

# Arlington Community Schools

## I. Description of Differentiated Elements (Required Section)\*

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, **in addition to education and experience**. As a reminder, **education and experience do not qualify as a type of differentiated pay. They are collected in the table below for contextual information.**

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan. See the Supplemental documents tab on the [website](#) to view a sample table that contains an example of each type of differentiated element.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
Hard-to-Staff (School, Subject, or Placement)	<p><i>Teachers who are hired to fill hard-to-staff positions such as math, science, special education, foreign language or any other teaching vacancy deemed difficult to staff or has a high programmatic impact as determined by the superintendent, will be placed on the current ACS salary schedule that recognizes</i></p>	<p><i>Compensation will be paid as the base salary for qualifying teachers. The amount that teachers will receive will be contingent upon experience and education for the critical areas identified.</i></p> <p><i>\$8,000-10,000 per teacher</i></p>	7-10	\$80,000-100,000	<p><i>Less than 1% of budgeted amount for salaries (\$22.1 million)</i></p>

	<p><i>experience parity and educational lanes beyond the customary “up to 10 years of outside experience” given for non hard-to-staff areas if the teacher is bringing beyond 10 years of accredited experience (see attached salary schedule). This strategy will not only assist in recruiting teachers for hard-to-staff areas but will also assist ACS in retaining teachers for our district. Our data reflecting recruitment efforts aimed at building an applicant pool would indicate that elementary, fine arts, English and Social Studies teachers are readily available. However, this data reflects that very few applicants/leads were available in the critical areas of science, math, special education, foreign language and social work. This data supports this need for pay differentiation in these hard to staff areas (see attached recruitment outreach data sheet).</i></p>				
Performance					
Additional Instructional Roles or Responsibilities	<p><b>1. Master Teachers:</b> The goal of the master teacher is to provide a significant support system encompassing teacher evaluations,</p>	<p><b>1. Compensation will be paid as a stipend: \$4,000 per teacher</b></p>	<p><b>1. Each school will have a Master Teacher = 4 Positions</b></p>	<p><b>1. \$16,000</b></p>	<p><b>1. Less than 1% of budgeted amount for salaries (\$22.1 million)</b></p>

	<p>curriculum, professional development, and mentorship, all of which leads to increased teacher growth and student achievement (see attached job description)</p> <p><b>2. <u>Learning Coaches:</u></b> The goal of the learning coach is to improve teaching performance, teacher effectiveness and student outcomes school wide by providing leadership and teacher support. (see attached job description)</p> <p><b>3. <u>Professional Learning Community(PLC) Coaches:</u></b> The PLC Coach will support the work of the principal and school in ensuring a focus on and commitment to student learning. Through coaching, consulting and collaborating with teachers, the PLC Coach will help guide the implementation of professional learning communities and team based professional development that is aligned with the district's academic goals as stated in the school and district improvement plans. (see attached job</p>	<p><b>2. Compensation will be paid as a stipend: \$3,000 per coach</b></p> <p><b>3. Compensation will be paid as a stipend: \$2,000 per coach</b></p>	<p><b>2. Each school will have a Learning Coach and our high school will have 3 = 6 Positions</b></p> <p><b>3. Each school will have a PLC Coach = 4 Positions</b></p>	<p><b>2. \$18,000</b></p> <p><b>3. \$8,000</b></p>	<p><b>2. Less than 1% of budgeted amount for salaries (\$22.1 million)</b></p> <p><b>3. Less than 1% of budgeted amount for salaries (\$22.1 million)</b></p>
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	<p><i>description)</i></p> <p><b><u>4. Administrator to manage alternative school/school safety an extra hour per day:</u></b> ACS will “house” our own alternative school on an alternate schedule from our high school, the location for the alternative school. This will necessitate having a high school administrator work an additional hour per day to provide oversight for the alternative school when students are assigned. The administrator will also be responsible for after school campus supervision</p> <p><b><u>5. Saturday School Teacher:</u></b> Saturday school will be utilized to increase proficiency on the ACT/SAT exams. Students who are selected to attend are referred by Teachers, Parents, and Counselors or a student may self-refer.</p>	<p><b>4. Compensation will be paid as a stipend. The compensation for this position will be: \$11,593</b></p> <p><b>5. Compensation for this position will be paid as a one time stipend for the amount of \$1,000 for 50 cumulative hours of service.</b></p>	<p><b>4. 1- Administrator</b></p> <p><b>5. 1-Teacher</b></p>	<p><b>4. \$11,593</b></p> <p><b>5. \$1,000</b></p>	<p><b>4. Less than 1% of budgeted amount for salaries (\$22.1 million)</b></p> <p><b>5. Less than 1 % of budgeted amount for salaries (\$22.1 million)</b></p>
<b>Education</b>	<b>Teachers who hold or receive the National Board Certification will be awarded a \$3,000 stipend.</b>	<b>This compensation will be paid as a bonus/stipend and paid out 2 times during the school year. Qualifying teachers will receive \$3,000.</b>	<b>Currently, 2 teachers are eligible for this compensation. It is estimated that 2 teachers will receive this compensation.</b>	<b>\$6,000</b>	<b>Less than 1 % of budgeted amount for salaries (\$22.1 million)</b>

