



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

92219 - WASHINGTON CSD TLC APPLICATION

Teacher Leadership and Compensation System

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Washington Community School District

Organization Type: K-12 Education

Tax ID: 42-6037704

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Benefactor

Vendor Number

Recipient Information

District Washington Community School District

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

County-District Number 92-6768

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Dr.

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52353

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)

Abstract for Washington CSD TLC Application

The Washington Community School District application for Teacher Leadership and Compensation System provides the opportunities for expanding professional development, peer teaching, peer coaching and mentoring for teaching staff. Upon implementation, the TLC will expand teacher leadership positions within the district to over 30% of the staff. This will be in addition to several other compensated leadership positions that currently exist in the district. Over 50% of the staff will be involved in a leadership or decision-making committee within the school district. This percentage of participation will encourage staff acceptance and willingness to support, thus increasing the success of the plan. The district already has a starting salary minimum of \$35,000. The plan provides differentiated, multiple, meaningful teacher leadership roles.

The plan includes the addition of four Instructional Leadership Coordinators, one for each building. The Instructional Leadership Coordinators will have the responsibility of coordinating, scheduling and providing critical feedback to the implementation of the plan. The plan also provides for two tiers of mentoring. Tier 1 mentors will work specifically with new teaching staff while Tier 2 mentors will work with all staff in assisting them in improving instruction, including additional coaching and mentoring. Each of the buildings will also utilize Demonstration Teachers, who will be model teachers in specific areas of instruction/and or classroom management strategies for other staff to observe instructional best practices.

These leadership roles will serve as guidance to the leadership roles that already exist in the district through Teacher Quality. The TLC plan will connect with the existing Teacher Quality Committee, School Improvement Advisory Committee, Professional Development Committee, Data Team members, Technology Committee, Washington High School 1:1 Committee and the Middle School 1:1 Committee. The roles of all of the leadership positions created through the TLC and the existing committees fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.

The plan includes several expanded opportunities for professional development for all staff that is aligned with the Iowa Professional Development model. The existing Professional Development Committee and Teacher Quality Committee will work with a newly formed Instructional Leadership Team and the Instructional Leadership Coordinators to identify building level and district level professional development needs. These needs will be met on several levels including individual, curriculum level, grade level, building level and district level training. The district will also continue its work on the development of Professional Learning Communities as well as the SINA work being completed in collaboration with the Southern Regional Education Board Consortium in the elementary buildings.

An Oversight Committee has been established to determine placement of leadership positions. The Oversight Committee will participate in the application review, interviews and appointment of positions for every building. They will develop rubrics to evaluate effectiveness of the program and will make adjustments as needed each year. They will be responsible for a rigorous selection process for leadership roles.

The TLC plan reinforces the current district initiatives and provides a sustainable structure for improved instruction and increased student achievement for the Washington Community School District.

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

Narrative

Using Part 1 application narrative from Year 1?

No

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).

The district involved a large number of stakeholders in the planning process. All teachers were surveyed and staff was updated in each building during monthly staff meetings as the plan was being created. The plan was supported and approved by the School Improvement Advisory Committee (SIAC) composed of parents, business representatives, students, teachers, board members and administrators. All stakeholders had numerous opportunities for feedback and input into the plan.

The planning committee was formed with the teachers from each building selecting a teacher representative. The Washington Education Association selected an additional 2 teachers. The principals from each building served on the committee along with the Curriculum Coordinator and the Superintendent. The teacher representatives and principal collaborated to select a parent who had children in their building to participate. The School Board selected a Board member to serve for a total of 17 steering committee members. The Steering Committee held seven meetings forming the plan and reviewing the application. Parents, teachers, administrators and board member were equal contributing members on each activity during the meetings.

The process began with the application for the TLC planning grant funds. The Superintendent and Washington Education Association met prior to the application to determine who would participate and how funds would be distributed. The funds were used to pay for participation in the planning, which was all completed outside of contract hours. The funding was allocated to all planning committee participants equally in the form of a stipend. A minimum of 75% participation in planning sessions was required for a full stipend and prorated for participation below 75%.

A significant amount of time was spent developing the TLC plan. Approximately 14 hours was spent over 7 meetings in the large group during the planning. The meetings allowed the opportunity for discussion on potential leadership roles, developing continuity throughout the district in the implementation of positions and determining the job descriptions for each position. Criteria were developed for the Oversight Committee to use in the selection process and development of rubrics for each leadership position to be filled in each building. We compared the leadership positions with the district initiatives to ensure consistency and sustainability. We matched up the goals of the leadership positions to the goals of the district professional development plan and aligned them with the Iowa Professional Development model.

Each stakeholder group was able to interact with each other, ask questions and collaborate on a consensus for the plan. Parents expressed concerns over the accountability for each position and the evaluation process, resulting in scrutiny of the oversight committee process. Additional time was spent doing additional study, which included reviewing research and documents from other teacher leadership structures used across the nation, studying teacher survey data from each building, building level meetings of principal, parent and teacher from steering committee, reporting by each committee member to stakeholders they represent.

