



Application

70554 - Teacher Leadership and Compensation (TLC) System

73536 - Southeast Polk Teacher Leadership and Compensation System

Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Southeast Polk CSD

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Southeast Polk Community School District

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

County-District Number 77-6101

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 Southeast Polk Community School District Teacher Leadership and Compensation (TLC) System is developed according to the instructional coach model offered by the Iowa Department of Education. The system, which uses modeling, coaching, and leadership centered on curriculum and professional development to improve the instructional practice of teachers, has the potential to realize the mission of the district. The mission of the SEPCSD is to engage all students in learning a challenging curriculum delivered through quality instruction. In addition to improved instruction, the district expects increases in student achievement, the development of teacher leaders, improved professional development and collaboration, and a more responsive, effective mentoring program for teachers new to the profession.

A planning team of teachers and administration in equal parts engaged in a collaborative process to develop the TLC system, and the process included planning sessions and webinars designed to provide the foundation of an initial draft of the system. That draft was then analyzed over the course of multiple meetings and presentations including teachers, administration, parents, and secondary students. The final iteration of the plan received overwhelming collective and individual support from teachers, students, administration, and the Board of Education who voted unanimously in favor of its structure, outcomes, and Site-Based Review Committee (SBRC).

The TLC system at Southeast Polk consists of three distinctly different yet complementary teacher leadership roles. Model teachers make up 19% of the district's teachers, and these leaders earn a \$2,000 salary supplement as they teach full-time while providing models of exemplary teaching practice to teaching colleagues, among other duties and responsibilities. Instructional coaches make up 4% of the staff, and these leaders earn a \$7,000 salary supplement while providing assistance and coaching to colleagues during planning, delivery, and assessment of instruction, among other duties. Instructional coaches are not the teacher of record in any district classroom, as the primary strategies of collaboratively pushing into other teachers' classrooms and mentoring new teachers are full time responsibilities. Curriculum and professional development leaders build a common understanding among all teachers regarding content standards, curriculum elements, and instructional decision making. These leaders do not teach full time but work under the direction of the Director of Curriculum and Instruction and make up 2% of the staff while earning a \$12,000 salary supplement.

All teacher leadership duties, responsibilities, and strategies in the Southeast Polk TLC system are designed to support colleagues through the most critical parts of their work. The system is also designed to strengthen district programs and initiatives that are important to the continuous improvement of the organization, especially in the areas of what is taught (Common Core) and how it is taught (various models and strategies). Continuous improvement in these two fundamental areas takes the form of professional development and the process to arrive at positive results, the Iowa Professional Development Model. The district also points toward recent improvement initiatives involving Professional Learning Communities, Response to Intervention, Characteristics of Effective Instruction, and others, as key areas to insert teacher leadership to improve teacher routines and performance.

The TLC system features a rigorous, uniform process for teacher leader selection by the SBRC. The application process includes a brief online application, letters of recommendation from stakeholders, a writing sample, and an updated resume that are then screened using a rubric, and successful applicants are then interviewed. The SBRC comes to a consensus decision regarding the successful candidates, and those candidates immediately begin the onboarding process and are given directives and training timelines.

In terms of the ability of the SEPCSD to sustain and improve its TLC system, teacher leadership is supported by a foundation of instructional coaching, a strong technological infrastructure, a commitment to quality annual teacher leadership training, a fiscal state that continues to support infrastructure growth, and a TLC budget that represents an investment in teachers. The district is further committed to a TLC evaluation system that marks the progress or lack of progress in accomplishing the mission of the district and meeting the goals that mark the success of the system.

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

TLC Model Number

Model 2 Instructional Coach 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)

Planning Process Chronology and Planning Grant

The SEPCSD Teacher Leadership and Compensation (TLC) System Planning Team consisted of equal numbers of education association members and administration. In September, the team met with District Cabinet to determine the level of shared commitment to a TLC grant proposal. The commitment was enthusiastic and unanimous, as senior administration and Southeast Polk Education Association (SEPEA) agreed to apply. The planning team met a second time to choose a model, explore early guidance, and review the district core values that guide district work. In October, the planning team participated in three webinars, two seminars hosted by Heartland AEA, and the planning grant process.

In November and December, the team developed drafts of the TLC system, participated in three seminars, and created a framework to begin collecting stakeholder feedback. This draft was presented to SEPEA, and each participant completed a feedback form, later to be used with all stakeholders. This marked the beginning of numerous presentations, the solicitation of written feedback using the universal form, and multiple drafts of the plan. The team presented to and facilitated discussions with the staffs of all eleven district schools, administration, Board of Education, parents/community, and students. All stakeholders offered written and verbal feedback. A final draft of the TLC system received the unanimous support of the Board of Education.

The planning grant was essential to the success of the process as it paid for workshops, travel, and substitute teachers for the teachers who participated outside of contract hours. Also, the planning grant covered the costs of written materials, presentation items, and teacher compensation. In many ways, finances could have prevented developing a high-quality plan, but the planning grant allowed for a comprehensive and thoughtful process that engaged teachers at the most opportune times.

Stakeholder Participation and Support

The initial draft of the TLC Instructional Coach Model was developed to get feedback from all district stakeholder groups. All teachers in the district offered feedback in one of nine teacher meetings that involved a presentation followed by the facilitation of group discussion. Feedback was collected and reviewed using the universal form designed for all stakeholder groups. The form requested input on the system requirements, their likes, concerns, questions, and suggestions. Teachers have indicated support of the proposed TLC system. Their feedback included interest in teacher leadership, opportunities for growth, support that does not currently exist, additional teacher compensation, and the potential of the system to raise student achievement. In endorsing the plan one teacher wrote, "I am very excited about this change! I recently moved from the state of Colorado where we were in our third year of implementation of a similar system. It was very effective for teacher growth and student achievement." At the conclusion of all plan development, teachers completed a one-question, online assessment that asked teachers whether or not they supported the TLC system. Teachers supported the TLC system at a rate of 81%. Administration participated in two meetings and offered verbal feedback via group discussion and written feedback using the universal form. Administrators unanimously support the TLC system. Their feedback showed interest in raising student achievement, raising instructional performance, the selection process, and the distribution of teacher leaders. To conclude the planning steps, administrators were asked directly if they supported the TLC system. In capturing the administrative perspective, Superintendent Menozzi stated, "This is courageous. This has the potential to revolutionize teaching and how we view teacher development as we strive for more for our kids."

