



Application

70554 - Teacher Leadership and Compensation (TLC) System
73432 - Waterloo's Teacher Leadership and Compensation Grant
Teacher Leadership and Compensation System

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Waterloo Community Schools

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

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Recipient Information

District

Waterloo Community School District

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

County-District Number

07-6795

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.

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

WATERLOO'S TLC PLAN—EXECUTIVE SUMMARY

In submitting this application, Waterloo Schools solidifies its commitment to using teacher leaders to assure every student receives high quality education from teachers who are competent, confident, and connected with the students we serve. Building capacity within our teaching ranks provides opportunities for teachers to powerfully impact student achievement. In this application, we will describe our bold, yet viable plan for putting this vision into action.

COLLABORATIVE PLANNING PROCESS

The district garnered high levels of support and assistance from the stakeholder groups. A 25-member team of committed teachers, administrators and parents reviewed research, examined data, and wrote the plan. Part 1 details the research we examined and districts we investigated to inform our work. Collaborative relationships with our teacher association served as a powerful tool as we developed our plan, disseminated information and received feedback.

VISION AND GOALS

Our goals, which clearly align to the State's goals and our local context of high poverty and rich diversity, are:

1. Improve student learning in literacy, math, science, and social studies and close the achievement gap by ensuring every student is taught by highly effective, culturally competent teachers.
2. Attract able and promising new teachers who express a desire to work in an urban/diverse setting by offering short and long-term professional development, shared leadership pathways, mentoring and coaching supports and competitive salaries.
3. Retain effective teachers by offering effective, satisfying, supportive career experiences, and providing competitive salaries, rewarding professional growth, encouraging risk-taking, and celebrating service.
4. Ensure each teacher's professional growth and instructional confidence by identifying and using teacher leaders in tandem with building and district administration to provide frequent, on-going learning supports in the areas of instruction, behavior, and culturally competent relationships.
5. Develop and support opportunities for teachers to engage in meaningful collaboration to improve their practice by learning from each other in buildings, the Waterloo District and in Iowa.
6. Identify, honor and reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities, shared decision making and increased compensation.

CONNECTIONS TO WATERLOO'S SCHOOL IMPROVEMENT EFFORTS

Waterloo is no stranger to change, enacting an aggressive strategic plan in 2009. We are on an upward trajectory, making it critical to connect our TLC plan to current work. Existing initiatives detailed in part 3 are: our instructional framework (Marzano's Observation Protocol), our coaching model, inquiry learning in literacy, math and science, multi-tiered system of supports for academics and behavior, professional learning communities, STEM instruction, and high school reform including Career Interest Academies.

IMPROVING SUPPORT FOR NEW TEACHERS

Each year, Waterloo replaces 8-10% of our teacher workforce. Recent revisions have helped, but challenges remain. TLC dollars will provide support structures for all new-to-Waterloo teachers. Interview and survey data from new teachers informed our work in developing our New Teacher Academy. We will design expectations for Waterloo teachers to be successful within our local culture and assess each new teacher on those criteria. Mentor teachers and mentor coaches will provide the layers of supports to ensure success.

SELECTION OF TEACHER LEADERS

The plan expands our current teacher leader structure by providing differentiated roles. Part 5 details these roles—mentor teachers, mentor coaches, lead teachers, instructional coaches and facilitators. Each teacher leader whether in an existing or new position, will be chosen through a rigorous, 2-tiered selection process. Candidates, whether self or peer nominated through the Tag-a-Teacher campaign, will provide recommendations and evidence that is reviewed by teachers, administrators and parent reps prior to interviews.

PROFESSIONAL DEVELOPMENT

Teacher leaders have been involved in development and delivery of professional development, and our plan will continue and enhance that work. Using tenets of the Iowa Professional Development Model, we will utilize teacher leaders to support all teachers (new or career, struggling or secure) on their professional journey to excellence.

MONITORING IMPLEMENTATION AND IMPACT

Attainment of our TLC goals can only be realized if our plan is implemented with fidelity, monitored for impact, and adjusted as

needed. We have identified clear measures for monitoring implementation and impact. Examples include: observation and feedback data gathered through our iObservation tool, biannual teacher perception survey, formative and summative assessments, recruitment and retention data, and salary comparisons.