The final draft was revised several times after careful review of each stakeholder group, analysis of survey data and responses from all groups. The process from initial meeting to submission of the final draft was 4 months and over 50 hours of large group and subcommittee planning time. The result is a unified commitment to this plan.

Administrator Support & Commitment: One hundred percent of the administrators were in support of the Teacher Leadership and Compensation Plan. Each building principal, the curriculum coordinator and the superintendent were involved in the development process. They were receptive to input from other stakeholders and were fully engaged in the planning committee meetings and building level meetings with teachers and parents.

Teacher Commitment: Teachers selected the representatives for the planning committee from each building. They participated in surveys and provided input into the leadership positions and the final draft of the plan. Over 50% of the teachers indicated an interest in applying for leadership positions.

Parent Commitment: The Teacher Leadership and Compensation Plan received endorsements from the Stewart Boosters, Lincoln Parent Teacher Group, Middle School Parent Involved in Education Group and the High School Parent Teacher Group. The plan was also support by the SIAC. 100% of the teachers involved in the planning committee believe it will have a positive impact on the district.

School Board: The School Board was also represented on the planning committee and the board was updated monthly as to the progress of the plan. The Board endorsed the plan after it was recommended by the SIAC. The plan was approved 7-0 by the school board.

Narrative

Using Part 2 application narrative from Year 1?

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.

TLC Vision: Providing support, time, professional development and coaching that leads to improved student achievement through quality instruction.

The Mission for the Washington Community School District, in partnership with family and community, is to prepare for lifelong learning and productive membership in a global society by continually providing educational opportunities for the individual's total development.

TLC Goals: (Listed Below & Aligned with Iowa TLC System & District Goals)

1. Improve student Achievement by strengthening instruction

Stewart and Lincoln Elementary are SINA 5 (Schools in Need of Assistance, Year 5), making this goal a priority. Reading & Math goals are below expectations for the district. The TLC plan includes coaching, mentoring, professional learning, and demonstration of instructional techniques. All staff will be involved in the opportunities to improve student achievement by strengthening instruction.

Washington CSD Proficiency Scores

Reading % proficient	3-5	6-8	11
White	68.3	58.2	86.6
AA	55.8	25.7	75
Low SES	68.3	43.6	78.2
IEP	43.3	14.5	41.7
Hispanic	36	47.3	46
All students	76.8	54.4	86.5

Math % proficient	3-5	6-8	11
White	83.4	71.6	78.1
AA	57.5	37.6	63
Low SES	72.6	56.2	64.2
IEP	51.8	20	31.4
Hispanic	44.7	51.7	55
All students	79.7	66.1	76.4

District Long Range Goal: Improve all student achievement in reading, math, science and social studies, K-12.

2. Attract able new teachers by offering competitive starting salaries and offering Professional Development leadership opportunities

Teachers have a base salary of \$35,000.

The Washington Community School District has been selected as a Top 100 Iowa Workplace site by the Des Moines Register each of the last three years.

The TLC plan includes several professional development opportunities, mentoring, coaching, as well as opportunities for staff to assume leadership roles within the district. The district has been providing professional development for two hours every other Wednesday and three full days along with Professional Learning Communities.

3. Retain effective teachers by providing enhanced career opportunities

60 teachers (40% of teaching staff) will fill leadership positions with extended days, responsibilities and extra compensation. Leadership positions will be selected based on a rubric by the oversight committee, that ensure quality leaders for mentoring, demonstration, and coaching positions. Currently, 49% of our teaching staff have been with the district 15 years or more.

Board Goal: Communication will be respectful, transparent, productive, accurate and ongoing.

4. Promote collaboration by developing and supporting opportunities for teachers in school and school districts statewide to learn from each other.

Professional Development funds are used for workshops and professional development conferences regionally, statewide and at national levels for teachers that support the professional development plan. TLC provides opportunities for staff to be coached and to model the areas of focus. We will mentor new teachers and model teaching for all staff. The district Professional Learning Communities will also support learning opportunities from peers.

District Goal: Professional development for teachers contains researched-based instructional strategies.

5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation.

Continue to develop and expand the role of the Professional Learning Communities. The TLC plan gives the opportunity to develop a leadership structure with staff and provide more coaching. The district has demonstrated the following; (1) to promote from within, (2) an excellent working relationship between board, administration and staff, (3) a clear direction for the future, (4) competitive salaries and (5) being named a Top 100 workplace in the state of Iowa. These are attractive to staff and have resulted in low turnover of staff over the years.

District Goal: Attract and retain effective teachers.

Using Part 3 application narrative from Year 1?

