



Creston Teacher Leadership and Compensation Plan 2024-2025

Teacher Leadership Vision

Teacher leadership supports collaboration and PLCs as they gather, evaluate, and respond to formative assessment data. Instructional coaches and mentors work with individual teachers or teams of teachers to improve instructional practices. Teacher leadership members also serve on collaborative teams in each building to help design, facilitate, and evaluate professional learning and student achievement.

The vision for the TLC plan is to build the capacity of all teachers to use formative and summative assessment data to guide instruction. The power of teachers observing and collaborating with other teachers provides a reflective application of effective instruction.

Teacher Leadership Goals

1. **Student Achievement:** Improve student achievement by strengthening instruction
 - 1.1. K-2 students will meet proficiency or the expected grade level growth on the Universal Screeners in Math and Reading, 3-11 students will meet the ROA (rate of acquisition) growth on the ISASP in Reading, Math, and Science
2. **Collaboration:** Promote collaboration by developing and supporting opportunities for teachers to learn from each other
 - 2.1. As a district, at least 80% of our teams will obtain proficiency in the first four anchor statements of the Strategy Implementation Guide.

Program Goals, Outcomes, and Action Steps		
District Program Goals	Outcomes	Action Steps
Goal 1: Student Achievement: Improve student achievement by strengthening instruction	K-2 students will meet proficiency or the expected grade level growth on the Universal Screeners in Math and Reading 3-11 students will meet the ROA (rate of acquisition) growth on the ISASP in Reading, Math, and Science	• Staff will use the data to identify and close gaps in the instructional core curriculum • Provide professional development for staff to engage in evidence-based instructional practices. • Ensure success for all learners and provide a guaranteed and viable curriculum
Goal 2: Collaboration: Promote collaboration by developing and supporting opportunities for teachers to learn from each other	As a district, at least 80% of our teams will obtain proficiency in the first four anchor statements of the Strategy Implementation Guide.	• Provide scheduled time for collaboration • Support collaborations through the PLC process coaching around the Strategy Implementation Guide (SIG) • Provide opportunities for instructional strategies using technology, software/hardware.

Roles & Responsibilities			
Roles	Who:	Responsibilities	Expertise
Instructional Coaches	Joni Gillam Karlie Hyde Casey Tanner	• Differentiated support for teachers • 10 extra contract days with a stipend • Plan & Deliver PD—whole group, small group, 1:1 • Analyze Data • Model, demonstrate & support effective instructional practices	• Instructional strategies • Iowa Core • Curriculum, Instruction, Assessment • Lead learner

Program Specialist	Jon Thomson	• Support staff with technology integration • Instructional strategies based on data • Program improvement and development • 10 extra contract days with a stipend	• Instructional strategies • Curriculum, Instruction, Assessment • Lead learner • Technology Integration • Iowa Core
Elementary Interventionist	Courtney McCabe	• Support instruction focused on reading interventions	• Instructional strategies • Curriculum, Instruction, Assessment • Iowa Core Standards
Teacher Leaders	Lead Team Members	• Collaborations and duties beyond the standard contract • Use data to make informed instructional decisions • Support Instructional Coaches and teachers with improving curriculum, instruction, assessment, professional growth, and technology integration • Support delivery of PD—whole group, small group • Model, demonstrate & support effective instructional practices	• Instructional strategies • Subject/Content Knowledge • Iowa Core Standards • Curriculum, Instruction, Assessment • K-12 Alignment • Analyze District/Building/Subject area data
Mentoring Facilitator CCSD Mentoring and Induction Plan	Paula Jacobson	• Collaborations and duties beyond the standard contract • Mentor Facilitator is 80 extra hours with a stipend • Serve as a model instructor and leader • Mentor beginning teachers new to Creston • Participate in and lead professional development as delineated in the CCSD Mentoring and Induction Plan.	• Classroom Instruction • Collaboration • Content, grade level knowledge • Iowa Core Standards • Iowa Teaching Standards

Proposed Budget

TLC Positions	Role	# of positions	Estimated Budget
Administrators Collaborating With District Coaches	- District will meet a minimum of once a month to review and discuss data and intervention progress - District leaders will carry out the plan for all team collaborations - District leaders will meet with singletons to ensure goals are systemic	3	\$6,279
Building Leadership Teams (BLT)	Examine building achievement data, plan and deliver PD, assist with goal setting, and collaborate with other building leaders	25	\$26,345
Mentor Coordinator Mentor Teachers	- The Mentor Coordinator plans and facilitates the CCSD mentoring and induction program. - The Mentoring coordinator effectively communicates with mentors, instructional coaches, and administrators concerning the needs of new educators. - Mentors observe, model, collaborate, offer collegial support, use reciprocal questioning, and provide support to lead new educators toward using best practices, effective teaching strategies, and teaching centered around the 8 Iowa Teaching Standards and criteria.	Coordinator: 1 position Mentor Teachers: *11 Depends on # of mentors needed each year	\$24,003
Instructional Coaches	- Will assist classroom teachers by providing direct support and assistance in the classroom with the use of effective instructional strategies - During collaborations coaches and teachers will use data and technology to improve student achievement and align curriculum and instruction to the teaching standards.	3 FTE includes an extended contract of 10 days	\$260,680
Program Specialist	Support staff with technology integration, and instruction.	1 FTE includes an extended contract of 10 days	\$87,054
Elementary Interventionist	Supports reading and learning instruction	.5	\$33,424

*Other Budget: professional development, resources, and supplies, sub costs, etc.	PD for coaches and staff		\$16,400
Total		44.5	\$454,185

The estimated budget for 2024-2025 is \$454,185 and does not include open enrollment adjustments. The district's teacher leadership program will support approximately 44.5 supplemental and full-time teacher leadership roles.