BUILDING CAPACITY FOR SUSTAINABILITY

Waterloo's capacity to implement a successful plan is strong. Our past use of teacher leaders strengthens our capacity to sustain these efforts. The plan will support and enrich, not undermine or restart, current work. Waterloo has the knowledge and technological capacity to collect and analyze data and make adjustments. Our collegial relationship with our teacher association and community sets the stage for success.

In summary, it takes courage to re-invent how we do the business of schooling. Our goal, supported by TLC funding, is to courageously transform our district vision of teacher leadership into a system that defines and differentiates roles and responsibilities for teacher leaders. This plan will build capacity within our teaching ranks, give opportunity for each teacher to flourish, and powerfully impact student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan

- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

THE PLANNING PROCESS

Waterloo Schools commissioned a 25-member planning committee to research and design a teacher leadership structure that increased student achievement in reading, math, science and social studies. The committee was co-chaired by the Associate Superintendent for Educational Services and the Associate Superintendent for Human Resources and Equity. Representative of stakeholders in our community, the planning team included the president, past president and negotiations chair of the Waterloo Education Association, four district administrators, four current teacher leaders, three classroom teachers, three building administrators, two parents, a retired administrator and a representative from a teacher preparation institution. The educators on the committee came to the planning table with 411 years of collective experience in education. The Superintendent and Chief Financial Officer served as ad-hoc members.

Nine committee group meetings were held between October and January, as well as 12 subcommittee meetings. With a 94% attendance rate, committee members demonstrated exceptional commitment to the work. Through intensive conversations, a high quality plan emerged, one with significant promise to grow teachers, whether new, struggling, or already secure.

USE OF RESOURCES

TLC Planning Grant funds were used to compensate planning committee members' time and for travel expenses incurred in our investigations. Funds were purposely reserved to allow continuation of planning and development around best practices in teacher leadership.

Committee members attended six training opportunities offered through Iowa Association of School Boards, Iowa Department of Education, School Administrators of Iowa and AEA267 to gain additional guidance on the application process. Opportunities to share new learning and insights were provided at each meeting. The committee engaged in conversations with districts that have successfully implemented teacher leadership structures. Plans have been made to continue discussions and/or visit/revisit the following districts to further develop our teacher leader roles.

Toledo Public Schools. We examined the Toledo Project, established over 30 years ago, specifically focusing on peer assistance and coaching of teachers. Our plan reflects what we learned about the peer review protocol for the recruitment, selection, and monitoring of teacher leaders.

Eagle County, CO. Eagle County School District has utilized their Teacher Incentive Fund Grant to establish a teacher-leader structure, including Master and Mentor teachers. Clearly, a review of their work provided guidance to our committee as we determined details for each of these roles included in our plan. A site visit using TLC planning funds is scheduled for spring 2014.

Chicago Public Schools. An on-site investigation of Chicago Public's New Teacher Center (NTC) assisted us in developing a teacher induction structure to reduced teacher turnover. Their NTC provides a system of supports for new or struggling teachers by using teacher leaders to coach and mentor. Another on-site visit is scheduled for February 2014, and the information gleaned from Chicago's NTC will be used to develop our New Teacher Academy (detailed in part 4).

Arizona Department of Education. The Arizona DE has implemented a Career Ladder Program that allows effective teachers to increase leadership responsibilities based on evaluation. A closer review of this system by the committee provided insight into our leadership design.

University of Northern Iowa (UNI). In 2003, Waterloo Schools and UNI's College of Education developed a teacher leader partnership. Goals of this initiative included recruiting and preparing outstanding career teachers for significant leadership roles. Collaboration with UNI continues with the recent Partnership for Comprehensive Literacy, helping us develop model classroom teachers. Both partnerships informed this TLC plan.

ENGAGEMENT OF THE STAKEHOLDERS

A continuum of stakeholders was involved in reviewing related research, collecting and examining data, and writing and

reviewing the plan.

- Interview/Survey data from current teacher leaders was analyzed to define current roles and develop new roles in our proposed structure.
- Parent representatives were critical in pushing our thinking and clarity on how resources provided by this grant can best meet the needs of Waterloo's children.
- Teachers were surveyed (46% responded) about their perception of needs, beneficial supports and future assistance.
- Working in tandem, the Waterloo Education Association (WEA) provided support and direction during the process, especially in the selection and compensation of enhanced teacher leader roles.
- A team of local experts served as mock readers/scorers for our grant, providing feedback about clarity and potential revisions.

