



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

154407 - WACO Teacher Leadership and Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest	Early Literacy Implementation		
Fax:			
Agency			

Organization Information

Organization Name:	WACO CSD
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

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State/Province

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Ext.

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Fred Whipple

Title

Superintendent

Organization

WACO CSD

If you are an individual, please provide your First and Last Name.

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52654

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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Name

Carrie Coble

Title

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Organization

WACO Community Schools

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County(ies) Participating, Involved, or Affected by this Proposal	Henry County, Washington County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	39, 42
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	78, 84
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

This grant program will have a positive impact on minority persons by providing increased opportunities for teacher leadership, professional development, and increased student learning.

Indicate the group(s) positively impacted.

Women, Person/s with a Disability, Blacks, Latinos, Asians, Pacific Islanders, American Indians, Alaskan Native Americans

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Vicki Reynolds

Title of Person Submitting Certification

Principa/Curriculum Coordinator

Recipient Information

District

Waco Community School District

Use the drop-down menu to select the district name.

County-District Number

44-6700

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Mr.

Name of Superintendent

Fred Whipple

Telephone Number

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E-mail Address

fred.whipple@wacocsd.org

Street Address

706 North Pearl

City

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State

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Use the drop-down menu to select the state.

Zip Code

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TLC Application Contact

Honorific

Mrs.

Name of TLC Contact

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Demographic Profile

October 2014 Certified Enrollment

484

October 2014 Free/ Reduced Lunch %

39

AEA Number

9215

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

TLC Model Number

Model 3 Comparable Plan

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)

WACO CSD believes that highly effective teaching will lead to increased student achievement. Our TLC vision is to develop and enhance the skills of all staff through teacher leadership opportunities, professional development, collaboration, and skill acquisition and application. We are committed to developing responsible, productive citizens who view learning as a lifelong process.

The WACO TLC goals are aligned with the State goals as follows:

1. Increase student achievement through improved instructional practices (Aligned to State Goal 5).
2. Attract and retain able new teachers and ensure they are effective (Aligned to State Goals 1 & 2).
3. Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2).
4. Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3).
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation (Aligned to State Goal 4).

The Teacher Leader positions developed by WACO CSD and their responsibilities include:

Elementary Instructional Coach/Secondary Instructional Coach: These positions will be released from classroom duties (1.0 FTE and 0.5 FTE respectively). They will be engaged in student instruction for 25% of their day. 75% of the day will be in the performance of Teacher Leader duties. Responsibilities will include small group interventions, co-planning and co-teaching, modeling effective instructional strategies, and the designing, development, delivery, and monitoring of professional development.

Secondary Technology Coach: This position will be released from classroom duties (0.5 FTE). They will be engaged in student instruction for 25% of their day. 75% of the day will be in the performance of Teacher Leader duties. Responsibilities will include assisting with instruction of digital literacy and 21st Century Skills, in-class support, co-planning and co-teaching, modeling effective uses of technology as an instructional tool, and the designing, development, delivery, and monitoring of professional development.

District Team Leaders: The Superintendent, Principals, a representative from each BTL, and a representative at large from each building will comprise the DTL which meets approximately 6 times/year. The specific roles this team will play in the creation and delivery of PD are: communicating implications of current state and federal mandates, sharing/analyzing data, identifying needs for district level professional development, and ensuring 'systems thinking' throughout the district. (Aligned with TLC goal 1 and 4)

Building Team Leaders: Members meet monthly and include PLC and SAT Leaders, Coaches, and the building administrator. The specific roles this team will play in the creation and delivery of PD are: organize and analyze data, provide updates on PLC work to enhance cohesiveness of efforts to plan and facilitate building level professional development. (Aligned with TLC goal 1 and 4)

Professional Learning Communities: These teams will be the 'backbone' of our school improvement efforts. Team members will "work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (DuFour, DuFour, Eaker, and Many, 2010). Teams will be led by carefully selected and trained PLC Leaders and will focus on teaching, learning, student engagement, and assessment. PLC Leaders are directly involved in planning and facilitation of large and small group learning opportunities, engaging small groups in cycles of inquiry, and facilitating the study of data in guiding the work of PLCs. (Aligned with TLC goals 1 and 4)