No

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)

SINA

The work that we have been doing as part of our SINA plan fits in the comprehensive framework being proposed as a part of the TLC. Supports include on-site leadership coaching support to work with leaders to model effective strategies, develop next steps to implement the strategies and to troubleshoot and improve issues as they arise. The TLC provides school leaders to share strategies for developing a distributed leadership model within the schools and provides additional examples of best practices and to address specific needs of the staff.

Professional Learning Communities

The district implemented the use of Professional Learning Communities prior to the 2013-2014 school year. PLCs include grade level and content level. Regularly scheduled time has been committed within contract hours for staff to get together and collaborate, including common planning periods and professional development time. 100% of the staff is participating in at least one Professional Learning Community. The Instructional Leadership Committee for each building will provide the focus of the PLC Professional Development.

Iowa Core Implementation

The district has been working with the state and the AEA on the implementation of the Iowa Core over the last five years. Staff has adapted curriculum and lessons that align with the Iowa Core standards. The TLC plan will include the use of staff as instructional coaches, model teachers, and mentors in the use and implementation of the Iowa Core.

STEM

The District has been very involved in the implementation of STEM on all grade levels. In the last four years, Lego League on the elementary level and First Tech Challenge have been started at the Middle School Level. A Gateway to Technology required core course for middle school students has been implemented. Virtual Reality has been added to the curriculum. A pre-engineering strand through Project Lead The Way is offered at the high school level. The TLC plan includes the use of instructional coaches and model teachers in the demonstration of the integration of STEM in the classroom.

Character Counts

Character Counts has been a behavior model the district has adopted over the last several years in our buildings. Bully prevention and modeling positive behavior for students has been supported and reinforced in all of our buildings. The TLC plan includes the opportunities for modeling and coaching in classroom management and challenging behaviors as identified areas.

Post-Secondary Opportunities

The district has partnered with Kirkwood Community College in the last three years to expand and offer more post-secondary opportunities through con-current credit for students. Currently, over 100 high school students are participating in Kirkwood courses. Kirkwood constructed a regional center in Washington that opened the fall of 2014. Teaching college curriculum and raising the expectations of students to prepare for post-secondary education that could lead to AA degrees in high school means the need for coaching and modeling teaching support that will be provided through the TLC plan.

English Language Learners

The district continues to see a growth in the English Language Learners population. The TLC plan will give us opportunities to have our teachers observe model instruction in this area on all grade levels and provide peer coaching and feedback.

Technology Integration

2014-2015 is the 3rd year that the Washington High School has been a 1:1 computer site and Year 1 for the Middle School. Portable IPAD labs have been implemented in the elementary levels. The TLC plan includes the opportunity for teachers to model the use of integrating technology in instruction and as a tool to enhance hands-on/inquiry learning for students. Staff will have several opportunities to be coached and learn through Professional Development.

Differentiated Instruction

Differentiated instruction has been a constant in the district's professional development plan over the last two years. This is

critical both in terms of Special Education students and for Talented & Gifted students. The TLC plan will give the district the opportunity for staff to observe demonstrations and receive coaching on the implementation of differentiated instruction.

The TLC plan will serve as an umbrella for leadership teams throughout the district including the Professional Development Committee, Professional Learning Communities, SIAC, and Teacher Quality. They will provide leadership in terms of planning, coordinating and the implementation of instructional coaching, demonstrations, and implementation of all district initiatives.

Using Part 4 application narrative from Year 1?

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)

Improved Entry into the Teaching Profession

Our district will use TLC funds to support 60 Teacher Leader Positions related to improved instruction, 16 of those positions are specifically designated as Tier 1 mentor teachers to work with new staff entering the teaching profession and new to the district. The expectation will be to provide assistance with new teachers/new to the district teachers who have not yet reached tenure elsewhere. They will meet regularly, at least weekly, with new teachers. The plan includes other peer coaching and feedback in each of the buildings. New teachers entering into the profession will have more opportunities than ever before to observe and be observed by a variety of teachers. They will also have guidance in terms of working with staff on specific skills. They will work with their teacher mentor to establish the needs and schedule to provide for these opportunities.

Effectiveness of Current Induction and Mentoring Program

Success of our program has been evident in the high rate of teacher retention and the district's status as one of Iowa's Top 100 Workplace site for the last three years.

Examples of the mentorship experience include:

- Conduct regular observations of teachers to provide feedback on performance and to gather information that will lead to instructional improvement through regular feedback.
- Work with instructional leadership team and demonstration teachers in the development and implementation of individualized growth plans and with building level goals.
- Provide leadership and support to teachers in the areas of curriculum, assessment, and instruction.
- Assist in the long-range planning for curriculum, staff development, and coordination of professional development processes and procedures.
- Train, monitor, and support administrator's instructional supervision in their role as an evaluator.
- Provide field-tested demonstration lessons that apply best district practices, educational innovations, and Common Core/State Standards to new learning to improve instruction.
- Participate in the development and enhancement of a school wide culture that promotes professional growth and student learning.
- Promote and maintain student and teacher behavior expectations that are conducive to learning, maximize learning time and increases the probability of advancing student achievement.
- Coordinate observations between developmental support teachers and staff and lead instruction in the classroom while observations are taking place.
- Lead developmental support team meetings (outside of regular contract hours)
- Comply with district policies and procedures.

