

**114417 - Teacher Leadership and Compensation (TLC) System FY 2017****117190 - Akron-Westfield Community School District's TLC Grant Proposal Spring 2015  
Teacher Leadership and Compensation System**

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|-------------------|--------------------|------------------------|----------------------------|
| <b>Status:</b>    | Under Review       | <b>Submitted Date:</b> | 2015-04-17 09:41:26        |
| <b>Signature:</b> | Colleen Westergard | <b>Submitted By:</b>   | Colleen Suzanne Westergard |

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**Program Area of Interest\*** Teacher Leadership and Compensation System

**Fax:** 712-551-6740**Agency****Organization Information**

**Organization Name:\*** Akron-Westfield Community School District

**Organization Type:\*** K-12 Education

**Tax ID:** 42-6038066**DUNS:****Organization Website:** www.akron-westfield.k12.ia.us**Address:** 850 Kerr Drive

**Phone:** Akron Iowa 51001  
City State/Province Postal Code/Zip

712-568-2020

**Fax:** 712-568-2997**Benefactor****Vendor Number****Recipient Information**

**District\*** Akron Westfield Community School District  
 Use the drop-down menu to select the district name.

**County-District Number\*** 75-0063  
 This field should fill automatically based on the choice above. If the number listed does not match w

**Honorific** Mr.

|                         |  |
|-------------------------|--|
| Name of Superintendent* | Randy Collins  |
| Telephone Number*       | 712-568-2020   |
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| City*                   | Akron  |
| State*                  | Iowa<br><small>Use the drop-down menu to select the state.</small>             |
| Zip Code*               | 51001  |

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### ***TLC Application Contact***

|                      |  |
|----------------------|--|
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### ***Narrative***

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed 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)**

Akron-Westfield's TLC Plan was developed around three important elements: the district's yearly board approved goals, the district's vision for the TLC plan, and the district's goals for

the TLC plan. The TLC Committee has made modifications in the plan since it was last submitted, specifically in Parts 3 & 4.

**Current Board Approved Yearly Goals:**

1. Increase student growth in reading, math, and science by at least one grade level.
2. Fully implement the Iowa Core Curriculum.
3. Continue to integrate technology into the curriculum.

**District's Vision for TLC Plan:**

Akron-Westfield's vision for the TLC plan is to encourage teachers to assume leadership roles in the development and implementation of curriculum and instruction, support teacher leaders with time, training, and compensation as needed to become expert teacher leaders, and promote collaboration with both veteran and new teachers in a focused and sustained manner while improving student achievement.

**District's Goals for TLC Plan:**

1. To provide a new teacher mentoring program with a 100% retention rate.
2. To provide leadership in the use of data to drive decisions and instruction.
3. To improve student achievement by increasing effective instructional practices.
4. To align and implement the Iowa Core with fidelity.
5. To provide a more coherent, comprehensive professional development plan.

Leadership roles were developed to address each of the goals of the TLC Plan. Those leadership roles and responsibilities are:

**Teacher Leaders**—Teacher Leaders will oversee the TLC program as well as analyze student data and foster implementation of Iowa Core Curriculum throughout each grade level. These leaders will facilitate professional development and technology for the district and foster collaboration among teacher leaders and staff with the goal of improving student achievement.

**Instructional Coaches** –Instructional Coaches will carry out overall training based on the district’s yearly goals and concentrate their work on student achievement in literacy, math, and science and implementation of the Iowa Core either in all-staff meetings or within select PLC groups.

**PD Coaches**—Professional Development Coaches will carry out overall training based on the district’s yearly goals and focus their work on best practices and technology and will also present to the entire staff or to select PLCs or individuals as needed.

**Model Teachers**—Model Teachers will open their classrooms and model best practices and use of PD and technology for the observation of other teachers as well as collaboration following the observation.

**Mentors**--Mentors will work directly with new teachers by providing help in lesson planning, co-teaching, observing, and collaboration.

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

**TLC Model Number**    Model 3 – Comparable Plan

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## ***Narrative***

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Using Part 1 application narrative from previous application? \*    Yes

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents).

The TLC grant application was developed by a small team consisting of teachers, parents, administrators, and a board member. Drafts of the plan were presented to others, including

parents, students, teachers, administrators, and board members for feedback. The completion of the grant was a team approach.

Members of the work team included teachers (core, non-core, veteran, first and second year, association, and non-association), parents (not employed by the district), a board member, superintendent, and building principals. The funds from the TLC planning grant were used to pay members for time outside of the regular work day spent in group planning, individual research, and attending meetings to learn more about the process. Substitute teachers were paid with planning grant funds when the group attended NWAEA informational meetings held during the school day.

