.00
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)	\$0.00
Amount used to provide professional development related to the leadership pathways	\$44,000.00
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>	\$10,000.00
Totals	\$738,048.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$738,048.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	(\$329,479.14)
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Budget Alignment

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

Teacher Leadership Supplement (TLS) Fund
TLC Grant Part 10

Estimated Grant Funds = 1162 x 310.00 per pupil = \$360,220

Saydel beginning Teaching Salary is \$36,258

Funding supplements for teachers in leadership roles:

Leadership Role	Number of positions	Salary	Stipend	Benefits	Total
Exec. Master Teacher	1	\$70,000	0	\$18,926	\$88,926
Master Teacher	6	\$48,738 Avg. Salary Full Release time	*\$9,000	\$16,038 Avg. Benefits	\$442,776
Mentor Teacher	15	Teacher Contract Release time approximately (1) hour per day	*\$4,500	\$746	\$78,690
STEM Master Teacher	1	\$48,738	*\$9,000	\$16,038	\$73,796
Induction Mentor Teacher	Depends on the year, average of 10		\$1,000		\$10,000

Total approximate amount to fund teachers in leadership roles = \$694,048

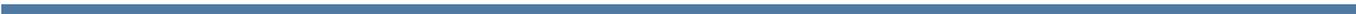
*Master Teachers will work an additional (20) contract days and will receive a stipend of \$9,000.

*STEM Master Teacher will work an additional (20) contract days and will receive a stipend of \$9,000.

*Mentor Teachers will work an additional (20) contract days and will receive a stipend of \$4,500.

Saydel CSD will cover professional development costs and extended work time out of class through the funds allocated from TLC.

Saydel will attend National TAP Conference and TAP Summer Institute to further develop professional development focused on instructional improvement. TLC funds will be used to support extended learning opportunities focusing on curriculum, instruction and assessment. This averages \$2,000 per Master/Mentor teacher.



Assurances

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

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

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

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

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

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