Elementary Student Assistance Team: The Student Assistance Team (SAT) will be comprised of the three appointed members, the Instructional Coach, and the building administrator. This team will meet a minimum of two times per month to review academic and behavioral concerns of students submitted to the team. This team will be used to support the teachers in meeting the needs of all students by looking at data along with interventions already completed in the classroom. The SAT will provide support and guidance to the teacher by developing and implementing additional tools and strategies while monitoring student progress. (Aligned with TLC goals 1 and 4)

Induction Coaches: The Induction Coaches are highly qualified and trained to provide support and guidance to teachers in the first two years of their career. This professional development includes collaboration, discussion, and reflection on the IA Teaching Standards and district expectations, such as building and district initiatives, organization, and time management. Induction Coaches will meet with other Teacher Leaders to assess the needs of the building/district and develop PD plans based on identified needs. (Aligned with TLC goals 1, 2, and 4)

Our plan involves more than 40% of our career teachers in leadership roles. With our small district, teachers are used

to taking on additional leadership responsibilities, and this grant will give career teachers an opportunity to develop leadership skills suited to their skill level and expertise. Regularly scheduled team meetings will allow Teacher Leaders the opportunity to collaborate as a unified team to identify common building/district needs and to implement, coordinate, and monitor school improvement efforts in an ongoing manner aligned with the IPDM. Teacher Leaders will be called upon to serve multiple roles, providing another connection to ensure that TLC goals are met. As an example, a representative from each Building Leadership Team will serve on the District Leadership Team. Just as it takes a village to raise a child, it takes a team to reach our goals and realize our vision.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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 development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Narrative

Using Part 2 application narrative from previous submission? **No**

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.

Our district's TLC vision clearly resonates with the commission's vision: increase student learning by providing each teacher with the support and tools to maximize effectiveness and encourage professional growth throughout the teacher's career.

WACO TLC Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5). Preparing students to meet challenges in the 21st century world is our top goal. Reducing the achievement gaps in subgroups is a high priority. Resources from the TLC grant will enhance district capacity in ongoing efforts to provide all students with a high quality education through the delivery of a guaranteed and viable curriculum (IA Core Standards), using research-based instructional practices, as guided by data-informed decision-making.

District Goals:

- Increase the percentage of students highly proficient in reading, math, and science while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments.
- Decrease the gap that exists between the reading, math, & science achievement subgroups (IEPs and SES) as measured by Iowa Assessments.

Evaluation of Goal

- Comparison of gains in student achievement (IA Assessments & Universal Screener) before the TLC plan and each year following
- Annual evaluation of APR goals

WACO TLC Goal 2: Attract and retain able new teachers and ensure they are effective (Aligned to State Goals 1 & 2). Development of beginning teachers will be nurtured through a system of complementary supports including mentors, coaches, and professional learning communities. This system will ensure that they have multiple opportunities to receive professional development based on their needs and the needs of their students. New teachers will receive a competitive starting salary of \$33,500.00.

District goal:

- Have 100% of vacancies filled by highly qualified teachers. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining a Standard License.

Evaluation of Goal:

- Analysis of retention rate over five years
- Teacher Evaluation & Licensure Process
- Annual program evaluation of the Mentoring & Induction program

WACO TLC Goal 3: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2). Develop a system of complementary leadership roles designed to improve professional practices resulting in increased student performance. Approximately 47% (22/47) of teachers could fill leadership positions with additional contract days, responsibilities & compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders mentoring, coaching, and modeling effective instructional practices in order to fulfill these goals.

District Goal:

- By fall of 2016, install new leadership roles for teacher leaders. The following will be in place for each role: job descriptions with role functions and criteria for evaluation, completed Individual Professional Development (PD) plans, orientation to new role, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.

