

Teacher Leadership & Compensation

Revised 8.11.25

PLC (Professional Learning Community) Leads (\$750)

Elementary 6 positions Reports to Building Administration (3 - 4 years)	Purpose of grade level PLC Leads: (PK, K, 1st, 2nd, 3rd, 4th) Ensure the grade level PLC teams are running efficiently. Drive the PLC process (4 questions) with their grade level team. Facilitate grade level PLC meetings with an agenda. Ensure PLC's are student centered & data driven with the overall purpose to enhance student achievement through collaboration. Ensure meetings are documented to ensure overall efficacy. Training as needed. Objective of PLC lead & administration: Teach and coach how to facilitate the meeting; accountable for continued growth and progress of PLCs.
Middle School 5 positions Reports to Building Administration (3 - 4 years)	Purpose of grade level/content PLC Leads: (5th, literacy, math, science, social studies) Ensure the content PLC teams are running efficiently. Drive the PLC process (4 questions) with their content team. Facilitate PLC meetings with an agenda aligned with the 4 questions. Ensure PLC's are student centered & data driven with the overall purpose to enhance student achievement through collaboration. Ensure meetings are documented to ensure overall efficacy. Training as needed. Objective of PLC lead & administration: Teach and coach how to facilitate the meeting; accountable for continued growth and progress of PLCs.
High School 5 positions Reports to Building Administration (3 - 4 years)	Purpose of content PLC Leads: (ELA, CTE, social studies, science, math) Ensure the content PLC teams are running efficiently. Drive the PLC process (4 questions) with their content team. Facilitate content PLC meetings with an agenda. Ensure PLC's are student centered & data driven with the overall purpose to enhance student achievement through collaboration. Ensure meetings are documented to ensure overall efficacy. Training as needed. Objective of PLC lead & administration: Teach and coach how to facilitate the meeting; accountable for continued growth and progress of PLCs.
District 5 positions Reports to District Administration (3 - 4 years)	Purpose of District (vertical leads) PLC Leads: (Visual Arts, Music, P.E./Health, Guidance, CTE) Ensure the District PLC teams are running efficiently. Drive the PLC process (4 questions) with their District team. Facilitate PLC meetings with an agenda aligned with the 4 questions and strategies to enhance the content. Ensure PLC's are student centered & data driven with the overall purpose to enhance student engagement through collaboration. Ensure meetings are documented to ensure overall efficacy. Training as needed. Objective of PLC lead & administration: Teach and coach how to facilitate the meeting; accountable for continued growth and progress of PLCs.

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ESSA Leads (Every Student Succeeds Act) (\$1000)

Elementary 8 positions Reports to building administration (2 - 3 years)	Ensure the ESSA action plan and other necessary building-wide growth plans including building goals, ESSA goals, etc. are developed, implemented and growth is measured as required; Meets monthly with building and District administration; Training as needed.
Middle School 7 positions Reports to building administration (2 - 3 years)	Ensure the ESSA action plan and other necessary building-wide growth plans including building goals, ESSA goals, etc. are developed, implemented and growth is measured as required; Meets monthly with building and District administration; Training as needed.
High School 7 positions Reports to building administration (2 - 3 years)	Ensure the ESSA action plan and other necessary building-wide growth plans including building goals, ESSA goals, etc. are developed, implemented and growth is measured as required; Meets monthly with building and District administration; Training as needed.

BLT (Building Leadership Team) Leads (\$300)

Elementary 5 positions Reports to building administration (2 - 3 years)	Develop & review schedules Review handbooks annually Represent teams to determine building-wide decisions (fundraisers, assemblies, assessment logistics, etc.) Meet twice a quarter and/or as needed Assist with building managerial tasks as needed Training as needed
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High School 5 positions Reports to building administration (2 - 3 years)	Develop & review schedules Review handbooks annually Represent teams to determine building-wide decisions (fundraisers, assemblies, assessment logistics, etc.) Meet twice a quarter and/or as needed Assist with building managerial tasks as needed Training as needed
PHS 1 position Reports to	Develop & review schedules Review handbooks annually Represent teams to determine building-wide decisions (fundraisers, assemblies, assessment logistics, etc.)