The Board of Education was a significant contributor in the creation of the district TLC system. The framework was rolled out in a presentation to the Board at its January workshop. Board members asked questions, commented, and completed the universal feedback form to provide feedback. The Board unanimously approved the system and the SBRC at its January 23 regular business meeting.

Parents participated in the TLC system process through two meetings. Parents completed feedback forms, asked questions, offered comments, and spoke their first thoughts regarding the connection between teacher leadership and student achievement. Parents also communicated their support for the TLC system and stated it would improve instruction and provide better experiences for their children. Parents offered parallels to their workplaces and endorsed adding coaching expertise that could support teachers, much like the leaders and foremen in their workplaces do.

The primary SEPCSD core value is to put students first, and because of this, students were included in the process.

Secondary student leaders were offered a version of the framework followed by discussion. Students were asked to respond to two questions: 1) Will this system provide a better educational experience for students?, and 2) How would you change this system to make it more effective? The students unanimously endorsed the TLC system through their written responses.

Students responded positively to teacher leadership that results in better school experiences for them. One student stated, "I think that having your best teachers using what they know to make new teachers like them is a good idea." Students also

wanted to be part of the selection process by writing supplemental recommendation letters for teacher applicants, because as one student put it, "We know who the teachers are who change our lives, probably better than the adults do."
Stakeholder support for the TLC system is universal and overwhelming. What is most important to the district is that our groups have demonstrated a commitment to its TLC system because our teachers and students deserve it.

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).

District Goals

To explain the context in which the Southeast Polk Community Schools Teacher Leadership and Compensation system will be implemented (specifically, the Instructional Coach Model), it seems appropriate to begin with current district goals and their origins:

1. Ensure engagement and quality learning experiences (district mission)
2. Raise student achievement in reading, math, and science (2013 Iowa Tests and ACT)
3. Increase opportunities for high-level coursework by increasing participation in ACT and AP courses and exams. (2013 ACT and AP)
4. Improve instruction and programs by studying and sharing the most effective practices (DoE site visit and ACT Core Practices Audit)
5. Create opportunities and capacity for collaboration (DOE site visit and ACT Core Practices Audit)
6. Develop a program evaluation process (DoE site visit)
7. Direct resources to programs in line with the mission, and focus on the most important district function: student learning (Ted Blaesing LLC report)
8. Identify, develop internal leadership candidates (ACT Core Practices Audit)
9. Focus new teacher PD on curriculum, instruction, and assessment (ACT Core Practices Audit)
10. Create a mentoring program that provides real time assistance for new teachers, embedded district initiatives in daily practice, strong mentor/new teacher relationships, and strategic matching of mentors to new teachers (Gap analysis)

Current State of Teacher Leadership

The SEPCSD is limited in using teacher leadership to meet district goals. The district employs five teacher leaders to try to serve 446 certified employees, but the battle is a numeric losing one. Secondly, the wide scope of the work limits effectiveness, as their days include elements that could be divided among the three leadership roles in the proposed TLC system. There is also inadequate distribution of teacher leaders. The district has teacher leaders in reading/ELA, math, at-risk/guidance, preschool, and TAG/ELL, and the unrepresented areas are glaring. The final limitation to dramatic results is a lack of effective relationships among leaders and the many teachers they serve.

To say that there is a need for a multi-layered teacher leadership system that includes model teachers, instructional coaches, and curriculum/professional development leaders is an understatement. The district has aggressively recruited and hired dynamic teachers who remain in the district at a rate of 94% over the past four years and who state a competitive salary, professional support, location, and the “students first” core value of the district keep them at Southeast Polk. The district has a clear set of goals and the wherewithal to reach them via the instructional coach model. What is noticeably absent is the system required to positively transform the teaching profession, instruction, and students’ experiences.

The SEPCSD Vision and Goals

The SEPCSD TLC system is designed to accelerate teacher growth and effectiveness through support and coaching. The system offers three currently nonexistent levels of teacher leadership that include exceptional teachers modeling sound instruction (model teacher), teacher leaders mentoring new teachers and leaving their classrooms by pushing into other classrooms to effectively coach their peers (instructional coach), and teacher leaders analyzing data, focusing professional development, and making district level program recommendations (curriculum/professional development leader). The roles include compensation for teacher expertise and a willingness to lead. Further, the clarity of the system is such that the job descriptions, delineation of responsibilities, and increased leadership responsibilities result in high performing teachers engaging students in a system where everyone is learning, a direct reflection of the state Theory of Action.