<b>Experience</b>	<b>Employees employed during the 2014-15 school year will receive a step increase for the 2015-16 school year on the pay schedule that they are currently placed providing they worked at least 100 contract days. Teachers as well as all other certified/classified employees who are on the top step of their salary schedules will receive a one-time bonus of approximately 1% of their current salary and will receive an additional personal day.</b>	<b>This compensation will be paid as part of the base salary for qualifying teachers not already on Step 18 as well as all other employees. Qualifying teachers and all other employees already on Step 18 and/or at the top step of their pay schedules, will receive a 1% one-time bonus of their current salary and will receive an additional personal day.</b>	<b>79 –Employees who are at the top of their salary schedule and eligible for the 1% one-time bonus + 1 additional personal day</b>  <b>397-Employees who will receive a step increase on their current salary schedules</b>	<b>\$439,655</b>	<b>2 % of budgeted amount for salaries (\$22.1 million)</b>
<b>Other</b>	<b>Teachers who are hired to also fill major extracurricular and/or sponsorships that are deemed to have a high programmatic impact as determined by the superintendent, will be placed on the current ACS salary schedule that recognizes experience parity and educational lanes beyond the customary “up to 10 years of outside experience” given for non hard-to-staff areas if the teacher is bringing beyond 10 years of accredited experience (see attached salary schedule). This strategy will assist ACS in recruiting and retaining employees in these very</b>	<b>Compensation will be paid as the base salary for qualifying teachers. The amount that teachers will receive will be contingent upon experience and education for the high programmatic impact areas related to extracurricular and/or sponsorships identified.</b>  <b>\$8,000-10,000 per teacher</b>	<b>2-4</b>	<b>\$16,000 – 40,000</b>	<b>Less than 1% of budgeted amount for salaries (\$22.1 million)</b>

	<i>important programmatic impact areas. Many of our nearly 600 non resident students seek enrollment in ACS for our overall academic and programmatic excellence and to continue this trend it is imperative that we are able to continue to offer competitive academic and extra curricular programs.</i>				
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## COMMUNITY SCHOOLS

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### Recruitment Outreach Data for 2015-16 School Year

Recruitment Leads by Endorsement Category	Number of Leads
Administration	2
Business	2
Early Childhood Education	12
Elementary Education	66
English	13
ESL	1
Fine Arts	22
Foreign Language	4
Math	7
Middle Grades Education	8
Physical Education	3
School Counseling	1
Sciences	8
Social Studies	11
Social Worker	1
Special Education	5
Unknown	2
	168
ACS Recruitment Outreach Efforts	Date Attended
ACS Interns/Student Teachers Employment Fair	3/2/2015
Freed-Hardeman University Teacher Job Fair	4/8/2015
Jackson State University Teacher Job Fair	3/26/2015
Mississippi State University Teacher Job Fair	4/2/2015
Nashville Area Consortium Teacher Job Fair	3/31/2015
Union University Teacher Job Fair	3/26/2015
University of Memphis Student Teachers Seminar	1/5/2015
University of Memphis On Campus Interviews	4/13/2015
University of Memphis Teacher Job Fair	3/24/2015
University of Tennessee-Knoxville Teacher Job Fair	3/11/2015
University of Tennessee-Martin Teacher Job Fair	1/17/2015

**Arlington Community Schools  
Master Teacher Job Description  
2015-16**

**Job Goal:** The goal of the master teacher is to provide a significant support system encompassing teacher evaluations, curriculum, professional development, and mentorship, all of which leads to increased teacher growth and student achievement.