Areas of Improvement Needed in the Current Program

We have been successful at teacher retention and recruitment, but one of our weaknesses has been the ability to provide continuity in coaching and feedback after the initial mentorship. Our plan includes an additional 10 Teacher Mentors for veteran staff called Tier Two mentors. Tier two mentors will do regular observations of all teachers, support new and career teachers, demonstrate continuous improvement in teaching, assume leadership roles. Tier 2 mentors work with the Instructional Leadership Coordinators to carry out goals of the TLC plan. The Instructional Leadership Coordinators will schedule the times

and opportunities with the Tier 2 mentors.

The second tier of mentoring allows new teachers into the profession several more opportunities to address needs. The mentor teachers will work in collaboration with the principal and the Instructional Leadership Coordinator to address coaching and mentorship opportunities for the new staff member, which was not an option in the past. This should eliminate any current gaps in how the district inducts new teachers into the profession.

Connecting with TLC Plan

16 Tier 1 and ten Tier 2 Developmental Teacher Support is built into the plan for each building. The focus for this leadership position will be to work with new teachers entering the profession in each building as well as experienced teachers new to the district. Teacher Leaders will be given extended contract days to work with new staff, which include a minimum of three days prior to the regular contract and at least 24 other hours outside of the regular teaching contract during the course of the school year.

This is an expansion of the current teacher induction and mentoring program. Besides having the extra time to meet with teacher mentors, staff will also have the opportunity to work with the Instructional Leadership Coordinator and Demonstration teachers to address gaps in their mentorship experience.



Narrative

Using Part 5 application narrative from Year 1?

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.

The following information provides a summary of the teacher leadership roles and the responsibility of each:

4 Instructional Leadership Coordinators

100% out of the classroom, will work additional ten days with a \$12,500 stipend.

Each building will have an Instructional Leadership Coordinator.

Responsibilities includes:

- *Bridge communication between administration, instructional leaders and teachers
- * Develop, manage, and coordinate all the components of the leadership teams within each building.
- *Provide coordination for the building level professional development
- *Participate on the district's Professional Development Committee
- *Provide input to the oversight committee on the performance and working relationship with teacher leader positions

26 Mentor Teachers

16 Mentor Team Tier 1

100% Teacher with 3 additional days, 24 additional hours with a \$2,000 stipend

Responsibilities include:

- *Mentor new staff.
- *Provide leadership and support to new teachers in the areas of curriculum, assessment, and instruction.
- *Provide field-tested demonstration lessons that apply best practices, educational innovations, and Common Core/State Standards to new learning to improve instruction.
- *Work with new staff to participate in the development and enhancement of a school wide culture that promotes professional growth and student learning.
- *Work with the Instructional Leadership Coordinator to carry out goals of the TLC plan in relationship to providing additional coaching opportunities for their mentees.

10 Mentor Team Tier 2

80% Teacher, 20% Mentor with 6 additional days and \$5,000 stipend

Responsibilities include:

- *Work with veteran teaching staff
- *Provide leadership and support to all teachers in the areas of curriculum, assessment, and instruction.
- *Regular observations of all teachers.
- *Demonstrate continuous improvements in Instruction and classroom management
- *Work with the Instructional Leadership Coordinator in finding professional development based on an individual needs.
- *Work with Instructional Leadership Coordinator to carry out goals of the TLC plan

18 Demonstration Teachers

Two tiers of demonstration teachers will be used based on the percentage of time spent demonstrating and observing. Each demonstration teacher will be selected based on the teaching strategy or skill that will be modeled.

10 Demonstration Teacher Tier 1

75% classroom teacher and 25% demonstration with 3 additional days and \$3,000 stipend

8 Demonstration Teacher Tier 2

50% classroom teacher and 50% demonstration with 5 additional days and \$5,000 stipend

Responsibilities include:

- *Modeling and observing specific strategies for other teachers.
- *Serve as models of exemplary teaching practices for staff in each building.
- *Teacher Leadership Coordinators will schedule staff to observe based on the determination of the mentors as to instructional needs of the teaching staff.
- *Follow-up observation of the teacher and provide feedback regarding integration of the strategy demonstrated.

8 Instructional Leadership Team Members

100% Teaching contract with 3 additional days and \$3,000 stipend

Responsibilities include:

- *Plan, implement, and evaluate all building professional development.
- *Peer coaches who will work with all teachers to provide and promote literacy strategies, technology integration, instructional strategies during non-instructional and professional development time.
- *Demonstrated strength and skills in the area designated for instruction.