Goal	Measures and Evidence
January 23 SEPCSD adopted a TLC system reflective of its vision, mission, and core values.	Review of the system documents and Board recommendation
January-March principals identify/recruit potential teacher leaders	Principals review teacher capabilities and interests, lists of potential teacher leaders
March 24 all TLC opportunities become available	Review leadership position postings

<p>Phase I April 2-8 SBRC selects 8 Curriculum/Professional Development Leaders (2% of staff, 210 day contract, \$12,000 supplement, no teaching load)</p> <p>Phase II April 11-25 SBRC selects 21 Instructional Coaches (4% of staff, 205 day contract, \$5,000 supplement, no teaching load)</p> <p>Phase III May 1-23 SBRC selects 85 Model Teachers (19% of staff, 200 day contract, \$2,000 supplement, full teaching load)</p> <p><i>All positions have added responsibilities</i></p>	<p>Protocols Job descriptions Advertise for replacement positions (Teach Iowa, IREAP, job fairs) Hiring data folder Teacher assignment rosters Screening, writing, interview, and hiring rubrics</p>
<p>By June 2 district and building PD plans are developed through the PD committee collaborative process</p>	<p>PLC's, collaboration, and cadres (GRR, PGW, tech integration, job alike) Identified needs/goals lists District and building plans PD committee roster and consensus process</p>
<p>By June 6 the mentoring program is revised to support new teachers through training, clear roles, designed experiences per the IPDM and Iowa Teaching Standards, and assessment of mentoring</p>	<p>CIA and PD initiatives embedded in program documents and mentor logs Shared Google task and meeting calendar Mentoring roster Annual program and mentor assessment</p>
<p>August 1 all teacher leaders onboard and train</p>	<p>Onboarding meeting roster and training schedule</p>
<p>Annually analyze and evaluate salient TLC data points</p>	<p>Achievement data, leader assessments and evaluations, exit interviews, mentoring evaluation, TLC meetings, and PD feedback</p>

The SEPCSD TLC system addresses the district goals listed above and the state goals for the program, especially in the areas of quality instruction, raising student achievement through increased and intentional collaboration, focused professional development, a more responsive and diversified mentoring program, and multiple, meaningful teachers leadership opportunities.

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)

TLC, Teaching, and Learning

Southeast Polk CSD has developed a professional development delivery system designed to mesh several proven instructional models. The heart of the professional development delivery system is the Common Core which drives **what we teach.**

Teacher leaders devoted countless hours to identifying power standards for each grade level and content area used to create complete units of instruction that include pre and post assessments to measure student achievement. The full time teachers who develop these units of instruction also participate in the data team process. Each grade level or content area data team is responsible for collecting and analyzing assessment data to make informed instructional decisions. The TLC system allows curriculum/professional development leaders to become experts in the Common Core and for instructional coaches to develop assessment plans, collect and analyze assessment data, and identify standards in which students are not proficient.

Instructional coaches share student achievement data with teachers to develop plans to reteach content for struggling learners or develop enrichment opportunities for students who master the content. Model teachers provide examples of exemplary standards-based practice.

The district has also adopted several instructional delivery models to drive **how we teach.** Response to Intervention (RTI) is the process to determine the levels of support or interventions provided to students. This process is data-driven, as student achievement data are used to identify students as proficient or non-proficient based on the identified power standards. For each unit, teachers build in interventions for struggling learners and enrichment opportunities for students who have demonstrated mastery. The Gradual Release of Responsibility is a model teachers use to make lessons engaging and meaningful. Teachers deliver focus lessons and then offer the responsibility of learning to students through guided instruction, productive group work, and formative assessments to demonstrate understanding. The TLC system provides model teachers who support the model by sharing and demonstrating the instructional strategies they employ to help their students to mastery. Model teachers would be the driving force to model exemplary teaching and learning for colleagues.

Mentoring

The SEPCSD TLC system provides an improved framework for mentoring and induction. Instructional coaches serve as the primary pool of mentors. This is particularly important in the initial years of TLC implementation as coaches leave their current roles to become the mentors of their replacements. Coaches are initially selected for possessing skill sets that predispose them to being effective mentors. All other career teachers serve as the secondary mentor pool. This strategy creates a more thoughtfully selected, appropriate mentor for new teachers who need them. Another boost the TLC system offers mentoring is that instructional coaches have no teaching load which improves access that new teachers have to their mentors. Limited access problems are replaced by all-day, every-day opportunities to work together. Lastly, the framework also allows for the embedding of current professional development, initiatives, and strategies into the daily work of new teachers and mentors.

Evaluation, Recruiting, and Retention

The TLC system is supportive of the district's evaluation systems as well. The modeling, coaching, and leadership implicit to the system focus on how and what teachers teach and how to be an effective professional, otherwise known as the Iowa Teaching Standards. Further, modeling, coaching, and leadership assist teachers to higher developmental levels and evaluations that reflect equally high levels of proficiency and skill. The district is also proud of its aggressive recruiting designed to hire dynamic teachers who stay with the district at a rate of 94% over the past four years. The TLC system has the capacity to support this success and add much more to the experiences of current and future teachers in moving them to higher developmental levels.

Professional Development Model

Injecting teacher leadership into the district's collaborative process for professional development has the potential to make all the difference in student achievement. The reconstitution of the current District PD Steering Committee includes model teachers, instructional coaches, and curriculum/professional development leaders. Classroom level data are collected and analyzed by all teachers under the purview of model teachers and instructional coaches, while district level data are collected and analyzed by curriculum/professional development leaders. All of this work culminates in the SMART goal writing work of the steering committee, of which teacher leaders are a part.

Teacher leadership also plays a role in the selection of research-based content, as all levels of the instructional coach model participate in research and decision-making. Instructional coaches and curriculum/professional development leaders then design professional development and engage all teachers in training and learning sessions. All career teachers implement the learning while model teachers serve as examples of exceptional practice while coaches co-teach, observe, and support teachers through implementation.

The formative and program evaluation steps of the process also include and are led by teacher leaders. The formative evaluation inputs come from career and model teachers and the instructional coaches who serve them. Repeated formative evaluations, adjustments, and the data produced are the work of model teachers and instructional coaches. In turn, these inputs constitute much of the program evaluation overseen by curriculum/professional development leaders and curriculum director. In this way, all teachers contribute in a continuous improvement loop that leads each and every teacher to construct an Individual Teacher Professional Development Plan to further their pedagogical development.