**Minimum Qualifications and Training:**

- Master's Degree Preferred
- Valid Tennessee teaching license
- At least five years of successful teaching as measured by performance evaluations and student data – Composite TEAM/TEM 4 or 5 for tested teachers and qualitative TEAM/TEM 4 or 5 for non-tested teachers
- Maintains a Level 4 or 5 rating as measured by formal observations for the duration of serving in the master teacher role
- Current full time classroom teacher
- Maintain confidentiality
- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Communicate effectively, interact professionally and harmoniously with parents, school personnel, and students
- Such alternatives to the above qualifications as the Director of Academics and Accountability may find appropriate and acceptable.

**Master Teacher Role Requirements:**

(By agreeing to perform this role, you agree to the following):

- Complete and pass the TEAM Certification
- Conduct formal (TEAM) and/or informal classroom observations and (related/pre-/post-TEAM) teacher conferences
- Model professional and instructional best practices in person and also use Reflective Practice Technology equipment (if applicable to school)
- Maintain monthly documentation of Master Teacher service hours to be shared with the principal and Federal Programs Specialist
- Complete a minimum of 60 documented hours total for this position
- 30 of the 60 hours must include informal evaluations, formal evaluations, and other evaluation formats approved by the district Master teachers shall not perform more than 50% of any individual teacher's formal observation
- Additional documented 30 hours must be obtained from completing any combination of the items below:
  - Attend and assist with in-service week **and** also professional learning days
  - Present ACS District Professional development and school based TEAM professional development



- Assume an active role as a member of the school leadership team and building level decision making
- Analyze school-wide data and share in workshop format
- Oversee planning, facilitation, and follow-up of collaborative group meetings
- Team-teach with colleagues, demonstrate model lessons, develop and help implement curriculum
- Observe and provide peer assistance and coaching towards meeting teacher's individual goals
- Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in effective instructional practice

**Master Teacher Confidentiality Policy:**

The role of the Master Teacher is a professional role model, coach, liaison, and support system. It is expected that the Master Teacher will provide an environment that is professional and supportive. Confidentiality and trust must be an integral component of the partnership if it is to work to the benefit of the teacher, Master Teacher, students and the district as a whole. As a Master Teacher representing Arlington Community Schools, I agree to refrain from sharing any information regarding teachers with colleagues, students, or parents. Information will be shared with administrators as a designated member of the teacher evaluation team.

*Arlington Community Schools*  
*Confidentiality Policy*  
*For Master Teachers*

**Arlington Community Schools  
Master Teacher Assurances Page  
2015-16**

I have read the minimum qualifications and eligibility, Master Teacher requirements, Master Teacher role description, the Master Teacher confidentiality policy and the stipend disbursement guidelines and would like to be considered for the 2015-16 school year. I commit to all of the information.

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

As a principal, I commit to supporting and honoring the above criteria to enable this teacher to successfully carry out the role as a Master Teacher for the 2015-16 school year.

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**Arlington Community Schools  
Master Teacher Stipend Disbursement Guidelines  
2015-16**

All Master Teachers are eligible to receive a \$4,000 stipend: \$1,000 is contingent upon attendance at one after school orientation session, attendance at one pre-scheduled meeting each month and attendance at one reflective close out session; the remaining \$3,000 is contingent upon completion of remaining Master Teacher responsibilities.

**Required Orientation, Required Pre-Scheduled Monthly Meetings and Required Reflective Close Out:** All Master Teachers are expected to attend one after school orientation session, attend one pre-scheduled meeting each month and attend one reflective close out session. \$1,000 stipend will be paid after successful completion. No partial before and after school stipends will be disbursed.

**Master Teacher Responsibilities:** Master Teachers will receive the remaining \$3,000 stipend after successfully documenting a minimum of 60 hours during the 2015-16 school year as outlined in the Master Teacher Agreement. Stipends are paid after the completion of all responsibilities outlined on the 2015-16 Master Teacher Agreement. No partial stipends will be disbursed.

All Master Teacher responsibilities must be met in order to be eligible for a stipend.

Professionalism and cooperation with school and central office personnel is expected at all times. Upon administrative or central office request, Master Teachers may be asked to relinquish their appointment if not satisfactorily meeting expectations/requirements at any time.

I have read the requirements and responsibilities of a Master Teacher and understand the stipend guidelines for the 2015-16 school year.