The planning began in early August with members learning about the grant's requirements and the legislation behind the grant. They also researched various models. The team continued to meet each week for the next two months in 2-3 hour increments, researching individually and attending informational meetings conducted by the NWAEA. Webinars, selected readings, and videos proved helpful in developing and revising the draft in preparation for review.

The draft of the TLC Plan was shared in late September with the school's SIAC committee comprised of students, teachers, community members, parents, and a board member. The group in attendance indicated 100% approval of the plan with only a few suggested modifications.

Representatives from the committee also shared this plan with staff members during a district staff meeting. The committee shared background information, vision/goals, and possible teacher leadership roles. 91% of the teaching staff indicated an interest in the teacher leadership program as outlined in the plan. Parent support was inferred from participation on the committee, feedback at a PTA presentation, and through positive comments --"In the past, A-W has prepared my children to succeed in the next phase of their lives academically and socially. I am excited to be part of a plan that will allow continued success for our children." In addition, 100% of the Akron-Westfield administrators support the TLC plan and have committed to help the plan move forward.

After gaining feedback from the previous groups, a final draft was created and presented to the Akron-Westfield School Board at a regular meeting held in October for approval. Feedback from the board was incorporated into the plan, and it was submitted on October 31, 2014.

All stakeholders will continue to be engaged throughout the implementation of the plan through:

- Akron-Westfield Website
- Presentations (PTA, school board, community groups)
- Newspaper articles
- Staff meetings
- Newsletters.

## **Narrative**

Using Part 2 application narrative from previous submission?\*      Yes

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. 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. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

**“Akron-Westfield’s vision for the TLC Plan is to encourage teachers to assume leadership roles in the development and implementation of curriculum and instruction, support teacher leaders with time, training, and compensation as needed to become expert teacher leaders, and promote collaboration with both veteran and new teachers in a focused and sustained manner while improving student achievement.”**

This plan coincides with the Iowa Professional Development Model used statewide. The district’s vision for the TLC Plan complements various components of the school improvement efforts implemented in the district for several years, including

Professional Learning Communities. The goal of student achievement has always been at the forefront of our professional development and will continue at the forefront with the TLC Plan.

The TLC Plan will allow the time, focus, and manpower to fully implement Akron-Westfield's professional development initiatives. Teacher Leaders will be the connection between professional development training and better instructional practices leading to increased student achievement. Teacher Leaders will also improve the consistency of instructional growth in both beginning and veteran teachers. Teacher Leaders will be able to mentor beginning teachers, easing their transition into becoming successful, lifelong educators in the Akron-Westfield district. Qualified veteran teachers will have the opportunity to move vertically in the profession, improving teaching methods, accepting more responsibility and increasing student achievement.

The goals of Akron-Westfield's TLC Plan will facilitate the work necessary to accomplish the district goals approved by the Board of Education:

**TLC Plan Goals:**

- To provide a new teacher mentoring program with 100% retention rate.
- To provide leadership in the use of data to drive decisions and instruction.
- To improve student achievement by increasing effective instructional practices.
- To align and implement the Iowa Core with fidelity.
- To provide a more collaborative and comprehensive professional development plan.
- To retain effective teachers by offering enhanced leadership opportunities.

**Board Approved District Goals:**

- **Fully implement the Iowa Core Curriculum.**

- **Continue to integrate technology into the curriculum.**
- **Increase student growth in reading, math, and science by at least one grade level.**

Reading:

All DK-12 students will demonstrate a minimum of one year's growth utilizing a standardized assessment. Those students reading below their present grade level will demonstrate more than one year's growth in an attempt to close the recognized achievement gap.

Goals for this year: 4th grade = 88% proficient

Goals for this year: 8th grade = 85%

Goal for this year: 11th grade = 91%

Math:

All DK-12 students will demonstrate a minimum of one year's growth utilizing a standardized assessment. Those students below their present grade level will demonstrate more than one year's growth in an attempt to close the recognized achievement gap.

Goal for this year: 4th grade = 85% proficient

Goal for this year: 8th grade = 94%

Goal for this year: 11th grade = 95%

Science: All DK-12 students will demonstrate a minimum of one year's growth utilizing a standardized assessment. Those students below their present grade level will demonstrate more than one year's growth in an attempt to close the recognized achievement gap.

Goal for this year: 4th grade = 88% proficient

Goal for this year: 8th grade = 85%

Goal for this year: 11th grade = 96%

Technology: By the time Akron-Westfield students graduate, each will demonstrate a level of mastery (application) in each skill assessed on the district-developed technology assessment.