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)

In October 2013, the Southeast Polk Community School District TLC Planning Team conducted a gap analysis that compared the current reality of its mentoring and induction program to its desired state that included a TLC system in the form of the instructional coach model.

Current Reality

The district currently has a two-year mentoring and induction program to support new teachers that meets the requirements of the Iowa Department of Education and is led by two strong, experienced teachers. The mentoring program is offered to all first and second year teachers, and they are paired with mentors who ideally teach the same grade or subject. These teachers meet with their mentors ten hours per semester and attend monthly meetings with other teachers and district leaders for support and continued or additional professional development.

One important step of the gap analysis included examining the district-commissioned American College Testing (ACT) Core Practices Audit conducted in 2013. One of the findings of the audit was for the district to focus new teacher professional development on the district's curriculum, instruction, and assessment system through the mentoring program. In short, ACT advised the district to embed professional development within the program, as these critical components for new teachers are currently nonexistent. Another component identified in the audit involved the inconsistency of support offered to new teachers across district buildings and grade levels. Teachers new to the profession had differing levels of access to their mentors, differing levels of relationships between mentors and new teachers, and mentors and new teachers worked in disciplines or grade levels that were not altogether comparable.

The ACT report also offered that both leaders and teachers indicated that in some schools new teachers were supported by strong grade level or content area collaborative teams of teachers while in other schools these dynamics were nonexistent. Teachers reported that without strong mentors or building leaders, a number of teachers were left alone to navigate the Common Core Curriculum and acquire needed resources. In some cases, new teachers did not know the levels of support they were missing compared to other new teachers in the district.

Desired Reality

The desired reality of the mentoring and induction program in the SEPCSD uses the Teacher Leadership and Compensation system to provide an environment where novices grow, learn how to teach, acquire on-the-job skills, and most importantly, succeed as teachers. With the addition of mentor teachers and instructional coaches in all schools, at all grade levels, and in an array of departments, the district provides individualized support at the building level for teachers new to the profession. The additional teacher leadership positions allow the district to modify the mentoring program by splitting into two groups, one for PreK-5 teachers and another for secondary teachers. This provides grade and building level instructional coaches the opportunity to offer more relevant and meaningful support and improve the entry of new teachers into the profession. Further, instructional coaches serve as the primary pool of mentors. This is particularly important in the initial years of TLC implementation as coaches leave their current roles to become the mentors of their replacements. Coaches are initially selected for possessing skill sets that predispose them to being effective mentors. This strategy creates a more thoughtfully selected, appropriate mentor for new teachers who need them. Another boost the TLC system offers mentoring is that instructional coaches have no teaching load which improves access that new teachers have to their mentors. Limited access problems are replaced by all-day, every-day opportunities to work together, and additional funding allows for mentor training to make those opportunities more worthwhile. Further, the mentoring relationship does not necessarily cease after the two-year program ends. The teacher leaders who serve as mentors continue this work indefinitely with teachers as they grow from year to year.

As the curriculum, instruction, and assessment system continues to take shape at Southeast Polk, teacher leaders provide the necessary orientation and ongoing training for the primary curriculum, instruction and assessment that is currently in place. As district initiatives such as Professional Learning Communities, Response to Intervention Framework, unit assessments, and Gradual Release of Responsibility strategies become second nature to district educators, teacher leaders will develop a strong method for embedding professional development. Not only does the practice quickly bring new faculty up to speed, it accelerates their overall development. The proposed TLC system at Southeast Polk would allow model teachers and instructional coaches to provide a comprehensive, coherent, and sustained professional development program to train, support, and ultimately retain new teachers.

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.

The Southeast Polk CSD selected the instructional coach model as the basis of its Teacher Leadership and Compensation system for the model's ability to raise student achievement through improved instruction, because coaching is a deeply rooted district practice, and the model best reflects the district's vision, mission, and core values. The TLC system at Southeast Polk includes 114 career teacher leaders, or 25% of its staff, and consists of three distinct teacher leadership roles: model teacher, instructional coach, and curriculum/professional development leader.

Model Teacher

Under the TLC system, model teachers make up 19% of the total teaching staff, or 85 career teachers with a minimum of three years of teaching experience, one of which in the district. Model teachers work 5 additional contract days than the customary 195, and they earn a \$2,000 salary supplement. They are selected by the district Site Based Review Council to one year terms and teach full time in addition to fulfilling the following job goal: *to assist teachers in overcoming obstacles that impede their performance and development through modeling exceptional teaching practice.* In addition to full time teaching, model teachers are responsible for the following primary responsibilities:

- Welcome classroom observers and teach model lessons.
- Take on facilitative roles with Professional Learning Community (PLC) activities.
- Model action research and participation in the data team and peer review processes.
- Analyze classroom data for submission to the District PD Committee.
- Provide inputs to the District PD Steering Committee.
- Participate in instructional rounds, various cadres, and ad hoc committee work.
- Supervise student teachers.
- Establish and demonstrate positive human relations and model a commitment to continuous improvement.

Instructional Coach

The second teacher leadership role is that of instructional coach, which makes up 4% of district staff, or 21 career teachers with three years of teaching experience, one of which in the district. Instructional coaches work 10 additional contract days (205 total) annually, and they earn a \$5,000 salary supplement. They, too, are selected by the SBRC to unlimited terms and are not the teacher of record in any district classroom as they spend all of their contract time fulfilling the following job goal: *to assist teachers with their learning, performance, and development by providing appropriate coaching and direction.* Instructional coaches are responsible for the primary duties list below:

- Assist any teacher who demonstrates a need.
- Coach and inspire teachers through all phases of the teaching, learning, and instructional decision-making process to move teachers toward consistent exemplary practice.
- Mentor teachers new to the profession.
- Lead collaborative efforts that include but are not limited to peer review, various cadres, PLC work, and data teams/action research.
- Serve on the District PD Steering Committee on an ad hoc basis.
- Analyze building data for submission to the District PD Steering Committee.
- Assist in the design, presentation, and proper implementation of professional development.
- Facilitate instructional rounds and ad hoc committee work.
- Establish and demonstrate positive human relations and coach others toward a commitment to continuous improvement.