Please Initial:

\_\_\_\_\_ I understand that no partial stipends will be paid during the 2015-16 school year.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Arlington Community Schools  
Master Teacher Job Application  
2015-16**

This application, a resume, assurances page, and disbursement guidelines form should be scanned and submitted to  
Ms. Andrea Cotner, Coordinator of Elementary Education, at [andrea.cotner@acsk-12.org](mailto:andrea.cotner@acsk-12.org)

**Deadline: May 12, 2015**

Please type all information.

Applicant Name:	
Current School:	
Current Grade Assignment:	
Number of Years Teaching:	
Have you been assigned a student teacher before?	
Please provide a listing of professional development activities you have presented or been involved with at the local, district, or state level.	
Please provide a description of any school team or school committee you have served on at the local, district, or state level.	
In a short summary, describe experiences that you have had where you had to evaluate a peer.	
2013-14 Performance Evaluation Score.	
2012-13 Performance Evaluation Score.	

\*You cannot serve in both a Master Teacher Role and Learning Coach Role in the same school year.

*Arlington Community Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, or disability and adheres to the provisions of the Family Rights and Privacy Act (FERPA).*

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COMMUNITY SCHOOLS

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## **Arlington Community Schools Learning Coach Job Description 2015-16**

**Job Goal:** The goal of the learning coach is to improve teaching performance, teacher effectiveness and student outcomes school wide by providing leadership and teacher support.

### **Minimum Qualifications and Eligibility:**

- Valid Tennessee teaching license
- 3 or more years of effective teaching experience
- Level 4 or 5 rating as measured by composite (tested teachers) or qualitative (non-tested teachers) TEAM/TEM scores
- All indicators meeting "At Expectations" or above in all TEM/TEAM observations
- Such alternatives to the above qualifications as the Director of Academics and Accountability may find appropriate and acceptable.

### **Learning Coach Requirements:**

(By agreeing to perform this role, you agree to the following):

- Minimum 60 documented teacher support hours before, during, and after school (30 each semester)
- Assist district and school administration in providing initial professional development for new teachers during ACS New Teacher Orientation, in-service week and on an on-going basis
- Attend mandatory training sessions during the 2015-16 school year (dates and locations TBD)
- Meet weekly with mentees
- Provide reports monthly to local school administration and the Federal Programs Specialist
- Commit to on going professional development
- Complete monthly documentation in district approved learning management system
- Complete and submit additional paperwork as necessary
- Conduct informal classroom observations for each mentee assigned to your caseload
- Maintain confidentiality

### **Learning Coach Role Description:**

- Develop assigned teachers to caseload towards Meeting Expectations or Above on the TEAM Evaluation Rubric leading to improving student outcomes
  - Develop mentees into their most effective selves through coaching
  - Plan and execute coaching interventions for mentees in response to performance data
  - Develop coaching questions, resources, and strategies to support mentees in achieving their growth goals
  - Model effective teaching strategies and engage in active practice sessions with mentee
  - Work collaboratively with assigned mentees to analyze student data to make connections between current teacher practices and student outcomes

- Informally Evaluate and Track Mentee Performance
  - Use data to identify trends in teacher performance for each mentee and group of mentees
  - Accurately assess mentee's proficiency on the TEAM Evaluation Rubric in order to identify the highest priority development area
  - Clearly communicate performance and development as well as work collaboratively with mentees
- Relationship Building
  - Build relationships with mentees in relation to teacher and student achievement
  - Communicate caring and investment in the success of the mentee to affect student achievement
- Promote a Culture of Reflection, Growth and Collaboration
  - Promote analytical self reflection in mentees in order to accelerate growth and student achievement
- Contribute to Improving Teaching Performance and Student Outcomes School-Wide
  - Implement interventions and support structures to ensure all teachers improve their teaching practice
  - Meet with other coaches and highly effective teachers to assist in the planning of purposeful training to improve teacher and student performance

**Learning Coach Confidentiality Policy:**

The role of the Learning Coach is a professional role model, coach, liaison, and support system. It is expected that the Learning Coach will provide an environment that is risk free, non-threatening, supportive, and non-judgmental. Confidentiality and trust must be an integral component of the partnership if it is to work to the benefit of the teacher, Learning Coach, students and the district as a whole. As a Learning Coach representing Arlington Community Schools, I agree to refrain from sharing any information regarding teachers with colleagues, students, or parents.

**Arlington Community Schools  
Learning Coach Assurances Page  
2015-16**

I have read the minimum qualifications and eligibility, Learning Coach requirements, Learning Coach role description, the Learning Coach confidentiality policy and the stipend disbursement guidelines and would like to be considered for the 2015-16 school year. I commit to all of the information.