Evaluation of Goal

- Review of teacher leadership role documentation and data
- Monitoring and documentation of TLC Plan timeline
- Analysis of Individual PD Plans

WACO TLC Goal 4: Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3). Develop a system of professional learning communities and related supports empowering teachers to learn/innovate together as they work to achieve individual and collective goals. These PLCs will be led by a cadre of carefully selected and well trained teacher leaders. We believe that: 'If we create a climate where continuous improvement permeates all we do, where high trust encourages peer assessment, sharing, learning and

leadership, and where greater support and reward for teachers encourages professional growth and pride, then we will transform teaching into a practice of professionals and students will continuously improve and succeed.'

District Goal:

Beginning in August 2016, teacher leaders implement a PD plan that uses Professional Learning Communities (PLCs) to engage 100% of the faculty in collaborative learning opportunities. To ensure consistency and the implementation of a unified vision, representative PLC Leaders and SAT team members will also serve on the Building Leadership Team (BLT). Select members of each BLT will serve on the District Leadership Team (DLT).

Evaluation of Goal

- Qualitative analysis of PD plans
- Annual program evaluation of PLCs, BLTs, SAT team, and DLT

WACO TLC Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4). This plan recognizes that leadership takes many forms in a successful collaborative school community. Leadership positions are designed 1) to provide complementary supports in district efforts to ensure high quality instruction in every classroom, and 2) to build a cadre of knowledgeable & skilled professionals.

District Goal: Include at least 25% of teachers in complementary leadership roles leading to the fulfillment of individual and collective goals. Beginning in August, 2016, have 100% of the identified teacher leader roles filled, according to Model 3 and the WACO TLC Plan.

Evaluation of Goal

- Review of teacher leadership roles and number of positions filled
- Analysis of coaching logs, interactions, and peer reviews

Using Part 3 application narrative from previous submission? **Yes**

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

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)

The goal of our Mentoring and Instruction (M&I) program is to retain teachers in our district and help them to be successful with the students they serve. While information gathered from our beginning teachers (BTs) and Induction Coaches have shown that there is great appreciation for the support they have received, there is evidence of a strong need for more collaboration time at the beginning of the academic year and regularly throughout the year. With our innovative 4+1 calendar and the implementation of PLCs, we have discovered a need to address other areas with more intensity, including Standard 3: Planning for instruction and Standard 4: Delivery of instruction, including the need for differentiated instruction and support, and Standard 5: Assessment.

When a BT starts their career in our district, they will experience greatly extended and aligned support made possible by this TLC plan. They will be assigned a well-trained and experienced Induction Coach, who will work directly with them for their first two years. Prior to the beginning of the 2016-17 school year, BTs and Induction Coaches will have time to work together in planning the first days of school, assessing areas of strength and growth, and becoming familiar with on-going building and district professional development efforts. Time for Induction Coaches and BTs to collaborate will be built into the school day and they will also meet every other week outside of the school day. Induction Coaches and BTs will also meet quarterly as a group to strengthen their teaching skills and engage in further collaboration. This plan is going to help us work together within an aligned system. Our aligned TLC plan will not only provide Induction Coaches for BTs, but also support from Instructional Coaches to increase their knowledge of building and district initiatives, including Professional Learning Communities for work in data analysis and differentiated instructional support. New teachers are critical to the success of our school. We want to invest in them not only for the sake of our students, but also to increase the likelihood that they will stay in our district and become leaders for others.

Using Journey to Excellence and support from Great Prairie AEA, we will include planning, collaborating as a professional learning team, and evaluating student performance in our M&I program. However, we want to make sure that the BT experience is also guided by their assessed needs. Induction Coaches, BTs and the Principals will meet throughout the year to plan professional development that is tailored to specific needs. The following improvements have been designed:

- Select and train high quality Induction Coaches: Using the application process, Induction Coaches will submit a letter of application, an updated resume, and a written response to pre-determined prompts. They will be selected based on their past effectiveness with students, their history of professional growth and their disposition toward mentoring. Once selected, TLC funds will be invested in thorough and careful training (Journey to Excellence through GPAEA and Mentoring Matters, Laura Lipton).
- Schedule time for collaboration for BTs and their assigned Induction Coach prior to beginning of school year.
- Ensure and protect time to meet together during the school day. Induction Coaches will have opportunities to observe BTs, visit model classrooms together and engage in lesson study.
- Quarterly BT peer support meetings: M & I meetings will be held quarterly to address areas of assessed need and the Iowa Teaching Standards.
- Reward new teachers and mentors: New teachers will receive a competitive starting salary of \$33,500.00. Induction Coaches will be given a stipend for their work throughout the year.
- Support from additional teacher leaders: Instructional and Technology Coaches, Induction Coaches, PLC Team Leaders, Student Assistance Team Leaders, District Team Leaders, and Building Team Leader all have specific roles providing multi-leveled, consistent, and timely support to BTs.
- Continuous program improvement: The cycle of continuous improvement (plan, teach, reflect, apply) will drive the work of the BTs, Induction Coaches, and the whole M & I program. The M & I program will be part of our overall comprehensive program evaluation system that collects, analyzes and uses multiple forms of data from all stakeholders, and is used to determine program improvement.

We believe the structures and roles outlined in our plan ensure that our TLC goals will be met, and BTs will have wide support, dramatically increased access to exemplary teachers, and increased chances for success with students. In addition to current practices, our TLC plan provides for Induction Coaches and BTs to meet prior to the beginning of the school year, to meet collegially with other Induction Coaches and BT teams, and to ensure adequate collaboration time is available throughout the year. This will assist our district in creating a meaningful and substantial program that will help BTs develop the skills necessary to become effective educators, remain in our district, and even become

Teacher Leaders themselves.

Narrative

Using Part 5 application narrative from previous submission? **No**

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 will spend engaged in student instruction and the percentage of time 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 coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Role/Extended Contract Days	Responsibilities/Duties	% of Time Engaged in Student Instruction	% of Time Performing Teacher Leader Duties	Role Compensation
One .5 FTE Secondary Instructional Coach/ 5 Extended Contract Days	<ul style="list-style-type: none"> •Implement IA Core standards with fidelity •Plan, develop, deliver, and monitor implementation of professional development •Facilitate the analysis of student data •Create an action plan to improve student achievement •Provide in-class support through demonstrations, co-planning, co-teaching, small group instruction, and observations •Be current on research-supported best practices 	25%	75%	Additional \$5,000.00 stipend
One .5 FTE Secondary Technology Coach/ 5 Extended Contract Days	<ul style="list-style-type: none"> •Be current on research-supported technology practices •Plan, develop, deliver, and monitor implementation of professional development •Provide in-class support through demonstrations, co-planning, co-teaching, small group instruction, and observations •Oversee and assist with instruction of digital literacy and 21st Century Skills 	25%	75%	Additional \$5,000.00 stipend

<p>One 1.0 FTE PK-6 Instructional Coach/ 10 Extended Contract Days</p>	<ul style="list-style-type: none"> •Implement IA Core standards with fidelity •Plan, develop, deliver, and monitor implementation of professional development •Facilitate the analysis of student data •Create an action plan to improve student achievement •Provide in class support through demonstrations, co-planning, co-teaching, small group instruction, and observations •Be current on research-supported best practices •Oversee and assist with instruction of digital literacy and 21st Century Skills 	<p>25%</p>	<p>75%</p>	<p>Additional \$10,000. stipend</p>
<p>Five (anticipated) Induction Coaches/ 1 Extended Contract Day</p>	<ul style="list-style-type: none"> •Collaborate, discuss, and reflect on Iowa Teaching Standards aligned with the instructor's role including district expectations •Provide information and guidance to new teachers to the district to help them take care of daily/administrative/organizational needs •Provide expertise as needed to develop schedules and problem solve needs as they arise •Maintain a communication log of mentor interactions •Evaluate program effectiveness 	<p>0%</p>	<p>100%</p>	<p>Additional \$1000 stipend per position</p>