Demonstration of each skill will show a level of preparation needed to be successful in the 21st Century.

Using Part 3 application narrative from previous submission?\* No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The Akron-Westfield District has been diligent in working to improve student achievement over the past several years. Most recently, the school has implemented PLCs designed for data analysis and improved best practices. Staff has worked to implement the Iowa Core in an effort to improve math and literacy scores. Two years ago, A-W became a 1:1 school, and in-service time has been dedicated to implementing technology into the classroom. In addition, new teachers are involved with veteran teachers in the AEA mentoring program.

The TLC plan is designed to enhance many of the initiatives A-W already has in place: new teacher induction, data collection, implementation of Iowa Core, K-3 Literacy, and technology integration.

**New Teacher Induction—Current Reality #1:** New teachers require more immediate feedback than current administrative evaluation procedures allow. New teachers would like time to observe veteran teachers which is sometimes difficult in a small school where coverage is not always possible. Administration faces difficulty with finding enough mentors and sees inconsistencies in mentoring styles. AEA New Teacher Induction classes offer best practices but are not specific to initiatives our school is implementing.

**How TLC Would Improve #1:** Four mentors will work directly with beginning teachers. Mentors will meet with Teacher Leaders bi-weekly for guidance and discussion of needs of beginning teachers and next steps. TLC funds will be used to purchase learning materials for mentors to use in collaboration with mentees and for two additional days of collaboration, one prior to the start of the school year and one mid-year outside of the school day.. Mentors will be out of their classroom

approximately 8 days observing model teachers with mentees, helping mentees in lesson planning, team teaching, observing mentees and collaborating with them. New teacher induction meetings with AEA will continue to support A-W's TLC mentoring program. Four model teachers will also be hired K-12 and will model best practices and technology implementation while instructional and PD coaches provide training in district initiatives.

**Data Collection—Current Reality #2:** A-W PLCs are data driven with progress monitoring used to determine next steps for students. Several teachers have attended workshops in “Decision Making for Results” which works well for PLCs, yet a lack of vision for the entire district exists. Trends are not examined thoroughly or used effectively to determine professional development training.

**How TLC Would Improve #2:** Two Teacher Leaders will oversee the TLC program; analyze student data; oversee implementation of DK-12 curriculum (Iowa Core); plan and facilitate PD for the district; collaborate weekly with PD coaches and instructional coaches; collaborate bi-weekly with mentors and model teachers; and work with administration to set yearly goals.

**Iowa Core Implementation—Current Reality #3:** Although our school has never been labeled in “Need of Assistance,” students continue to struggle with math computation and estimation as well as reading fluency and comprehension.

**How TLC Would Improve #3:** Two Teacher Leaders will help with scheduling to allow time for math and reading initiatives. They will also analyze data and oversee implementation of DK-12 curriculum and plan professional development accordingly. Three instructional coaches will be hired, each whose job it will be to carry out overall training, concentrating their work on student achievement in literacy and math and implementation of the Iowa Core either in all-staff in-service or within select PLC groups. Instructional coaches will collaborate with Teacher Leaders each week.

**K-3 Literacy—Current Reality #4:** A-W does not show 80% proficiency among all K-3 students in reading. The district needs to examine a universal curriculum and must have a schedule that accommodates more time for reading initiatives.

**How TLC Would Improve #4:** Again, the two Teacher Leaders will help with scheduling to allow time for reading initiatives especially for K-3 students. They will continue to monitor literacy

data and make recommendations for PD to improve literacy. They will collaborate with instructional coaches weekly, helping to determine training needed and the effectiveness of the training. Instructional coaches will gain training outside of the district and bring it to teachers in K-3 either for all early elementary staff or within select PLC groups.

**Technology Integration—Current Reality #5:** Since the implementation of A-W's 1:1 initiative, teachers need direction with technology in the classroom. Three teachers have been given additional time to help at each level throughout the day, but their role has been more with keeping equipment running efficiently than teaching new processes.

**How TLC Would Improve #5:** Three PD coaches will be hired to carry out overall training based on the district's yearly goals. PD coaches will concentrate on best practices and technology, gain training outside the district as needed, and will present to the entire staff through inservice or to select PLCs or individuals as required. Teacher Leaders will provide vision for the PD and technology training and will meet with PD coaches weekly to discuss recommendations for technology training.