As instructional coaching takes on different complexions in varying contexts, it is important to note that the SEPCSD references the work of Woodruff (2007) in order to further define the strategies instructional coaches are expected to use when assisting and later assessing progress with teachers. Most commonly, instructional coaches will choose the best strategy for the situation from the following menu of strategies (in increasing order of effectiveness):

- Coach Initiated Enrollment Conversation
- Teacher Initiated Change Conversation
- Implementation Conversation
- Preconference
- Model Lesson by the Coach
- Co-Taught Lesson
- Observation & Feedback Conversation (lesson with low implementation fidelity)
- Observation & Feedback Conversation (lesson with high implementation fidelity)

- Strategic Integration
- Refocusing/Adaptation

Curriculum and Professional Development Leader

The third leadership role in the district's TLC system is the curriculum/professional development leader, which makes up 2% of the certified staff. These eight highly skilled teacher leaders are selected by the SBRC to unlimited terms of service and work an additional 15 contract days (210 total) while earning a \$12,000 salary supplement. These leaders coordinate program work in the following areas: mathematics, reading/ELA, science, preschool, TAG/ELL, instructional technology, assessment, and at-risk/guidance. In meeting the job goal of engaging all students in learning a challenging curriculum delivered through quality instruction, curriculum/professional development leaders are responsible for the following primary duties:

- Provide support and information to staff regarding the Common Core and its proper implementation.
- Build a common understanding of content standards, curriculum elements, instructional decision making, and assessment with teachers and principals.
- Use classroom, building, program, and district data to make recommendations to the Director of Curriculum and Instruction regarding programs, curriculum, instruction, and assessment.
- Lead teachers, buildings, and departments regarding the collaborative work of instructional rounds, PLC's, data teams, peer review, and various cadres.
- Serve as a permanent member of the District PD Steering Committee by collecting, analyzing, and sharing district data and then synthesizing these data with those from classrooms and buildings.
- Coordinate the efforts of model teachers and instructional coaches regarding choices of research-based professional development.
- Lead the design and presentation of professional development activities.
- Establish and demonstrate positive human relations and help lead the district's commitment to continuous improvement.

Achieving Coherence

One of the cornerstones of the TLC system is that each role is designed to assist teachers in the collaborative work required to improve their performance and to move to developmentally higher pedagogical levels. In turn, as teachers develop stronger instructional routines and grow, student achievement is sure to follow. The TLC system is also designed to incorporate the concept of continuous improvement. Teacher leadership allows the district to engage teachers and the district in continuous improvement loops in the areas of instructional practice, collaboration, data-driven decision-making, professional development, Professional Learning Communities, and Common Core implementation. These efforts, too, positively influence student achievement. The final cornerstone of the district's TLC system is the forging of positive relationships among professionals. The building of trusting relationships is critical to school improvement via instructional coaching. At the core of relationships is the understanding that teachers may have different work functions, but they share the same desired outcome: improved student learning. This cornerstone is also reflective of the core values of the SEPCSD that characterize the spirit in which all of the district's work must be done: students first, high expectations, collaboration, integrity, stewardship, adaptability, and respect.

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

Selection Process

The selection process for all teacher leaders in the Southeast Polk CSD has six phases: recruitment and posting, making application, screening, interviewing, deliberation and selection, and notification and onboarding. The recruitment of teacher leaders is a constant process for administrators and teachers in the instructional coach model developed by the district. Although the district's retention rate is 94% over the past four years, career teachers who may be teacher leaders retire or relocate. Further, with one-year term limits placed on model teachers, this group of 85 career teachers has the greatest potential for leadership turnover, which underscores the importance of recruitment. Prompt internal job posting in all buildings is a common district process that in this instance depends on TLC system acceptance.

All interested career teachers apply on line for one or more of the leadership positions that include model teachers, instructional coaches, and curriculum/professional development leaders. Application materials to submit include an application, writing sample, multiple letters of recommendation, and updated resume. All of these materials are then screened by the Site Based Review Council (SBRC) who use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

Interviews with the SBRC are in the buildings where the teacher leaders work. All candidates are asked the same questions from a bank created for each leadership role. Questions range from the job description to leadership experiences to best practice. The length of interviews starts at 20 minutes for model teachers, increases to 30 minutes for instructional coaches, and increases again to 45 minutes for curriculum/professional development leaders. The SBRC then moves into the deliberation and selection phase of the selection process. Council members use a common rubric to assess all candidates and conduct a consensus-building process to select the successful candidate(s).

All candidates, successful or otherwise, are notified by the SBRC regarding their candidacy in the last phase of the selection process. A list of hiring recommendations are then presented to the Superintendent, and the list then goes to the Board of Education for formal vote on the consent agenda. The onboarding process then begins, as directives, recommendations, and timelines of training events are provided to begin work in August.

Site Based Review Council

The SBRC consists of equal numbers of teachers and administration. The TLC core planning committee serves on the SBRC, but membership changes depending upon the building employing the teacher leader and the applicant pool for the position. When positions are hired in a particular building, the lead administrator and one teacher are included in the council. This provides input from not only the person who evaluates the teacher leader, but it includes one teacher from the building with whom the potential teacher leader works. Should a member of the SBRC be an applicant for a particular position, that member may not participate in the selection process.