<p>Four Secondary PLC Team Leaders/ 1 Extended Contract Day</p>	<ul style="list-style-type: none"> •Coordinate and collaborate with PLCs to analyze student data and demonstrate instructional strategies •Communicate building and district data to stakeholders •Actively participate in collaborative problem solving and reflective practice •Actively assume leadership roles through implementation and collaboration with other teachers, including instructional coaches 	<p>0%</p>	<p>100%</p>	<p>Additional \$500 stipend per position</p>
<p>Three PK-6 Student Assistance Team Leaders/ 1 Extended Contract Day</p>	<ul style="list-style-type: none"> •Meet on a regular basis to provide teacher support for learners needing supplemental or intensive assistance •Develop and progress-monitor academic/behavioral intervention plans •Provide resources for intervention plans •Train teachers on data collection and documentation •Recommend additional AEA services when warranted •Conduct student observations and time on task information •Participate in parent meetings to share student data 	<p>0%</p>	<p>100%</p>	<p>Additional \$500 stipend per position</p>

**Four District Team
Leaders/
1 Extended Contract
Day**

- Analyze student data and recommend APR goals to SIAC committee
- Evaluate and make recommendations for the success of the TLC process
- Work with instructional coaches, induction coaches, and administration/curriculum coordinator to analyze, design, and implement professional development based on building/district needs
- Develop and communicate district C-Plan
- Conduct program evaluation of our innovative 4+1 calendar and other educational programs, including Peer Review
- Develop annual school calendar to meet State requirements and needs of the district

100%

**Additional \$500 stipend
per position**

Eight Building Team Leaders/ 1 Extended Contract Day	<ul style="list-style-type: none"> •Work with instructional coaches and administration/curriculum coordinator to analyze, design, and implement professional development based on building/district needs •Analyze student data and recommend APR goals to district leadership team and develop building goals •Support innovative 4+1 calendar and student learning needs by analyzing data to determine MTSS needs and opportunities (elementary) •Support student success by analyzing data to determine the need for Content Recovery during 4+1 schedule (secondary) •Evaluate and make recommendations for the success of the TLC process 	0%	100%	Additional \$500 stipend per position
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Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don't reach greatness by focusing on the capital of individuals. In order to get to greatness, "capital has to be shared and circulated. Groups, teams, and communities are far more powerful than individuals..." (Hargreaves & Fullan, 2012, p.3) We believe we have created roles and systemic structural supports, that fit together to create a cohesive and sustainable improvement framework that will strengthen instruction throughout the district. Instructional Coaches will work strategically with teachers in planning, monitoring and assessing student learning. Instructional Coaches will focus on the implementation of building and district professional development that will include the identification and implementation of research-based instructional strategies that will meet the diverse needs of our students across all content areas. The elementary Instructional Coach and the secondary Technology Coach with support and assist with instruction of digital literacy and 21st Century Skills. All coaches will engage in coaching cycles and help lead inquiry around best practices in instruction. According to Adrian Rodgers and Emily Rodgers, authors of The Effective Literacy Coach (2007), "fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher and the coach"(p. xii). This underscores the importance of this role in a system of change. Instructional and Technology Coaches will collaborate with Induction Coaches on a monthly basis to provide additional support for new teachers, and they will collaborate with Professional Learning Community (PLC) Leaders bi-weekly to organize, coordinate, plan, and facilitate professional development and school improvement

efforts. The elementary Instructional Coach will attend Student Assistance Team (SAT) meetings to support teachers in their implementation of intervention plans and the use of data to guide core, supplemental, and intensive instruction.

Induction Coaches will provide individualized support for beginning teachers. They will observe their teaching, provide constructive feedback, and engage in reflective conversations around teaching practices. The mentoring role will have a significant influence on all of our TLC goals but will have the greatest impact on TLC Goal 2 aimed at attracting, retaining, and ensuring the effectiveness of new teachers. Induction Coaches will collaborate with Instructional Coaches and PLC Leaders to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

PLC Leaders will provide leadership in all school improvement efforts. They will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts. Stigler & Hiebert (1999) note that, "Through the process of improving lessons and sharing with colleagues the knowledge they acquire, something remarkable happens to teachers: they begin viewing themselves as true professionals. They see themselves contributing to the knowledge base that defines the profession. And they see this as an integral part of what it means to be a teacher." It is our belief that successful facilitation of these groups will lead to a feeling of empowerment for all teachers. PLC Leader representation on the Building and District Leadership Teams will also provide an important communication loop assuring connections between the focus of individual teams and larger system goals. This role, too, will play an important part in helping us achieve all of our TLC goals; however, it will undoubtedly have the biggest impact on our TLC Goal 1 regarding improved student achievement through improved instructional practices and our TLC Goal 4 promoting collaboration and collegiality through increased networking opportunities.