Using Part 4 application  
narrative from previous  
submission?\*

No

**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 and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

### **Our Current Program**

Building principals conduct a one-day orientation for new teachers, assign mentors prior to school year, and meet with new teachers 2x monthly for support. Akron-Westfield also partners with the AEA for mentor training which requires new teachers to observe veteran teachers, keep a learning log, and meet with an assigned mentor. Yet, retention of new teachers continues to be difficult. Our current statistics show:

- 57% of the teachers hired in the last 7 years have left the district

- Currently, the district has 5 new teachers, 8 teachers at 2-3 years, 2 teachers at 4-5 years

The Akron-Westfield TLC committee analyzed the mentoring system currently in place using AEA surveys: *Mentoring and Induction Program* and *High Quality Mentoring and Induction Practices*. Feedback came from new teachers, veteran teachers new to the district, and principals.

The gaps in Akron-Westfield's mentoring program include:

- **Mentor Selection:** Finding enough staff willing to participate in the mentor program with similar teaching assignments to new teachers is difficult. Inconsistency in mentoring is also evident.

- **Evaluation:** New teachers only gain feedback through principal evaluations which occur at various times throughout the year, yet the feedback is not generally immediate.

- **Time:** Mentors and new teachers struggle to find common meeting time.

- **Professional Development:** AEA provides mentors and new teachers instruction with best practices, yet instruction is general and not specifically suited to professional development outlined by Akron-Westfield.

- **Teachers new to the district but not new to the profession:** No formal support system is currently in place for these teachers except for the one-day new teacher orientation at the start of the year.

- **Leadership:** Currently, building principals provide leadership for the mentor program in addition to their many other responsibilities.

**Improving A-W's Program with TLC program:** TLC funding will pay mentors and new teachers \$2,000 for participation in the mentoring program and also continue its mentor training through AEA during the new teachers' first two years. The \$2,000 stipend will pay for two additional days of collaboration for the mentors

and new teachers, one prior to the start of the school year and one mid-year outside of the school day.

Akron-Westfield's TLC Plan will address the needs of the beginning teacher with a mentor as well as TLC leader, professional development and instructional coaches, and model teachers.

The veteran teacher new to the district will benefit from meeting with the TLC leader at least once per semester in order to transition smoothly into the school system. The TLC leader will arrange sessions with instructional and professional development coaches, and model teachers on an as-needed basis until the teacher is current with the district's professional development initiatives.

**The success of the TLC mentoring program will be analyzed by using:**

- Mentor/new teacher logs
- Reflection and needs surveys
- Retention reports
- Mentor Program Facilitator Portfolio
- Agendas and meeting minutes from bi-weekly TLC Leader/mentor meetings.

***Narrative***

Using Part 5 application narrative from previous submission?\*

Yes

**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) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a instruction and improve student learning and student achievement throughout the district.

The TLC planning process has helped the district identify the leadership roles needed for implementation of the TLC plan. This includes the responsibilities of the roles, percent of time spent engaged in student instruction, and the percent of time designated to performing teacher leader duties. The leadership roles (comprising 30% of the district's teaching staff) are as follows:

**Teacher Leaders: (2 positions--1 representing each level K-5 & 6-12)**

Duties: Two Teacher Leaders will oversee the TLC program; analyze student data; oversee implementation of DK-12 curriculum (Iowa Core); plan and facilitate PD for the district; collaborate weekly with PD Coaches and Instructional Coaches; collaborate bi-weekly with Mentors and Model Teachers; and work with administration to set yearly goals. Ten extended contract days will be the expectation for this position, and a stipend of \$20,000 will be provided.

Percent of time: 50% student instruction/50% Teacher Leadership duties

**Instructional Coach: (3 positions K-12)**

Duties: Three Instructional Coaches will be hired at 1/3 time with 2/3 time in the classroom, each whose job it will be to carry out overall training based on the district's yearly goals. Instructional Coaches will concentrate their work on student achievement in literacy, math, and science and implementation of the Iowa Core either in all-staff inservice or within select PLC groups. Five extended contract days for each of these positions will be expected, and a stipend of \$10,000 will be provided.

Percent of time: 33% student instruction/67% Teacher Leadership duties

**Professional Development Coaches: (3 positions K-12)**

Duties: Three PD Coaches will be hired at 1/3 time with 2/3 time in the classroom each whose job it will be to carry out overall training based on the district's yearly goals. PD coaches will concentrate on best practices and technology and will also present to the entire staff as inservice or to select PLCs or

individuals as needed. Five extended contract days for each of these positions will be expected, and a stipend of \$10,000 will be provided.