Determining Effectiveness

During the deliberations phase of selection, an important question about judging candidate effectiveness is critical. Built into the SEPCSD system are ways to elicit, evaluate, and measure the effectiveness of potential teacher leaders. The selection process requires candidates to complete a writing sample from a prompt that presents a realistic, hypothetical leadership situation germane to the work the leader performs. The writing is assessed with a rubric that includes a determination of completeness of thought and overall effectiveness of the response to the situation. Second, applicants are required to submit letters of recommendation from colleagues and supervisors/evaluators that speak to their effectiveness and fitness for teacher leadership. Mentor teachers are also strongly encouraged to submit letters from students and/or their parents. This practice speaks to potential leaders' effectiveness from the perspective of a supervisor, colleague, or stakeholder. A third way to determine effectiveness involves examining the updated resume. By examining the longevity of particular work done by the applicant, there may be an indication as to the effectiveness of the work, provided regular evaluations and high expectations were conditions of continued employment. Lastly, interviewers can just ask applicants to speak to their effectiveness in particular roles over the course of their careers, and the indicators used to determine their effectiveness may prove telling.

Determining Professional Growth

A second deliberation question involves determining the professional growth of potential teacher leaders. Again, the writing prompt is useful in examining the developmental level of the leader based on the type of response offered in the hypothetical situation. Professional growth can also be determined, at least in part, by the resume. The resume generally outlines tenure, position progression, advanced degrees in the area of potential leadership, graduate hours, additional related responsibilities, and professional honors or significant leadership experiences. All of these in their totality have the ability to speak to growth in the profession. Lastly, candidates can speak to their work in professional development, cadres, and committees on resumes or

during the interview.

What is critical to the SEPCSD selection process for teacher leaders is to allow multiple data points to guide how candidates are assessed on the hiring rubric. This is particularly important when it comes to assessing leadership, relationship-building, experiences in andragogy, expertise in current instructional initiatives and structures, and more nebulous areas like effectiveness and professional growth.

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.

The TLC system based on the instructional coach model endorsed by the Southeast Polk Community Schools offers a number of significant opportunities in the creation and delivery of professional development that currently do not exist in the district. Upon the implementation of the TLC system, teacher leaders in the district have defined roles in the developmental processes used to improve the overall instructional program, instructional practice through collaboration, and the developmental levels of teachers

Model Teacher

In improving the district's current professional development forward through teacher leadership, model teachers are engaged in the professional development process in a number of ways. Model teachers participate in data team work within a professional learning community (PLC) model where classroom level data are collected and analyzed in order to collaboratively set goals and adjust instructional practices to meet immediate needs through the collective expertise and support of the group. Model teachers facilitate these conversations and processes and send data and implications for instruction to building instructional coaches for later use by the District Professional Development Steering Committee (of which model teachers may be part) for consideration in creating building and district level professional development plans in the form of SMART goals. Model teachers also have the opportunity to provide input to the design of training sessions and deliver professional development through providing model lessons or examples of exemplary practice that link to one or more of the plans in general or individual SMART goals.

Model teachers are expected to create a thoughtful Individual Professional Development Plan (ITPDP) for their own continued growth that links to the most important parts of their work within the PLC model. Ideally, the model teacher would reflect and then collect inputs from instructional coaches and the principal in the development of the ITPDP. The intentionality of the goals model teachers set and the action plans developed is critical to the development of the model teacher and the improvement of instruction that leads to increased student achievement.

Instructional Coach

Instructional coaches also play key roles in improving the district's professional development program. Coaches coordinate and lead collaborative efforts at the building level within the PLC model and are deeply involved in leading the collection and analysis of student achievement data. Coaches collect data and findings from model teachers and shape it as input to the District PD Steering Committee, of which instructional coaches are ad hoc building representatives. Instructional coaches then participate directly in the steering committee's development of SMART goals and building/district level professional development plans. Coaches directly influence content selection and design of training through participating in design sessions of the steering committee. Instructional coaches coordinate professional development at the buildings and may, when appropriate, conduct the professional development sessions themselves. Lastly, instructional coaches' arguably most important function occurs during the implementation of professional development. They provide direct support, coaching, information, and resources to classroom teachers in order to implement professional development with fidelity.

In addition to coaching teachers toward better performance, instructional coaches are also responsible for their own growth as professionals under the direction of the principal. Their Individual Professional Development Plans are linked closely to their work and may include goal areas regarding current PD topics, collaboration, data analysis, goal writing, or implementation strategies. Again, the critical elements are for the principal and coach to collaboratively develop individualized goals that mirror current elements of the work and the PD plans written for buildings or the district as a whole.

Curriculum and Professional Development Leader

Curriculum/professional development leaders synthesize classroom, building, program, and district data to improve the district's professional development program through their permanent membership on the District Professional Development Steering Committee. These teacher leaders oversee, lead, and inform the collaborative efforts in the district under the PLC model by assisting model teachers and coaches to resolve issues concerning andragogy. They collect all numeric and anecdotal data to synthesize with district and program data to develop building and district professional development plans geared toward meeting SMART goals and to select proper, research-based PD content. Further, curriculum and professional development leaders lead the design of learning sessions and often facilitate them with the assistance of instructional coaches and model teachers. Lastly, curriculum and professional development leaders co-facilitate the evaluation of the overall professional development program with the Director of Curriculum and Instruction.

Like other teachers, curriculum and professional development leaders are responsible for their own professional growth under the direction of and in collaboration with the Director of Curriculum and Instruction. The IAPDP indicates the areas of the work the leader has identified as goal areas that are reflective of current importance, shortage or curiosity. Again, the key is for

leaders to construct goals that are not only of importance to the individual but important to the organization in the realm of curriculum and professional development.

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.