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

As a principal, I commit to supporting and honoring the above criteria to enable this teacher to successfully carry out the role as a Learning Coach for the 2015-16 school year.

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date



**Arlington Community Schools  
Learning Coach Stipend Disbursement Guidelines  
2015-16**

All Learning Coaches are eligible to receive a \$3,000 stipend: \$1,000 is contingent upon attendance at one after school orientation session, attendance at one pre-scheduled meeting each month and attendance at one reflective close out session; the remaining \$2,000 is contingent upon completion of remaining Learning Coach responsibilities.

**Required Orientation, Required Pre-Scheduled Monthly Meetings and Required Reflective Close Out:** All Learning Coaches are expected to attend one after school orientation session, attend one pre-scheduled meeting each month and attend one reflective close out session. \$1,000 stipend will be paid after successful completion. No partial stipends will be disbursed.

**Learning Coach Responsibilities:** Learning Coaches will receive the remaining \$2,000 stipend after successfully documenting a minimum of 60 support hours during the 2015-16 school year (approximately 30 hours in the Fall semester and 30 hours in the Spring semester) as outlined in the Learning Coach Application. Stipends are paid after the completion of all responsibilities outlined on the 2015-16 Learning Coach Application. No partial stipends will be disbursed.

The only exception to the rule above is in the case that a Learning Coach is **only** assigned struggling, veteran teachers on their support roster. In this case, the Learning Coach can earn a \$1,000 stipend upon completion of a minimum of 30 documented support hours. This exception will only be considered if the Learning Coach is assigned **only** veteran struggling teachers during the **entire** 2015-16 school year. This means that the Learning Coach has never supported a new teacher. No partial stipends will be disbursed.

All Learning Coach responsibilities must be met in order to be eligible for a stipend.

**Please Initial:**

\_\_\_\_\_ I understand that **no** partial stipends will be paid during the 2015-16 school year.

Professionalism and cooperation with school and central office personnel is expected at all times. Upon administrative or central office request, Learning Coaches may be asked to relinquish their appointment if not satisfactorily meeting expectations/requirements at any time.

I have read the requirements and responsibilities of a Learning Coach and understand the stipend guidelines above for the 2015-16 school year.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Arlington Community Schools  
Learning Coach Job Application  
2015-16**

This application, a resume, assurances page, and disbursement guidelines form should be scanned and submitted to  
Ms. Andrea Cotner, Coordinator of Elementary Education, at [andrea.cotner@acsk-12.org](mailto:andrea.cotner@acsk-12.org)

**DEADLINE: May 12, 2015**

Please type all information.

Applicant Name:	
Current School:	
Current Grade Assignment:	
Number of Years Teaching:	
Have you been assigned a student teacher before?	
Please provide a listing of professional development activities you have presented or been involved with at the local, district, or state level.	
Please provide a description of any school team or school committee you have served on at the local, district or state level.	
2013-14 Performance Evaluation Score.	
2012-13 Performance Evaluation Score.	
Are all indicators meeting "At Expectations" or above in all TEM/TEAM observations?	
If selected as a learning coach, describe the steps you would take to position yourself to be an effective mentor in this position to help support and improve teacher effectiveness and student outcomes.	

*\*You cannot serve in both a Master Teacher Role and Learning Coach Role in the same school year.*

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**Arlington Community Schools  
Professional Learning Community (PLC) Coach  
2015-16**

**Job Goal:** The PLC Coach will support the work of the principal and school in ensuring a focus on and commitment to student learning. Through coaching, consulting and collaborating with teachers, the PLC Coach will help guide the implementation of professional learning communities and team based professional development that is aligned with the district's academic goals as stated in the school and district improvement plans.

**Minimum Qualifications & Training:**

- Valid Tennessee teaching license with an endorsement appropriate to grade level.
- Administrator license preferred.
- Minimum of 3-5 years of highly-effective classroom teaching.
- Teachers with personal TVAAS scores must be rated at Level 4 or 5 on the last two years for TVAAS evaluation composite.
- Teachers with no personal TVAAS scores must be rated at level 4 or 5 on TEAM.
- Experience in coaching and/or mentoring teachers.
- Experience in facilitating professional learning communities, developing formative assessments, and using data to improve instruction.
- Experience in implementing research-based practices that improve student achievement.
- Leadership skills in facilitating practices and principles of team-based learning.
- Ability to communicate effectively, orally and in writing.
- Ability to solve problems, analyze issues, create plans of action and reach solutions.
- Experience in working collaboratively with adult learners.
- Evidence of using data to inform instructional practices with the goal of increasing student achievement.
- Ability to prepare clear, concise and accurate statistical reports.
- Such alternatives to the above qualifications as the Director of Academics and Accountability may find appropriate and acceptable.