Percent of time: 33% student instruction/67% teacher leadership duties

### **Model Teachers: (4 positions K-12)**

Duties: Four Model Teachers will be hired and used on an as-needed basis as outlined by the Lead Teachers and Instructional and PD coaches. Model Teachers will meet one day before the school year to help prepare for professional development and another four days during the year for work outside of contracted time preparing, presenting, and implementing professional development as well as collaborating with observers. Model teachers will meet with Teacher Leaders bi-weekly. The main role of the Model Teacher will be to model best practices and use of PD and technology for other teachers as well as collaborating with them following observation. A stipend of \$2,000 will be provided.

Percent of time: 90% student instruction/10% teacher leadership duties

### **Mentors: (4 positions K-12)**

Duties: Four Mentors will work directly with Initial Teachers. Their TLC reimbursement will pay for training they will do with their Mentees. Mentors will meet with Teacher Leaders bi-weekly. TLC funds will be used to purchase learning materials for Mentors and Mentees and for two additional days of collaboration, one prior to the start of the school year and one mid-year outside of the school day.. Mentors will be out of their classroom approximately 8 days observing model teachers, helping Mentees in lesson planning, team teaching on occasion with Mentees, observing Mentees and collaborating with them. A stipend of \$2,000 will be provided.

Percent of time: 90% student instruction/10% teacher leadership duties

**A-W's professional development will utilize Teacher Leaders in the development and delivery of PD.**

Goal setting will take place first with input from teachers, Teacher Leaders, SIAC, Building Leadership Team, and School Board determining CSIP goals through the development of the school's Annual Progress Report.

Teacher Leaders will meet weekly with PD Coaches and Instructional Coaches whose job it will be to carry out overall training based on the approved district goals.

Instructional Coaches will concentrate their work on student achievement in literacy, math, and science and implementation of the Iowa Core either in all-staff inservices or within select PLC groups. The three coaches will be designated D-5, 6-8, and 9-12.

PD Coaches will concentrate on best practices and technology and will also present to the entire staff or to select PLCs or individuals as needed. They too will be designated D-5, 6-8, and 9-12.

All teachers will be actively involved in ongoing PLC work of developing Iowa Core outcomes and assessments, analyzing students' formative assessment data, creating lesson plans based on designated outcomes, implementing best practices, and incorporating technology into the classroom.

Based on feedback gained from surveys as well as PD and Instructional Coaches' regular visits to the PLC groups, the Model Teachers will demonstrate best practices and/or use of technology either in their own classroom or within specific classrooms and provide collaboration as needed.

The Mentors will regularly meet with new staff to collaborate on a weekly basis and arrange meetings with Model Teachers as well as PD and Instructional Coaches to ramp up knowledge of district training and best practices.

This cycle will continue simultaneously throughout the year and will carry over from year to year. The effectiveness of the TLC Plan will be evaluated at the end of each school year, and the IPDM cycle will continue with modifications made as the TLC Plan evolves.

**IMAGE of IPDM Cycle:**

<https://docs.google.com/a/akron-westfield.com/file/d/0BxtWRNiTHWJqd245U1NqRkh5Zkk/edit>

Using Part 6 application narrative from previous submission?\*

Yes

**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) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Currently the district utilizes the state evaluation template for teacher evaluation. This template addresses the eight Iowa Standards and criteria. Teachers are also observed and/or must produce artifacts for each standard. Administration completes walk-throughs with district emphasis covered in the evaluation form.

The current evaluation process does not differentiate the assessment of teachers at various points in their career paths. It also does not provide the district with the information needed to make informed decisions about differentiated roles, professional development, and compensation. Some challenges exist, and the district needs to change/improve its evaluation tool, especially as the TLC Plan is adopted within the district.

Volunteers will be asked to assist in the Teacher Leader selection process. A committee consisting of a cross-section of both teachers and administration will be required. Administration may need to recruit possible committee members. The selection committee will review applications and make a recommendation to the superintendent. The Teacher Leaders will be selected first and then will also become part of the selection committee.

Basic selection criteria will include: three years teaching experience, at least one year in the district, and state teaching qualifications met. A rigorous selection process will be upheld. A rubric will be used during the selection process to alleviate subjectivism and will address:

- interpersonal skills
- student growth in the classroom
- proven ability to collaborate
- classroom management
- communication skills
- organizational skills
- Iowa Core training
- and leadership experience.

Criteria will be measured through Individual Career Development Plans required for each teacher in the district as well as weekly PLC task and strategy forms that contain pertinent information about PLC meetings, training, observations, and collaboration. Verification from higher educational institutes will be provided to show renewal or graduate credits that have been acquired. IPI data collection may also be used as it is collected four times per year and provides information about student engagement within the classroom. In addition, formal assessments for identifying students' achievement growth (strength/weakness) will also be examined.