4 Oversight Committee Team Members

100% Teaching Contract with no additional days and \$1,500 stipend for non-contract hours

Responsibilities include:

- *Participate in the application review
- *Participate in TLC role interviews
- *Appointment of positions for every building
- *Develop rubrics to use to evaluate effectiveness of the program and will make adjustments as needed each year.
- *Responsible for a rigorous selection process for leadership roles

b) A description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The Instructional Leadership Team will survey staff and coordinate with mentors in determining the professional development needs for the district and staff. They will determine the focus of the demonstration teaching staff on an annual basis (Technology Integration, Differentiated Learning, Classroom Management Strategies as examples).

The Instructional Leadership Coordinator will provide the oversight and connect the pieces for each building. They will communicate with the Mentor teachers and coordinate the work with the Demonstration Teachers based on individual needs for the teachers being mentored. This would include scheduling time with the demonstration teacher, coverage of classrooms and follow-up coaching, feedback and observations for their buildings. The Instructional Leadership Coordinator will provide input to the Oversight Committee in regards to performance of staff in the leadership roles.

The goal is the accessibility to best practice in teaching and classroom management for all staff. The TLC roles are a part of

the leadership umbrella for the district. To totally understand how these roles fit together, you must understand the total leadership structure. Below are the additional leadership roles that connect to create a coherent instructional improvement strategy that strengthens the instruction in the district.

6 Teacher Quality Committee Members

One teacher representative per building and two other staff members at large selected by Washington Education Association. \$500 stipend.

*Oversee the use of Teacher Quality funds

8 School Improvement Advisory Committee (SIAC) Members

Two staff members from each building are members of the SIAC Committee, which also includes administrators, parents, patrons, community leaders, business leaders and students. Teacher leaders who participate in SIAC are paid a \$500 stipend.

*Attendance at SIAC Meetings

*Recommendations made to Board of Education on school policy and procedures

25 Professional Development Committee Members

Staff members are selected as one per grade level in the elementary and one per content area for secondary. \$500 stipend

*Develop the schedule for professional development for building level and district wide release times.

8 Data Team Members

Two staff (one literacy, one math) per building participates in Data Team. \$500 stipend.

*Reviews assessment data in literacy and math.

*Meet three times a year with Board

8 Technology Committee

Two representatives per building. \$500 stipend

*Review the use of technology

*Make recommendations as to replacement schedule, training and implementation of technology throughout the district.

8 High School 1:1 Committee

\$500 stipend

*Review implementation and organize annual high school roll-out.

*Review progress, revise policies.

10 Middle School 1:1 Committee

\$500 stipend

*Review implementation and organize annual middle school roll-out

*Review progress, revise policies..

A total of 73 staff members have already assumed leadership roles in the district through the use of the various Teacher Quality Committees already in place. The TLC leadership roles will provide an umbrella to include these Teacher Quality Committees

to create a coherent instructional improvement strategy that will strengthen instruction throughout the district. The TLC is an extension and added depth to the pieces that are already in place in the district. Over 50% of the staff has already assumed leadership roles in the district and the TLC will increase that number. The high percentage of staff involvement will increase staff buy-in and improve the chances of success for implementation of the plan.

Using Part 6 application narrative from Year 1?

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.

Application Process

- Ongoing recruitment of administrator and teacher leaders
- The Oversight Committee along with the Instructional Leadership Coordinator will meet to determine if the job descriptions need to be updated or revised from year to year based on the building level professional development and needs of the staff
- Job descriptions for the leadership roles will be posted within each building, early in the spring of each year
- Application submittal by interested staff
- Screening of Application materials by oversight committee
- Interviews
- Deliberations and selection
- Notification
- Orientation

All interested eligible staff can apply for one or more of the leadership positions. Application materials will include a letter of application, three letters of recommendation, updated resume, and an artifact related to the position applied for that demonstrates exemplary practice. The Oversight Committee will screen all materials submitted by application. A rubric will be used to determine the candidates to interview for the leadership position(s). Interviews with the Oversight Committee will be held in the Central Office Board room. All candidates will be asked the same questions developed for each leadership role. Questions will range from qualifications based on job description, experience and examples of best practice. Committee members will use a common rubric to score all candidates and will reach consensus to select the successful candidate. All applicants will be notified at the same time at the conclusion of the selection process for each position. A list of recommendations will be presented to the Superintendent and the Board of Education for approval. Each position funded through the TLC will have a one-year renewable limit.

Interested applicants will submit a short letter of application along with a vita of experiences and training within a designated application period. Each applicant will be interviewed by the oversight committee and considered for the position that they have applied for. The oversight committee will score each applicant based on the rubric developed for each position. All applicants will be notified in writing of the recommendation being made to the Board of Education in regards to the filling of the leadership roles, probably at the May meeting of each year.

Oversight committee

An oversight committee will be formed whose responsibility will be to select the teacher leaders. The oversight committee will be comprised of a teacher representative from each building and the principal from each building for a total of eight members. Staff from will recommend the representative for their building from a pool of applicants to the Board of Education. The Board will appoint the oversight committee with the requirement of a teacher and administrator from each building. The oversight committee will participate in the application review, interviews and appointment of positions for every building. The principal and teacher will not vote on the selection of roles within their own building.