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<p>Director of Student Services (2 - 3 years)</p>	<p>Meet twice a quarter and/or as needed Assist with building managerial tasks as needed Training as needed</p>
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Special Education Lead (\$1000)

<p>Elementary Reports to Student Services Director 1 position (3 - 5 years)</p>	<p>The purpose of the Special Education lead is to serve as the main liaison between their building Special Ed teams, building administrators, and the District Director of Student Services. Roles and responsibilities include: Monthly meetings with the District Student Service Director Facilitating SPED PLCs within their building Help Facilitate District SPED PLCs Help plan and implement the District Special Education Action Plan Assist their Special education teachers/Paras with any students/questions that may arise in the day, communicate to the District Student Service Director as needed Schedules for students at the secondary level Behavior support and collaboration for students who are struggling in the classroom Help with setting up district-wide assessment schedules and ensuring everything is in place for any accommodations needed for those students. Help support any curriculum adoptions needed for the Special Education department Training as needed</p>
<p>Middle School Reports to Student Services Director 1 position (3 - 5 years)</p>	<p>The purpose of the Special Education lead is to serve as the main liaison between their building Special Ed teams, building administrators, and the District Director of Student Services. Roles and responsibilities include: Monthly meetings with the District Student Service Director Facilitating SPED PLCs within their building Help Facilitate District SPED PLCs Help plan and implement the District Special Education Action Plan Set Para schedules and coordinate these with their building para's (make changes and adjustments as necessary throughout the year) Assist their Special education teachers/Paras with any students/questions that may arise in the day, communicate to the District Student Service Director as needed Schedules for students at the secondary level Behavior support and collaboration for students who are struggling in the classroom Help with setting up district-wide assessment schedules and ensuring everything is in place for any accommodations needed for those students. Help support any curriculum adoptions needed for the Special Education department Training as needed</p>
<p>High School Reports to Student Services Director 1 position (3 - 5 years)</p>	<p>The purpose of the Special Education lead is to serve as the main liaison between their building Special Ed teams, building administrators, and the District Director of Student Services. Roles and responsibilities include: Monthly meetings with the District Student Service Director Facilitating SPED PLCs within their building Help Facilitate District SPED PLCs Help plan and implement the District Special Education Action Plan Set Para schedules and coordinate these with their building para's (make changes and adjustments as necessary throughout the year) Assist their Special education teachers/Paras with any students/questions that may arise in the day, communicate to the District Student Service Director as needed</p>

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	<p>Schedules for students at the secondary level</p> <p>Behavior support and collaboration for students who are struggling in the classroom</p> <p>Help with setting up district-wide assessment schedules and ensuring everything is in place for any accommodations needed for those students.</p> <p>Help support any curriculum adoptions needed for the Special Education department</p> <p>Training as needed</p>
<p>PHS</p> <p>Reports to Student Services Director 1 position (3 - 5 years)</p>	<p>The purpose of the Special Education lead is to serve as the main liaison between their building Special Ed teams, building administrators, and the District Director of Student Services. Roles and responsibilities include:</p> <p>Monthly meetings with the District Student Service Director</p> <p>Facilitating SPED PLCs within their building</p> <p>Help Facilitate District SPED PLCs</p> <p>Help plan and implement the District Special Education Action Plan</p> <p>Set Para schedules and coordinate these with their building para's (make changes and adjustments as necessary throughout the year)</p> <p>Assist their Special education teachers/Paras with any students/questions that may arise in the day, communicate to the District Student Service Director as needed</p> <p>Schedules for students at the secondary level</p> <p>Behavior support and collaboration for students who are struggling in the classroom</p> <p>Help with setting up district-wide assessment schedules and ensuring everything is in place for any accommodations needed for those students.</p> <p>Help support any curriculum adoptions needed for the Special Education department</p> <p>Training as needed</p>

District Mentor Leads (\$750)

<p>District Mentors</p> <p>Reports to elementary assistant principal</p>	<p>District mentor leads are selected by building principals and oversee the District mentoring Program. Each building will have one designated District mentor. Requirements include individuals that are in a District coaching role. This team will assist the South Tama County Community School District by supporting our commitment to meet the specific needs of:</p> <ul style="list-style-type: none"> • 1st, 2nd, and (3rd) year teachers • Provided to new teachers to the district and veteran teachers new to the district • Plan with Elementary Assistant Principal in the summer to prepare for mentoring (1/2 day) • Facilitate Professional Development for mentors (2 hours) • Facilitate professional development for Mentoring. <ul style="list-style-type: none"> ○ 2 full days in August ○ Monthly 2 hours (1-hour for 1st years) and (1-hour for 2nd years) <p>Through positive leadership, this group of professionals will welcome and guide our teachers who are new to the District. They will collaborate with administrators to provide the foundational skills for teachers to succeed at STC.</p>
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District Mentors (as needed)