Those teachers whose knowledge and skills are at an effective level will be recommended to administration for possible selection.

Each of the Teacher Leadership roles will have explicit job descriptions. Teacher Leaders will be reviewed yearly using long term and short term evaluation tools. A teacher who completes a leadership assignment may apply for that same role or apply for a reassignment to another leadership role.

**Long-term Evaluation:**

A variety of student outcomes will be used to measure Teacher Leader effectiveness. These consist of:

- Student achievement
- Student learning goals being met

- Graduation rates
- Percent of high school students passing all classes
- Attendance
- IPI data (noting an increase in student engagement)

**Short-term Evaluation:**

A mid-year evaluation and end-of-the-year evaluation will be filled out by teachers, stakeholders, PLC groups and administrators to evaluate the role of Teacher Leadership positions. Input from students will be through a survey. Self-Assessment forms will be filled out by the Teacher Leaders that include areas for reflection and observation. These evaluations will measure criteria needed in each Teacher Leader position, such as functions provided, team meetings facilitated, coaching contacts conducted, modeling provided. This information will be used by the Teacher Leader selection committee to determine changes needed in the program itself, as well as changes in job descriptions, requirements needed for hiring each position, as well as the effectiveness of teachers who held the leadership positions. This information will strengthen the TLC plan each year and promote quality Teacher Leaders in the district.

***Narrative***

Using Part 7 application narrative from previous submission?\*

Yes

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district’s current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district’s TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.

[Click here](#) To access the Iowa Professional Development Model page.

The district’s professional development planning and delivery incorporates the Cycle of Professional Development outlined in

the Iowa Professional Development Model. Currently, the collection and analysis of data, goal setting, selection of professional development content, and designing of professional development activities are facilitated by the building principals at the D-5 and 6-12 levels, with the assistance of the School Improvement Advisory Committee (SIAC), District Leadership Team, Building Leadership Team, and Board of Education. The district currently has PLCs in place for all staff at all levels. PLC time has been built into the yearly calendar for the past three years and will continue to be part of the calendar. The Teacher Leader roles outlined in the district's TLC Plan will provide additional resources in the IPDM model. They will also provide more support and leadership for teachers in the areas of learning activities, collaboration in implementation, formative and summative evaluation, and program evaluation, all driven by our district goals.

The current board approved district goals include:

- **Increase student growth in reading, math, and science by at least one grade level.**
- **Fully implement the Iowa Core Curriculum.**
- **Continue to integrate technology into the curriculum.**

The district's TLC Plan will utilize Teacher Leaders in the development and delivery of PD. Goal setting will take place first with input from teachers, Teacher Leaders, SIAC, Building Leadership Team, and School Board determining CSIP goals through the development of the school's Annual Progress Report. These goals will be based on summative assessments from the previous year and trends over several years.

Teacher leaders will meet weekly with Instructional Coaches and PD Coaches whose job it will be to carry out overall training based on the district's goals. Instructional Coaches will concentrate their work on student achievement in literacy, math, and science and implementation of the Iowa Core either in all-staff inservices or within select PLC groups. PD coaches will concentrate on best practices and technology and will also present to the entire staff or to select PLCs or individuals as needed.

All teachers will be actively involved in ongoing PLC work of developing Iowa Core outcomes and assessments, analyzing students' formative assessment data, creating lesson plans based on best practices, and incorporating technology into the classroom.

Based on feedback gained from surveys as well as PD and Instructional Coaches' regular visits to the PLC groups, Model Teachers will demonstrate best practices and/or use of technology within specific classrooms and provide collaboration as needed.

Mentors will regularly meet with new staff to collaborate on a weekly basis and arrange meetings with Model Teachers as well as PD and Instructional Coaches to ramp up knowledge of district training and basic best practices.

This cycle will continue simultaneously throughout the year and will carry over from year to year. The effectiveness of the TLC Plan will be evaluated at the end of each school year as outlined in Part 8 of the TLC Plan. The IPDM cycle will continue with modifications made as the TLC Plan evolves and summative data dictates changes.

**Image of IPDM Cycle:**

<https://docs.google.com/a/akron-westfield.com/file/d/0BxtWRNiTHWJqd245U1NqRkh5Zkk/edit>

Using Part 8 application narrative from previous submission?\*

Yes

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term impact.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

**Evaluation of Teacher Leaders:** To measure Teacher Leader effectiveness the TLC selection committee will create a rubric completed by teachers, stake-holders, administrators, teacher leaders and the TLC committee evaluating Teacher Leaders. The rubric will contain information based on content knowledge, shared knowledge, PLC interaction, leadership and observations. It will also contain information based on the leadership roles containing knowledge gained, skill development, student performance and how well this person took on the additional responsibilities.