Determining Effectiveness

The oversight committee will develop a rubric for each position as to the criteria they believe to be the most important. This rubric will include the demonstrated growth the teacher has shown over time by learning, improving skills, and increasing knowledge of content and pedagogy. It will also include demonstrated effectiveness as a teacher. The Instructional Leadership Coordinators will work cooperatively with the Oversight Committee. The instructional leadership coordinators will provide feedback to the committee members as to their observations and work with the teacher leader positions within each building. Oversight members will be allowed time to observe staff who have applied for demonstration positions. They will visit with staff members in their buildings as to obtaining feedback as to those they might recommend in various capacities. Principals will seek feedback from parents in regards to teacher leaders. This feedback will be shared with the overall committee as the process of selection moves forward. Staff members will give feedback in regards to work of the Instructional Leadership Coordinator annually.

Determining Professional Growth

The following resources will be used in how professional growth will be determined and evaluated in the selection of teacher leaders:

*Power walk-throughs and possibly training the trainer opportunity based on "Classroom Instruction That Works."

*"Engaging Teachers in Classroom Walkthroughs" by Kachur, Stout and Edwards

*Protocols used in the MET project: Gathering Feedback for Teaching, Combining High-Quality Observations with Student Surveys and Achievement Gains, sponsored by the Bill and Melinda Gates Foundations

*Framework for Teaching by the Danielson Group,

*The Classroom Assessment Scoring System (CLASS) measure,

*Common Core Standards Evidence Guide for Daily Planning Practice by achievethecore.org

* UTeach Teacher Observation Protocol (or UTOP)

We will also be utilizing resources from Solution Tree to assist in PLC individual, group, building and district wide evaluations. Some of our new leadership positions will be similar to positions described in Solution Tree PLC's (Instructional Leadership Coordinators), which has very specific criteria to help select the best candidates for the positions.

Narrative

Using Part 7 application narrative from Year 1?

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.](#)

Creation & Delivery of PD

All Professional Development (Building level and district level) is designed around the goals of the district- (1) Learning Proficiency, (2) Educational Climate and (3) Communication. The Leadership Developed through the TLC will work in collaboration with administration and the AEA to deliver all PD during PLC time, early dismissal Wednesdays, assigned PD days, and conferences/workshops.

The Washington Community School District has a Professional Development Committee composed of teachers from each building and administrators. This group will be expanded to include the Instructional Leadership Coordinators. The Professional Development Committee determines the overall Professional Development focus, based on input from various stakeholders. The Professional Development schedule allows for both district-wide and building level instruction and collaboration. The Professional Development Committee will function under the umbrella of the TLC plan. The district has been providing professional development for two hours every other Wednesday and three full days.

Building Level PD

Building level Professional Development will be planned, implemented and evaluated by the Instructional Leadership Team/Instructional Leadership Coordinators. The Instructional Leadership Coordinators will also participate in the Professional Development Committees. Instructional Leadership Team members plan, implement, and evaluate all building professional development. Instructional Leadership Coordinators will use these team members as peer coaches who will work with all teachers to provide and promote literacy strategies, 21st Century skills and instructional strategies during non-instructional and professional development time. The decisions made by the Professional Development Committee will reflect the need of the Instructional Leadership team. We will mentor new teachers and demonstrate teaching for all staff. Professional Development will continue and be supported beyond the scheduled PD days through the TLC's plan for modeling, mentoring, collaborating, and peer coaching. . The TLC plan gives the district the opportunity to continue on the path of improvement in instruction with more time available to work together. This has always been a major obstacle in the past.

District Level PD

The Professional Development Committee, Instructional Leadership Team & Instructional Leadership Coordinators will also review building goals to identify PD themes that are common across all buildings. This will create the opportunity to doing District Level PD for efficiently for working with staff that team the same content or address similar issues in all buildings.

District level will address common themes such as Iowa Core, Differentiated Instruction and Technology Applications. District Level PD is an efficient and effective use of PD to ensure consistency across the buildings in addressing district wide goals.

b) Alignment of TLC Plan with IPDM

12 Essential Elements of the Iowa PD Model

The Washington Community School District TLC plan will serve as an umbrella for Professional Development for the district. The Washington TLC mirrors the key elements of the Iowa Professional Development Model.

(1) Leadership Team

*Building level Instructional Leadership teams

(2) Collecting and analyzing student data

*Extensive and researched based data in making decisions related to the Professional Development for the district.

*Data includes student achievement data, surveys, participation rates, graduate surveys, parent survey, committee input and recommendations.

(3) Goal Setting

*District's SIAC, administrators, teachers, parents, Professional Learning

Communities and committees based on analyzed data

* Needs based on the needs of the students

(4) Selecting content

*Professional Development content and schedule is determined by the based on analyzed data and goals.