Determining the impact of the Southeast Polk Community Schools TLC system includes a combination of multiple quantitative and qualitative data points. The program evaluation system focuses on six goals that directly reflect the goals of the district and State of Iowa.

Classroom Instruction

The district and state share the goal of improving classroom instruction in order to provide quality learning experiences for students and to raise the profile of the teaching profession. In measuring the effect teacher leadership has on improving classroom instruction, the district uses two processes in order to collect the data. Instructional rounds are a common process in the district, and its ability to measure specific teacher behaviors, in particular the Characteristics of Effective Instruction, through observation and frequency tabulation is reliable and applicable to changing conditions. These observations are put into report form by teacher leaders for consideration by the Professional Development Steering Committee and TLC system administrator. A second district process uses the Iowa Teaching Standards in formative and summative evaluations of teachers in order to inform improvement efforts. Principals note instructional issues observed in formative evaluations and compare those issues with summative evaluations in order to mark performance gains or continued deficits. Again, the findings are compiled in report form and shared with TLC system administrators who construct program improvement plans.

Student Achievement

Raising student achievement is another goal shared by the district and the State of Iowa. The district utilizes a system of formative assessment that features instructional unit pre and post testing that reveals the effects of particular instructional strategy use. All data from this practice are housed using a web-based solution called Data Director. Data Director offers numerous reports indicating levels of student mastery of unit outcomes. As teacher leaders work with teachers, the effects of their work are directly traceable in understandable student achievement terms through this formative assessment system. Another method of determining the effects of teacher leadership involves the analysis of data from standardized testing. Current results and longitudinal trends in math, reading, and science are used to determine the relative health of core academic programs, and in this case it is no different. As these data indicate a school's bottom line, it is important to include them, but the inclusion should occur in a cursory manner due to the inability to isolate teacher leadership as the impetus for the result in the way Data Director can.

Teacher Leaders

Recruiting and developing teacher leaders who lead teachers to higher levels of professional performance is yet another goal area. To determine the effectiveness of the TLC system, assessing teacher leader performance is appropriate. Teacher leaders are assessed twice annually by the teachers they lead using an online survey measuring the effectiveness and types of services provided. Teacher leaders also complete an annual online self-assessment that focuses on the frequency and types of strategies used with teachers. All surveys and assessments are collected by building or program administrators who use them in developing summative evaluations.

Professional Development and Collaboration

Improving professional development and collaboration is a district and state goal achieved through the successful implementation of the instructional coach model. Appropriately engaging teacher leaders in the professional development process and having them in facilitative roles in Professional Learning Communities is a progress marker. This indicator alongside the total time teachers spend in PD and PLC work strengthens the district's ability to assess the TLC system. Further, teacher leaders under the direction of the Director of Curriculum and Instruction analyze the products and outputs of the PD process including exit slips of participants, to determine the quality and relevance of PD.

Retaining Effective Teachers

The teacher retention rate of the SEPCSD is 94% over the past four years and is a source of district pride. That said, the district and state do have a goal of improving that rate and leveraging teacher leadership roles for greater professional efficacy and career longevity. The district conducts biennial culture and climate surveys, and these data, coupled with employee exit survey data, are used to determine the effectiveness of its TLC system.

Mentoring

The overall improvement of the mentoring program points to the success of the TLC system. The goal specifically calls for increased teacher access to mentors through real time assistance, embedded district initiatives in daily practice, the development of strong mentor/new teacher relationships, and the strategic matching of mentors to new teachers. In this instance, an annual checklist is presented to participants in the program that assesses the realization of these indicators. Data from this assessment are shared with mentoring program and TLC system administrators for action plan development and

program adjustment.

Goal Revision

As with any initiative, circumstances and goals change. As data throughout the TLC system and the district are analyzed, they will certainly give rise to new goals and new priorities. The setting of a new course is the work of the TLC administrator in conjunction with teacher leaders, principals, and program directors. Reliance on student achievement data, Comprehensive School Improvement Plans, measures of adequate yearly progress, and anecdotal data from teachers and administrators align the changing needs of students and teachers to the function of the Teacher Leadership and Compensation system in the Southeast Polk Community Schools.

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)

In assessing the capacity of the Southeast Polk Community School District to sustain its proposed Teacher Leadership and Compensation (TLC) system, the TLC planning team examined its current infrastructures. In all, the district has a firm and fundamental infrastructure that has the potential to grow to precede the development of its chosen instructional coach model.

Instructional Coaches and Professional Learning Communities

The philosophical infrastructure required to successfully implement the instructional coach model at Southeast Polk is strong. Instructional coaching, in one form or another, has been a long-standing practice in the district, and teachers and stakeholders understand the inherent value of skilled and trusted colleagues working with teachers in order to help them improve their routines and overall professional practice. The issue of acceptance or acknowledgement is quite frankly a non-issue because the district and its people see the need for and power of the practice.

Although the support for instructional coaching has been consistent, the environment for professional collaboration has not always carried the practice. The district enjoyed sporadic gains based on the skills of particular coaches, but only until the last three years has a more comprehensive cultural infrastructure begun to form to enable instructional coaching to take hold. With the advent and implementation of the concept of Professional Learning Communities, Southeast Polk CSD has made strides building a culture that includes the time, opportunity, and results-focus required for real school improvement. Administrators, teachers, and classified staff have created the beginnings of a culture where PLC-driven concepts are reflected in the way school and school business are conducted in the district, but in assessing this critical piece of infrastructure, it must expand and mature to meet more teacher and student needs, especially as those needs change over time.