Teacher Leaders will be reviewed yearly using long term and short term evaluation tools. A teacher who completes a

leadership assignment may apply for that same role or apply for a reassignment to another leadership role.

### **Long-term Evaluation:**

A variety of student outcomes will be used to measure Teacher Leader effectiveness. These consist of:

- Student achievement
- Student learning goals being met
- Graduation rates
- Percent of high school students passing all classes
- Attendance
- IPI data (noting an increase in student engagement)

**Short-term Evaluation:** A mid-year evaluation and end-of-the-year evaluation will be filled out by teachers, stakeholders, PLC groups and administrators to evaluate the role of Teacher Leadership positions. Input from students will be through a survey. Self-Assessment forms will be filled out by Teacher Leaders and include areas for reflection and observation. These evaluations will measure criteria needed in each Teacher Leader position such as functions provided, team meetings facilitated, coaching contacts conducted, and modeling provided. This information will be used by the Teacher Leader selection committee to determine changes needed in the program itself, as well as changes in job descriptions, requirements needed for hiring each position, as well as the effectiveness of teachers who held the leadership positions. This information will strengthen the TLC plan each year and promote quality Teacher Leaders in the district.

### **District Monitoring and Adjustment of TLC Plan:**

The district's goals and vision of the TLC Plan will be revised by the committee and stakeholders yearly. A discussion will take place about the disadvantages and advantages of the plan, formative and summative data will be analyzed, and rubrics and feedback from all involved will be considered.

Data regarding retention of teachers and weekly student achievement analysis will be evaluated each year.

PLC time will be monitored by Teacher Leaders, and task/strategy forms will be filled out by teachers to monitor PD

goals. This information will help determine if the district is meeting the changing needs of students.

Surveys will be filled out by teachers, Teacher Leaders, and parents to determine the success of TLC program.

The above data will be analyzed, and based on these findings, the TLC program will be modified accordingly.

Using Part 9 application narrative from previous submission?\*

Yes

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

#### **District's Capacity to Implement TLC Plan:**

The district feels a sense of urgency to implement this TLC Plan. The concern lies in NAEP rankings and test scores compared to other countries. The district does not want to become a SINA school; hence, it must prevent this by creating educational reform in our own system.

The district has infrastructure elements in place that will support the Teacher Leadership roles the plan proposes. The district has PLC time (with over 20% of staff trained in PLC coach training), mentoring, SIAC, Building Leadership Team, and training for two years in IPI. Each of these initiatives has been incorporated as a necessary element of the district's plan to improve student achievement and has evolved with the needs of the district. These elements are good indicators of the district's capacity to implement the TLC Plan and sustain it over time.

In addition, collaboration within the DK-12 building is in place, and the TLC Plan would allow for built-in collaboration time.

The district has an excellent history of embracing current instructional practices, best practices and collaboration, with outstanding administrative support, and a staff that strives to provide a rigorous, relevant learning environment for our

students. The staff continues to be invested in professional development and follows through with fidelity.

**The district has a comprehensive plan that provides supports that are fully developed and ready on day one of this implementation and will be sustained over an extended period.**

**These supports include:**

- AEA partnership to provide training
- Bi-annual feedback data
- Policies, including standard hiring and evaluation to assure fair access to the positions and treatment of the staff who step into these roles
- Built in extended contract days for planning and implementation
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. Those involved include external and internal stakeholders who have knowledge of the program and a stake in its success.

**Process and Sustainability Management:**

The Superintendent and Teacher Leaders will have the following roles to create a sustainable plan:

- Monitor the timeline for internal leadership hires and external replacement teachers
- Provide training for new leadership positions supported through AEA or additional outside sources
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Create and implement surveys for needed data elements
- Plan and facilitate leadership meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

**Hiring:**

In year one, the process for hiring the Teacher Leadership positions will begin by clearly defining the Teacher Leader roles and job descriptions for all certified staff members. After allowing staff to apply for those positions, a building level selection committee, including an equal number of administrators and staff members will be assembled to interview applicants.

Annual applications for all roles will allow staff members equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as the specifics of each role are determined. Staff members who accept full-time positions will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to their previous position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

The hiring process will begin in April, allowing enough time for teacher leaders to participate in training prior to the next school year.

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## **Part 10 - Budget Items**

### **Use of TLC Funds**

Amount used to raise the minimum salary to \$33,500.