**Role Responsibilities:**

- Works closely with building level leadership team in the development and implementation of professional learning communities and sustains the change process required to operate as a PLC.
- Guides teacher teams through the data decision making process in relation to all data and common formative assessments in the building
- Provides assistance to building level leadership team in collecting artifacts such as team norms, meeting agendas, standards documents, common formative assessments, and meeting protocols from teacher teams to monitor and assess their progress.
- Assists teacher teams in developing and implementing a school-wide pyramid of interventions based on the results of commonly administered assessments.
- Coordinates and guides the activities of various teacher teams as directed by the building principal, including observing and providing feedback to various teacher teams.
- Assists teacher teams in implementing a guaranteed and viable curriculum by prioritizing, unwrapping standards, creating common standards, and pacing documents.
- Creates and implements timelines and self-monitoring tools.
- Collects, organizes and completes information necessary for reports and evaluations.
- Participates in job-embedded professional development and training.

**Arlington Community Schools  
PLC Coach Assurances Page  
2015-16**


I have read the minimum qualifications and eligibility, roles and responsibilities, and stipend information and would like to be considered for the 2015-16 school year. I commit to all of the information.

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

  
As a principal, I commit to supporting and honoring the above criteria to enable this teacher to successfully carry out the role as a PLC Coach for the 2015-16 school year.

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**Arlington Community Schools  
PLC Coach Stipend Disbursement Guidelines  
2015-16**

All PLC Coaches are eligible to receive a \$2,000 stipend: \$1,000 is contingent upon attendance at one after school orientation session, attendance at one pre-scheduled meeting each month and attendance at one reflective close out session; the remaining \$1,000 is contingent upon completion of remaining PLC Coach responsibilities. This stipend requires the PLC Coach to work during the school day, beyond the standard workday at before and after school workshops, present, and attend professional development beyond the workday as well as complete required summer work. This work must total 60 hours.

**Required Orientation, Required Pre-Scheduled Monthly Meetings and Required Reflective Close Out:** All PLC Coaches are expected to attend one after school orientation session, attend one pre-scheduled meeting each month and attend one reflective close out session. \$1,000 stipend will be paid after successful completion. No partial stipends will be disbursed.

**PLC Coach Responsibilities:** PLC Coaches will receive the remaining \$1,000 stipend after successfully documenting a minimum of 60 support hours during the 2015-16 school year (approximately 30 hours in the Fall semester and 30 hours in the Spring semester) as outlined in the PLC Coach Application. Stipends are paid after the completion of all responsibilities outlined on the 2015-16 PLC Coach Application. No partial stipends will be disbursed.

Total Amount of Stipend: \$2,000

All PLC Coach responsibilities must be met in order to be eligible for a stipend.

**Please Initial:**

\_\_\_\_\_ I understand that no partial stipends will be paid during the 2015-16 school year.

Professionalism and cooperation with school and central office personnel is expected at all times. Upon administrative or central office request, PLC Coaches may be asked to relinquish their appointment if not satisfactorily meeting expectations/requirements at any time.

I have read the requirements and responsibilities of a PLC Coach and understand the stipend guidelines above for the 2015-16 school year.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Arlington Community Schools PLC Coach Application

This application, a resume, assurances page, and stipends guidelines page should be scanned and submitted to

Diana Penny, Coordinator of Secondary Education @ [Diana.penny@acsk-12.org](mailto:Diana.penny@acsk-12.org)

**DEADLINE: MAY 12, 2015**

Please type all information.

Applicant Name:	
Current School:	
Current Grade Assignment:	
Number of Years Teaching:	
Have you discussed this application with your principal and do they support you in this role?	
Please provide a listing of professional development activities you have presented or been involved with at the local, district, or state level.	
Please provide a description of any school team or school committee you have served on at the local, district, or state level.	
In a short summary, please describe any past work you have had with Professional Learning Communities.	
2013-14 Performance Evaluation Score.	
2012-13 Performance Evaluation Score.	

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