PLC Leaders will also collaborate with Coaches to organize, coordinate, plan, and facilitate professional development and school improvement efforts. They will collaborate with Coaches and Induction Coaches to ensure that all teachers have access to multiple professional development opportunities based on their needs and the needs of their students. Teacher Leader roles are designed to capitalize on personal strengths and desires while at the same time maximize the number of opportunities for leadership. There are many forces in one's life that influence the decision to lead. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra responsibilities at certain times of life. Teachers will be encouraged to choose a position that works for them at a particular time with the understanding that as circumstances shift they can apply for a different leadership position. The ability to lead is not dependent on a single set of skills or a particular personality trait. The leadership roles in our plan were created with multiple personalities in mind; for example, some roles require greater degrees of self-initiative, some require higher degrees of interpersonal skills, and some require greater comfort with risk-taking. Some of the roles provide opportunities for (and require comfort with) working with large groups while others provide opportunity to work side-by-side with just one person. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. The WACO TLC plan requires that the people in the role of the Coach (the one role that has the most classroom release time) have time in their day for teaching a group or class not only to ensure that they continue to develop pedagogical skills, but also to maintain their credibility in the eyes of their colleagues. Each of these Teacher Leader roles is needed to ensure the success of all of our TLC plan. We depend on each other for the success of this TLC system and the continuing success and improvement of WACO and the students we serve.

Using Part 6 application narrative from previous submission? No

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.

Working with peers is different than working with students. Even the best teacher is not automatically suited by temperament or skill to work collegially with adults. The TLC planning team has developed a rigorous selection process that includes multiple measures for examining past effectiveness and professional growth that will assist and guide this important work in meeting WACO's TLC goals.

Recruitment: Meetings will be held in each building to address the opportunities and benefits for teacher leaders. Teachers who have been in the WACO Community School District at least one year will be sent eligibility letters. Instructional Coaches are required to have three years of successful teaching experience. The Technology Coach is required to have two years of successful teaching experience. Teacher leadership positions will be posted as required.

Initial Application: Each applicant will be asked to write a letter of application explaining why they want the position and why they believe this position is important to the district. They will also submit:

1. A resume screened for evidence of continual growth as a professional and prior leadership experiences.
2. Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring.

Prompts may include:

- Describe your professional development experiences, including memberships, presentations, attendance at conferences and/or future professional development goals.
- Describe an initiative or research-based strategy that you implemented and tell how you evaluated the effectiveness of that work on student achievement.
- Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.

3. A copy of their most recent Individual Career Development Plan

4. Three letters of recommendation that speak to effectiveness and fitness for teacher leadership will be required of applicants for the Instructional Coach and Technology Coach positions. Two letters of recommendation that speak to effectiveness and fitness for teacher leadership will be required of applicants for the remaining teacher leadership positions. Letters will be sealed and sent directly to the Selection Committee.

All of these materials will be screened by the Selection Committee who will use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

Interview: Candidates will respond to the same questions from a bank created for each leadership role. Questions will be developed using the criteria from Teacher Leader Model Standards as a guide. Candidates will also be asked to respond to a realistic, hypothetical situation pertinent to the leadership position. Candidates may also respond to any questions regarding materials submitted in the application phase. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the candidate is coachable and willing to take on the rigors of the learning required for a particular position.

Scoring: The scoring process will include each candidate's past effectiveness, professional growth, and ability to work collegially with adults. The 7 domains of the Teacher Leader Model Standards will be used with their functions and exemplars as part of the scoring rubric: I: Fostering a Collaborative Culture to Support Educator Development & Student Learning II: Accessing & Using Research to Improve Practice & Student Learning III: Promoting Professional Learning for Continuous Improvement IV: Facilitating Improvements in Instruction & Student Learning V: Promoting the Use of Assessments & Data for School & District Improvement VI: Improving Outreach & Collaboration with Families & Community VII: Advocating for Student Learning & the Profession.