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<p>District Mentors Reports to elementary assistant principal</p> <p>Compensation (\$1000) Year 1 and 2 (\$500) for Year 3 & veteran teachers (as needed)</p>	<p>District mentors are selected by building principals. Requirements include individuals that are on their standard license, have leadership capabilities related to the mentee's position and "best fit" for the mentee. The South Tama County Community School District mentoring program is based on a commitment to meet the specific needs of:</p> <ul style="list-style-type: none"> • 1st, 2nd, and (3rd) year teachers • Available to new teachers to the district and veteran teachers new to the district • Teachers who transfer roles within the district <p>Through positive interactions, mentors have the ability to motivate, develop and promote a desire to be active members of the school community and working together with all staff for excellence, this is achieved. Recognizing that all teachers are unique, our mission is to provide guided opportunities for professional growth and success in a comfortable, supportive and professional environment.</p>
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District Trojan Way Leads (\$1000)

<p>Reports to building administration 1 position (4 - 6 years)</p>	<p>Analyze behavior referral data Plan & develop behavior lesson plans for procedures Assist teachers with the problem solving process Plan monthly celebrations & recognize student success Plan monthly PBIS meetings</p> <p><u>High School Specific</u></p> <p>Advisory lessons for SEL (Character Strong) Prepare monthly student recognitions Training as needed</p>
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District .75 Release Coaches (\$6000)

<p>Reports to Building Administration (4 - 6 years)</p>	<ul style="list-style-type: none"> • Focus on student achievement. • Collaborate with the building principal to address the urgent and ongoing instructional needs of the building. • Lead with professionalism and honor the coach/teacher relationship. • The term of this contract, beyond the regular teaching contract, shall include six (6) days of service and such other time as may be assigned for other related duties. • Attend meetings as appropriate • Lead/assist in building and/or district professional development delivery. • Provide teachers with evidence-based, ongoing coaching opportunities using the district coaching menu to strengthen student achievement. • Facilitate and support the work of PLCs to analyze student work for universal tier. • Facilitate data meetings to analyze screening data, determine interventions, select progress monitoring, and analyze progress monitoring data to support the work of supplemental and intensive tiers. • Model and co-teach current evidence-based instructional strategies. Explore and field test new strategies, interventions and practices within classrooms.
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	<ul style="list-style-type: none"> • Provide support and coaching of the priority areas from the building ESSA plans. • Collaborate with building and district administration to successfully prepare and administer district wide testing (FAST, ISASP) • Support the implementation of professional development through coaching opportunities listed within the district coaching menu. • Foster a collaborative, district-wide learning environment by supporting the work of teachers, PLCs and administrators. • Build and support a culture and climate focused on the needs of students. • Promote teacher, coach, and administrator collaboration around student data. • Collaborate with the building leadership team and building administrators to determine professional development needs. • Collaborate with the district leadership team and district administrators to determine professional development needs. • Substitute for teachers when teaching shortages demand for it including long term guest teacher positions. • Set up and maintain student progress monitoring on FAST (K - 6). • Ensure intervention groups are set up on Panorama (K - 6). • Assist as needed with the District mentoring program.
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District .25 Release Coaches (\$3000)

<p>Reports to Building Administration (4 - 6 years)</p>	<ul style="list-style-type: none"> • Focus on student achievement. • Collaborate with the building principal to address the urgent and ongoing instructional needs of the building. • Lead with professionalism and honor the coach/teacher relationship. • The term of this contract, beyond the regular teaching contract, shall include six (6) days of service and such other time as may be assigned for other related duties. • Attend meetings as appropriate • Lead/assist in building and/or district professional development delivery. • Provide teachers with evidence-based, ongoing coaching opportunities using the district coaching menu to strengthen student achievement. • Facilitate and support the work of PLCs to analyze student work for universal tier. • Facilitate data meetings to analyze screening data, determine interventions, select progress monitoring, and analyze progress monitoring data to support the work of supplemental and intensive tiers. • Model and co-teach current evidence-based instructional strategies. Explore and field test new strategies, interventions and practices within classrooms. • Provide support and coaching of the priority areas from the building ESSA plans. • Collaborate with building and district administration to successfully prepare and administer district wide testing (FAST, ISASP) • Support the implementation of professional development through coaching opportunities listed within the district coaching menu.
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	<ul style="list-style-type: none">• Foster a collaborative, district-wide learning environment by supporting the work of teachers, PLCs and administrators.• Build and support a culture and climate focused on the needs of students.• Promote teacher, coach, and administrator collaboration around student data.• Collaborate with the building leadership team and building administrators to determine professional development needs.• Set up and maintain student progress monitoring on FAST (K - 6).• Ensure intervention groups are set up on Panorama (K - 6).• Assist as needed with the District Mentoring Program.
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