Amount designated to fund the salary supplements for teachers in leadership roles.

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).

Amount used to provide professional development related to the leadership pathways.

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

*These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

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## **Grant Allocation**

*Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 if the application is approved.*

*To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select Other Budget Uses in the space provided.*

|   |              |
|---|--------------|
| <b>Certified Enrollment Number*</b>   | 520.0        |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i> |              |
| <b>District Enrollment-Based Allocation</b>   | \$160,586.40 |
| <b>Total Allocation</b>   | \$160,586.40 |

### ***Other Budgeted Uses - Description***

Item description

### ***Total Allocation Budgeted***

**Total Projected Amount to be Expended** \$160,500.00

*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** \$86.40

### ***Budget Alignment***

**Using Part 10 application narrative from previous application?\*** No

**Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should be no more than 500 characters maximum)**

**The goals of the Akron-Westfield School's TLC Plan include:**

- To provide a new teacher mentoring program with a 100% retention rate.
- To provide leadership in the use of data to drive decisions and instruction.
- To improve student achievement by increasing effective instructional practices.
- To align and implement the Iowa Core with fidelity.
- To provide a more coherent, comprehensive professional development plan.

The current base salary at Akron-Westfield is \$35,069 with the inclusion of the teacher salary supplement; therefore, no funds are appropriated in the TLC budget to raise the minimum salary. Including 30% of our staff as teacher leaders surpasses the TLC requirements of 25%.

The majority of the TLC funding will be used to pay leadership salaries.

**Two half time Teacher Leaders (2 x \$20,000 = \$40,000)** will be hired to analyze data, help set district goals for the Annual Progress Report, and make decisions for PD and best practices based on that data. These Teacher Leaders will also work directly with aligning and implementing the Iowa Core school-wide. The Teacher Leaders will meet weekly with PD coaches and Instructional Coaches to devise a plan to carry best practices and PD to the entire staff. Ten extended contract days will be the expectation for this position.

**Three Instructional Coaches and three PD Coaches (6 x \$10,000 = \$60,000)** will be hired at 1/3 time each. These roles will be to carry out overall training based on the district's approved goals. Instructional Coaches will concentrate their work on student achievement in literacy, math, and science and implementation of the Iowa Core either in all-staff meetings or within select PLC groups. PD Coaches will concentrate on best practices and technology and will also present to the entire staff or to select PLCs or individuals as needed. Five extended contract days for each of these positions will be expected.

**Four Model Teachers (4 x \$2,000 = \$8,000)** will be hired and used on an as-need basis as outlined by the Teacher Leaders and Instructional/PD Coaches. Model Teachers will meet one day before the school year to help prepare for professional development and another four days during the year for work outside of contracted time preparing, presenting, and implementing professional development. The main role of the Model Teacher will be to model best practices and use of PD and technology for the observation of other teachers as well as collaboration following the observation.

**Four Mentor Teachers (4 x \$2,000 = \$8,000)** will work directly with new teachers. Their TLC reimbursement will pay for training they will do with their Mentees. TLC funds will be used to purchase learning materials for mentors to use in collaboration with Mentees. Mentors will be out of their classroom approximately 8 days observing Model Teachers with Mentees, helping Mentees in lesson planning, team teaching with Mentees, observing Mentees and collaborating with them. **Mentees** will also be compensated (**4 x \$2,000 = \$8,000**).

As teachers are out of the classroom, TLC funding will be used to cover the cost of hired substitute teachers and emeritus teachers. (**\$30,000**)

The TLC Plan will provide a cohesive PD model driven by data, goal setting, training, and collaboration, all on an on-going cycle. Teacher Leaders will provide help to develop, implement, and sustain professional development that will result in improved student achievement. Teacher Leaders will need training to prepare for the leadership roles. **(\$6,500)**

**Estimated Budget:**

Lead Teachers (2 x \$20,000) = \$40,000

Instructional Coaches (3 x \$10,000) = \$30,000

PD Coaches (3 x \$10,000) = \$30,000

Model Teachers (4 x \$2,000) = \$8,000

Mentors + Mentees (4 each x \$2,000) = \$16,000

Other:

Amount to cover costs when teachers are out of their classrooms to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers) = \$30,000

Prof. Development for new positions = \$6,500

**TOTAL = \$160,500.00**

***Assurances***

**Please check each of the boxes below. Your plan will not be considered for approval unless each of the 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 Yes

the applications to the superintendent of the school district.\*

**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 district's TLC plan.\*

Yes

**Applicability** – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.\*

Yes