(5) Designing PD

*Early dismissals, full-day training during the school year

*Work-days before and after school

*Departmental, building level or district level as needed

(6) Ongoing Cycle of Training

*Early Dismissals every other Wednesday

*PLC regular and On-going Basis

* Individual PD as needed

(7) Collaboration

*Several collaboration opportunities

*Implementation of improved teaching and learning

*Each building provides expertise to model and demonstrate for others

(8) Study of Implementation

*Participants in all building and district level PD provide feedback

*Data used for future implementation by Instructional Leadership Teams and PD Committee

*Teacher & Student Driven

(9) Formative Data Collection

*Multiple sources of data collected

*Administrative & Staff feedback

*Review by Instructional Leadership Team and PD Committee

(10) Program Evaluation

*Formative and summative evaluation of PD

*Formative and summative evaluation of staff implementing training

(11) Individual Teacher PD Plans

*Opportunities for staff to work on a 1:1 basis as needed

* Coordinated by Instructional Leadership Coordinator and Mentors

(12) Attendance Center PD Plans

*Scheduled in-service time alternated between district wide and building level

*Building Level PD determined by Instructional Leadership Team

Using Part 8 application narrative from Year 1?

No

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.

a) A description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and long-term measures and

The TLC plan does not change how the district will determine the impact/effectiveness of what we are doing. In fact, we consider the TLC plan to be the umbrella under which all of these things will function. The data obtained from these resources are used to report to the patrons of the district as to the effectiveness of what we are doing. It is our belief that the district will see a positive impact on both the short-term and long term through the opportunities being provided our staff through the TLC. We will have more effective teaching, expanded professional development opportunities and expanded focus on how our students learn.

Monitoring Impact

WCSD will evaluate the effectiveness of the majority of instructional programs and services, at least partially, through examination of the indicator data (listed below), disaggregated by program participants. Based on input from the program providers, Building Leadership Teams, Administrative Team and School Improvement Advisory Committee the district will use this data to assist in determining the effectiveness of the program:

- District demographic data
- Using NSS from the Iowa Assessment to monitor student achievement in reading comprehension, vocabulary development, mathematics, science, social studies and language skills
- Student work/ grades (grades 3-12)
- Student discipline data (e.g., tardy, office referrals, suspensions, and expulsions) (grades PreK-12)
- Extra curricular and co-curricular participation
- Scholastic Reading Inventory assessments (grades 3-8)
- Scholastic Math Inventory assessments (grades 3-8)
- Work Keys 12th grade
- Explore Assessment (ACT)
- The percent of students pursuing post-secondary education/training
- The district graduation rate
- The average daily attendance rate PK-8
- The dropout rate
- Number of students who attend alternative program and review information on their alternative program application

- * Bullying reports

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

Monitoring Implementation

The Superintendent and the Curriculum Coordinator will meet monthly with the Instructional Leadership Coordinators from each building to review the plans, update status and to receive feedback. The Superintendent and Curriculum Coordinator will develop feedback forms to be used by the Instructional Leadership Coordinators staff and leadership teams to be completed on quarterly basis. Throughout the year, members of the Oversight Committee will be given the opportunity to watch and observe teacher leaders selected. They will also be the contact people to receive feedback from staff and parents. The Instructional Leadership Coordinators will also log observations and interactions with the teacher leader roles within the building. They will log observations and feedback for use in determining the continuation of an assignment from year to year. Feedback on the performance of each of the Instructional Leadership Coordinators will be compiled from the staff of each building and will also be used by the oversight committee. We will also provide teacher leaders with a rubric for self-evaluation and progress. The principal and teacher from each building will discuss and compare data in making this recommendation. If there is a difference of opinion, a teacher and principal team from another building may be used to give input. Teachers in leadership role will be advised as to the recommendation of the assignment for the following year prior to the posting for that year.

Washington Community School District has ongoing Professional Development working on effective research-based, instructional practices that increase student achievement. There are district level, building level, grade level and content area teams that continually review data to assess how well the instructional practices and curriculum are being covered as well as monitoring individual student progress. Administrators strive to provide common planning and collaboration time for teachers in same grade level or content area.

WCSD teachers are using Iowa Core Alignment Tool to ensure that they are aligned with the Iowa Core Standards. The grade level team/content area team review where the gaps are and determine how these standards can be implemented in their specific classroom. We also reviewed Iowa Core standards as a first step of implementing the PLC philosophy. These conversations will drive professional development for the 2015-16 school year at the same that we are implementing the TLC.

Using Part 9 application narrative from Year 1?

No

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)

The Washington Community School District already has the framework for many of the pieces in place. The TLC helps connect the pieces into a comprehensive plan, which includes coordination with the Comprehensive School Improvement Plan (CSIP) and Schools in Need of Assistance (SINA) plans and thus becomes a part of how we support continuous improvement. The TLC plan is a framework for an integration of several strategies, key school improvement structures, processes and initiatives. It is the Umbrella that pulls all the pieces together.