Another component of infrastructure includes the district's existing teacher leadership arrangement. Although this current structure is a relatively new and significant step in the direction of raising student achievement, it must continue to grow and develop. The work of the current five coaches, under the direction of the Director of Curriculum and Instruction, is of high quality and is promising, but a lack of numbers of coaches, the wide scope of the work, and a lack of representation for multiple disciplines continues to limit the ability of the group to meet the district's student achievement goals. Again, this structure is a solid and fundamental beginning, but the shortcomings reveal a need for an expanded, multi-layered, and effective teacher leadership system that includes model teachers, instructional coaches, and curriculum and professional development leaders.

Technology

Technological infrastructure has been a significant district investment over the past decade, and its ability to function well has a profound influence on all aspects of SEPCSD. The district's commitment to Data Director, a web-based solution for managing formative assessments and their data, has revolutionized not only curriculum and instruction but the instructional conversations had among teaching professionals as they work in data teams. Similarly, the district commitment to Google and its applications as web-based means to electronically communicate, organize and present information, and organize and plan events, are critical to continuous improvement efforts. The technological infrastructure of the district is strong and intact, and realizing the full potential of Data Director and Google applications and the growth of teachers' computing skill sets will only further the ability of technology to sustain a TLC system into the future.

Training

Currently, the district has an effective and well-designed system of professional development and a system of more mandatory trainings through Safe Schools. What is missing is a working structure for training teacher leaders and the teachers with whom they work. The district has good, fundamental first thoughts about how and when training should occur, a seamless working relationship with Heartland AEA and Department of Education as resources, connections to higher education for answers to questions regarding theory and practice, and potential training content areas that include: instructional coaching models (i.e., Woodruff, 2007), conducting crucial conversations, data-based decision making, and an agreed-upon leadership perspective under which the work of teacher leaders will reside.

Finances

The financial health and standing of the district is currently such that it has the ability to support the continued growth of the district infrastructure, in particular in the areas of technology and training. Through aligning funds to programs and initiatives that support its mission, vision, and core values, repurposing funds once spent on more fringe functions, and demographic projections that indicate continued growth in student enrollment, the district is in a sound and developing financial state to support infrastructures necessary to support, among other things, a comprehensive TLC system.

The Southeast Polk Community School District has the fundamental infrastructure in place to move its instructional coach model into the future. There are areas in need of development, both currently seen and unforeseen, and there is a general sense that the financial standing of the district can support more investment in different components of the infrastructure.

Arguably most important is that the district has the human infrastructure with the capacity and wherewithal to improve student achievement through the TLC system.

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	6616.93
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$2,043,440.32
Total Allocation	\$2,043,440.32

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	\$334,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers)	\$1,699,440.32
Amount used to provide professional development related to the leadership pathways	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$2,043,440.32

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$2,043,440.32

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 districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

The Teacher Leadership and Compensation system endorsed and developed by the Southeast Polk Community Schools is an investment in teachers, and the dividends from that investment are improved student achievement and better educational experiences for students. This is never clearer than when the budget for the instructional coach model is examined. The district's TLC budget is divided into three parts: salary supplements, salary and benefits of teachers who assume leadership roles but do not teach full teaching loads, and teacher leader training. It is important to note that absent from the budget is an adjustment to the minimum salary, as SEPCSD has a starting salary that exceeds \$33,500.

Improving Classroom Instruction

One of the five primary goals of the instructional coach model is improving classroom instruction. The salary supplements for all leadership positions and the salaries and benefits of teacher leaders who leave the classroom are earned by teacher leaders as they perform the duties required to assist teachers in improving instructional practice. Model teachers provide observable examples of exemplary practice for teachers to literally see how particular strategies are implemented with fidelity. Instructional coaches support colleagues through the implementation process, mentor teachers new to the profession, and provide various supports designed to improve instructional practices and routines. Curriculum and professional development leaders build a common understanding of curricular elements and quality professional development for teachers to learn and grow. Another portion of the budget is devoted to teacher leader training in the areas of leadership, communication, instructional coaching, and data-based decision-making in order for them to more effectively assist classroom teachers to move toward improved practice.

Raising Student Achievement

The second fundamental goal of the Southeast Polk TLC model is a product of improving classroom instruction, and that aim is to raise student achievement. The budget constructed for the TLC system is reflective of this goal as teachers earn salaries, salary supplements, and benefit packages for the work they do in the name of teacher development and improved instruction. As teachers develop and improve their practice and routines, student achievement improves as well. In short, as the classroom experiences of students become more effective, student achievement increases and overall school improvement becomes reality. Further, as the district invests in quality teacher leader training, classroom experiences of students in the system improves and again translates to higher measures of student achievement.

Developing Teacher Leaders

Recruiting and developing teacher leaders is critical in meeting all of the objectives of the TLC plan. The recruitment of teacher leaders is supported by the salary supplement opportunities in the budget that are incentives for teachers to consider leadership roles. Similarly, the portion of the budget that outlines teacher leader training shows a commitment to the initial learning sessions and continued growth of the teacher leader cadre through subsequent annual training. All of these expenditures not only foster the development of leaders, but the positions themselves assist in teacher retention by offering district teachers alternatives to their current roles and chances to lead.

Improving Professional Development and Collaboration

All parts of the budget (salary supplements, salary and benefits of certain teacher leaders, and training) provide the necessary financial support required to make the instructional model function. Without the budgeted items, there would be no ability to provide the leadership roles necessary to fill in all the gaps that currently exist in the professional development process and the collaborative processes designed to improve the teaching, learning, and overall professionalism of teachers.

Improving Mentoring

The salary supplements, salaries, and benefits of instructional coaches allow the district to revolutionize its current mentoring program. Instructional coaches are the mentors of teachers new to the profession, and without the release from a full teaching load, their availability, effectiveness, and ability to accelerate the growth of new teachers would be impossible. The training portion of the budget is a very similar situation in that without the training, the ability to conduct an effective mentoring program would be compromised.

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