Final Selection: The Selection Committee will use the district's consensus building process to determine the top candidates for each position and make recommendations to the superintendent for each position.

Annual Review: For the Annual Review of the Teacher Leader positions, the following criteria will be evaluated:

- 1) During training, Teacher Leaders will use a self-reflection tool that will be revisited throughout the year
- 2) Staff will be surveyed annually in mid-April to assess each role and its effectiveness of the Teacher Leader position over the past school year. This survey is non-evaluative in nature. It will offer an important opportunity to support learning and implementation of effective teaching strategies in the classroom.
- 3) Student achievement data should show growth to reflect the overall effectiveness of the teacher leaders.

Triangulating the above evidence, will provide ample proof of the effectiveness of each teacher leader role. The process chosen by WACO to select and retain teacher leaders calls for considering multiple data points when

selecting and evaluating the effectiveness and professional growth of teacher leaders. Considering candidates from multiple perspectives will help us select candidates who are qualified for leadership positions and provide robust evidence for judging effectiveness.

A teacher who completes the time period of the assignment to a leadership role may request reassignment to that role, may pursue a new leadership position, or return to the classroom.

The administration will use the current evaluation tools to help determine effectiveness of Instructional Coaches on an annual basis.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts 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 districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Description of the role teacher leaders will play in the creation and delivery of professional development:

The IPDM Guidance Document states “Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration.” This principle comes to life in the structures we created to guide our professional development efforts. The structures include a District Team Leaders (DTL), Building Team Leaders (BTL), Professional Learning Communities (PLC), a Student Assistance Team (SAT), and Induction Coaches. Instructional Coaches will also be an integral part of each of these structures, providing the glue that coordinates our efforts in the creation and delivery of professional development and meeting our TLC goals:

1. Increase student achievement through improved instructional practices (Aligned to State Goal 5).
2. Attract and retain able new teachers and ensure they are effective (Aligned to State Goals 1 & 2).
3. Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2).
4. Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3).
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4).

Our plan acknowledges the need for complementary supports in the learning process. The specific creation and delivery tasks of those involved are as follows: Coaches are directly involved in the planning and facilitation of large and small group learning opportunities, engaging in coaching cycles with individual and small groups of teachers, and coordinating the analysis of building and district level data and the development of building and district goals that support improved teaching and learning. Quarterly meetings of all Teacher Leaders will serve to coordinate efforts to meet the diverse needs of all staff, ensuring that teachers experience effective, meaningful PD aligned to the IPDM steps in large group, small group and 1:1 settings. (Aligned with TLC goal 3)

Description of how the district’s TLC plan aligns with and incorporates the key elements of the IPDM:

Collecting and Analyzing Student Data

Teacher Leaders will lead analysis of multiple sources of data. Coaches will coordinate the data analysis process with teacher teams as we work to strengthen MTSS. PLC Leaders will facilitate data study to guide the work of their teams. Induction Coaches and beginning teachers will focus on increasing meaningful use of formative assessments.

Goal Setting for Professional Development

Teacher Leaders & administrators collaborate to determine PD goals, topics, and processes aligned to building and district goals during Building and District Leadership Team meetings. In addition, Coaches will conduct coaching cycles focused on improving core instruction for all students, PLC Leaders engage small groups of professionals in cycles of inquiry which includes studying data and setting goals, and Induction Coaches work with beginning teachers to select goals based on student data.

Selecting Content

Once goals are set, Coaches, PLC Leaders and administrators will determine content for building & district PD. PLC Leaders will help small groups determine appropriate & focused content and resources. Induction Coaches will help new teachers connect the content focus to classroom applications.

Design

The complementary nature of the plan’s structures & roles ensure that PD is a continuous process and not a single event. Teachers will have opportunities to learn theory and engage in the ongoing cycle of training/learning, collaboration/implementation and ongoing data collection to determine next steps as they work in Professional Learning Communities. Achievement data and implementation data from these teams will be fed into the BLT and DLT planning processes so that building and district PD is planned to support team needs. Feedback mechanisms will be embedded in all PD sessions as a way of monitoring effectiveness and gauging impact. These structures and processes ensure that there are related and recurring cycles of PD leading to deep understanding.