The Washington Community School District is committed to the following regardless of the funding:

WCSD will continue to focus on the following research-based strategies:

- Consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.
- Identification of development of additional diagnostic and formative assessment practices to guide the delivery of instruction.
- The use of data to identify correlations between teaching practices and increases/decreases in student achievement.
- Continue to develop differentiated instruction activities, assessments to meet the needs of all students.
- Professional Learning Communities will be the venue for PD discussion.

WCSD will enhance instructional materials, resources and program effectiveness through the following actions:

- Monitoring by the administrative and building level leadership teams of materials, instructional time, technology, and assessments related to goal areas.
- Ensure adequate preparation and collaboration time is provided for instructional staff.
- Continue curriculum development in all K-12 curricular areas.
- Monitor instructional time related to reading and mathematics
- Routinely review supports for at-risk students at all buildings.
- Maintain follow-up procedures with parents when absenteeism is a concern.
- Use plans developed for student absenteeism at all buildings.
- Maintain school-wide positive behavior supports, Character Counts, Bully-proofing.
- Routinely review career programs and supports and make recommended changes.
- Use career planning tools, career classes, to inform students of career choices.
- Offer online AP classes and career academy programs articulated with community colleges.
- Instructional Rounds theory and practice will be focus for the administrative team.
- Review disaggregated data to find gaps in learning, behavior concerns, placement into programs..

Key Staff Responsibilities

*All Teaching Staff-on-going professional coaching, participation in professional development, participation in giving feedback

*Instructional Leadership Coordinators-collaboration with principals and oversight committee, on-going professional learning, collection and analysis of data, observation and coaching

*Demonstration Teachers-willingness to be transparent with classroom practices, collection and analysis of data, on-going professional coaching and reflective practice

*Instructional Leadership Team Members-networking and work with PLC's, participation in on-going professional learning, collaboration with principals and professional development committee, collect/analyze data, accountability for developing professional development

*Principals-collaboration with TLC positions, alignment of curriculum, instruction, and assessment through data analysis, accountability of TLC leadership and teacher participation in coaching and demonstration opportunities

*Superintendent & Curriculum Coordinator-provide support to building level leadership, alignment of instructional support to CSIP, SINA and TLC goals, accountability for data analysis and professional development aligned with IPDM

*Mentor Teachers-preparation of new staff members, linking to resources and opportunities through leadership, accountability for honest feedback and connecting to coaching

*Oversight Committee-recruiting and hiring practices aligned with opportunities for teacher leader positions, consistent use of evaluation rubric, compilation and analysis of feedback and evaluations of leadership positions

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 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 1784.31

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$551,030.61

Total Allocation \$551,030.61

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$282,124.00
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).	\$241,489.00
Amount used to provide professional development related to the leadership pathways.	\$27,417.61
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	\$551,030.61

Other Budgeted Uses - Description

Item description

Amount budgeted

\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$551,030.61

*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

\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

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)

Estimated District Allocation = \$551,030

Minimum Salary: The district's base salary is \$35,000 for beginning teachers, so none of the TLC allocation would be used to raise this amount.

Funds Needed to Meet Minimum Salary Requirement \$ 0

Salary Supplements for Leadership Roles:

Stipends

Teacher leadership roles as outlined in the Washington CSD TLC grant application funded by the salary supplement.

Instructional Leadership Coordinator	\$12,500 X 4	\$ 60,000
Mentor Teachers Tier 1	\$ 2,000 X 16	\$ 32,000
Mentor Teacher Tier 2	\$ 5,000 X 10	\$ 50,000
Demonstration Teacher Tier 1	\$ 3,000 X 10	\$ 30,000
Demonstration Teacher Tier 2	\$ 5,000 X 8	\$ 40,000
Instructional Leadership Team	\$ 3,000 X 8	\$ 24,000
Oversight Committee	\$ 1,500 X 4	<u>\$ 6,000</u>
-		
FICA & IPERS		\$40,124
Total Stipends for Leadership Roles		\$282,124

Amounts used to cover cost of teachers not providing direct instruction

The Washington CSD TLC plan will require an addition of 4.25 FTE teaching positions to cover the time needed to fulfill the leadership roles. We have included additional salary to cover 3 extended day for new staff prior to the school year for additional mentoring. There is also some time included for training related to coverage for leadership roles and participation in observations and coaching.

Staffing & Benefits :

4.25 Teaching Postions	\$185,700
FICA & IPERS	\$ 30,789
Estimated Benefits for above	<u>\$ 25,000</u>
-	
Total Staffing & Benefits	\$241,489

Amount Used to Provide Professional Development

The plan covers professional development cost to include registration, travel, lodging, for leadership roles and professional fees paid for trainers. We will contract with the Southern Regional Education Board (SREB) for leadership training.

\$ 27,417

Total Budget for Application

\$551,030

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