

D	PLC TEAM LEADER:	# of Staff	Extra Days	Stipend				
	These teacher leaders will be in charge of facilitating the PLC collaboration times. This involves	29	4	\$2,000	Staffing:	Reports to:		
1	ensuring goal setting through SMART goals and PD goals				Elementary (K-5): grade level or grade level grouping, Electives, Special Education	Principal	SP - K, 1, 2; NR - 3, 4; DCE - K-2, 3-4, 5; Spec Ed; Encore per building	12
2	Coordinating the content, provision, implementation, and assessment of PD that is aligned with the IPDM.	Training: For			Middle School (6-7): English Language Arts (ELA), Math, Science, Social Studies and Electives		MS - ELA, Math, Science, Soc St, Electives (will also serve as grade level)	5
3	Provide job-embedded professional learning with teachers in order to identify strengths, needs, interests, and skills in their students.	Data analysis cognitive coach type training			Meadows (8-9): ELA, Math, Science, Social Studies and Electives		ME - ELA, Math, Science, Soc St; Electives (will also serve as grade level)	5
4	Facilitate PD learning and implementation of MTSS (Multi-tiered System of Supports) interventions, which addresses questions 3 and 4 on our pyramid model.	Monthly PLC with team leaders			High School (10-12): ELA, Math, Science, Social Studies and Electives		HS - ELA, Math, Science, Soc St, Electives	5
5	Facilitate the collection and analysis of PD implementation and student achievement data.				6-12 Special Education; 6-12 World Language		6-12 Spec Ed, World Lang	2
6	Provide support and job-embedded PD for mentor teachers and beginning teachers.						Total	29
7	At secondary will serve as curriculum PLC team leader and Grade level team leader							
	INSTRUCTIONAL COACHES (Building Level):					District		
	Instructional coaches fulfill important roles in connecting our TLC plan with the IPDM. They are the direct link between the individual teachers and PLC teams in supporting PD programming. Instructional Coaches will:	# of Staff	Extra Days	Stipend	Can be 2 (.5) or 1.0 at each building			
1	Work collaboratively with fellow teacher leaders and administration to design and deliver PD to teachers at the district and building level.	8	8	\$4,000				
2	Give feedback on PD needs based on their work with teachers.							
3	Engage with the PLC team to analyze student data and support the implementations of MTSS.	Training:						
4	Provide more intentional PD training, collaboration and coaching with PLCs.	Cognitive coach type training Instructional Coaching Academy with Principal Content specific instructional strategies Instructional pedagogy Iowa Core Technology integration Data analysis training						
5	Provide job embedded PD in classrooms by:	BiWeekly PLC with other coaches						
	a. helping teachers implement new ideas;							
	b. modeling lessons;							
	c. engaging in co-teaching;							
	d. observing and offering feedback;							
	e. asking reflective questions.							
	f. support technology integration							
6	Provide regularly scheduled learning workshops for teachers							
	MENTOR TEACHERS:					District		
	The role of Mentor Teachers in our TLC plan will be to provide ongoing support for beginning and new-to-district teachers, including PD needs. Mentor Teachers will:	# of Staff	Extra Days	Stipend				
1	Work closely with their mentees on understanding and incorporating PD information into their daily practice to increase student learning.	average 16	3	\$1,500				
2	Provide training, collaborative support and feedback on district processes and initiatives.							
3	Help their mentees in understanding how best to collect student achievement data and then set goals based on that data.	Training:						
4	Guide their mentees through additional training opportunities as necessary.	cognitive coach type training Mentoring Matters						

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