Program Evaluation

Teacher Leaders in each role will synthesize information from implementation data, as well as formative and summative student achievement measures, as part of a review process. This work will be done in each PLC, each Building Leadership Team, and in the District Leadership Team. In addition, Coaches will engage in this work as will Induction Coaches and their assigned mentee. This information will inform needs, adjustments, and new goals for the following year.

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 measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

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 districts 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)

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet 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 the applications to the superintendent of the school district. **Yes**

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 districts TLC plan. **Yes**

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$11,284.94
Amount designated to fund the salary supplements for teachers in leadership roles.	\$123,563.07

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).	\$5,265.22
Amount used to provide professional development related to the leadership pathways.	\$11,180.11
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$151,293.34

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 CE once it is approved by the SBRC. An amended budget will be submitted 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 "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	483.86
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$151,293.34
Total Allocation	\$151,293.34

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$151,293.34
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

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

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Implementation of the TLC plan will allow WACO CSD to achieve our vision, which aligns with the commission's vision, to increase student learning by providing each teacher with the support and tools to maximize effectiveness and encourage professional growth throughout the teacher's career. The outlined budget will allow WACO CSD to meet the five goals of our TLC plan with the \$151,293.35 allocated to our district:

1. Increase student achievement through improved instructional practices (Aligned to State Goal 5).
2. Attract and retain able new teachers and ensure they are effective (Aligned to State Goals 1 & 2).
3. Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2).
4. Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3).
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4).

Budget Details:

Minimum Salary Requirement

\$11,284.94 will be used to ensure that teachers in the WACO district meet the minimum salary requirement of \$33,500.00 (Aligned with TLC Goal 2).

1.0 FTE Elementary Instructional Coach:

Position responsibilities (Aligned to TLC Goals 1-5)

\$11,660.00 Stipend with FICA and IPERS and 10 extended contract days

Replacement teacher total cost estimate: \$42,569.84

Professional Development: \$2,000.00

0.5 FTE Secondary Instructional Coach:

Position responsibilities aligned to TLC goals 1-5.

\$5,830.00 Stipend with FICA and IPERS and 5 extended contract days

Replacement teacher total cost estimate (0.5 FTE): \$22,804.16

Professional Development: \$2,000.00

0.5 Secondary Technology Coach:

Position responsibilities aligned to TLC Goals 1-5.

\$5,830.00 Stipend with FICA and IPERS and 5 extended contract days

Replacement teacher total cost estimate (0.5 FTE): \$21,284.97

Professional Development: \$2,000.00

Induction Coaches (5 - anticipated)

Position responsibilities aligned to TLC Goal 2.

\$1,166.00 Stipend with FICA and IPERS and 1 extended contract day

Professional Development: \$2,500.00

Secondary PLC Team Leaders (4)

Position responsibilities aligned to TLC Goals 1 and 4):

\$583.00 Stipend with FICA and IPERS and 1 extended contract day

Professional Development: \$565.11

Elementary Student Assistance Team Leaders (3)

Position responsibilities aligned to TLC Goals 1 and 4.

\$583.00 Stipend with FICA and IPERS and 1 extended contract day

Professional Development: \$423.00

District Team Leaders (4)

Position responsibilities aligned to TLC goals 1, 2, and 4.

\$583.00 Stipend with FICA and IPERS and 1 extended contract day

Substitute costs: \$1,354.92

Professional Development: \$564.00

Building Team Leaders (8)

Position responsibilities aligned to goals 1, 2, and 4.

\$583.00 Stipend with FICA and IPERS and 1 extended contract day

Professional Development: \$1,128.00

\$5,265.22 has also been designated for substitute salaries for Teacher Leaders to attend trainings and collaborate during the year.

In summary, our plan involves more than 40% of our career teachers in leadership roles. With our small district, teachers are used to taking on additional leadership responsibilities, and this grant will give teachers additional time and supports necessary to make the needed systemic changes in our district.