TWO-WAY COMMUNICATION

A comprehensive two-way communication plan was developed to disseminate and gain input from stakeholders through our website, newsletters and social media. Detailed notes of committee work were posted on the district's website for review and feedback. District and building administrators, school board and our WEA received regular updates and shared information during staff meetings. A draft of the plan was presented to the Waterloo School Improvement Advisory Committee, Equity Committee and posted on the district's website for review. Feedback gleaned through this process was invaluable in crafting our plan.

SUPPORT THROUGH CONSENSUS

The process, transparent and collaborative, led to full support through consensus. Each of our valued constituents—teachers (including the Waterloo Education Association), administration and parents—supported the TLC goals and plan and endorsed the submission of this grant.

Narrative

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

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

VISION

The vision of Waterloo's Teacher Leadership and Compensation (TLC) grant is to improve student learning by improving instruction. It is well documented in educational research that the single largest determiner of student achievement is the classroom teacher. Waterloo's TLC grant is premised on coaching and supporting all teachers at high levels to ensure they are competent, confident, and connected with the students we serve. This plan ensures we secure a high quality, appropriately compensated workforce that collaborates and learns from each other to improve instructional effectiveness.

Importantly, the teacher leadership structure will support our district vision that has served as a blueprint for strategic planning: *The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.*

LOCAL CONTEXT

Waterloo is a district that, after decades of poor performance in a culture of low expectations, is seeing increased precision in teaching and increases in learning. Our percent of students proficient in reading and math has risen 5-15% at the elementary, middle and high school levels, with last year's gains being among our highest. We are proud of these accomplishments, but we are ever aware of the 41% of students in Waterloo who are not yet proficient. We are hungry to use the TLC structure to continue our work.

Poverty is prevalent in Waterloo, with 68% of our students being eligible for free or reduced lunches. We have a racially diverse population (approximately 39% minority), and an ethnically diverse student body, with our largest ethnic groups being Hispanic, Bosnian, and Burmese. We greatly value our diversity and consider it an asset. We also know that students in urban settings often have greater needs, making Waterloo an extremely plausible recipient for the first round of TLC funds.

As a result of our strategic planning, we have focused on clear learning targets, improved rigorous curriculum to support the art and science of teaching, and monitoring progress along the way. We enhanced our professional development, invested in instructional coaches to walk alongside our classroom teachers, and established a stronger relationship with the teacher association. We are focusing on creating a stronger climate for learning by promoting positive student behaviors in and out of the classroom.

With intention and hard work, our District now fosters an environment of improved instruction. Our 2009 strategic plan called for the identification of an instructional framework in Waterloo, one we could use to clearly detail expectations for best teaching practices. After a thorough search of the literature, Waterloo honed in on the research of Robert Marzano (*Instruction That Works*) and Doug Reeves (*High Achievement in High Poverty Schools*). In 2010-2011, the District adopted the Marzano Observation Protocol to define effective instructional practices. Through conversations with our teacher association, we have clear consensus about how teacher leaders can use the Protocol and iObservation tool with colleagues to support best practices in instruction and provide feedback using Marzano's iObservation tool. The TLC funding within this local context will greatly enhance the speed and efficiency with which we are able to serve our students.

We are utilizing a previously untapped resource—our teachers—to ensure consistent implementation of district and building initiatives (listed in part 3). It is those initiatives that are proving successful in raising student achievement and the confidence our community has in our schools. Much work remains, but we are poised for improvement.

TLC GOALS

Each of our TLC goals has been crafted from the vision above to meet our needs within the context of our district. The reader will note the clear alignment of each State TLC goal with our district goals listed here. We are confident that our plan complements the mission set forth by the Iowa Legislation in HF 215.

1. Improve student learning

Improve student learning in literacy, math, science, and social studies and close the achievement gap by strengthening instruction to the level where every student in Waterloo is taught by highly effective, culturally competent teachers.

2. Attract a highly qualified staff

Attract able and promising new teachers who express a desire to work in an urban/diverse setting by offering short and long-term professional development, shared leadership pathways, mentoring and coaching supports and by continuing to offer competitive salaries.

3. Retain effective teachers

Retain effective teachers by offering an effective, satisfying, supportive career experience in Waterloo, as well as providing competitive salaries, rewarding professional growth, encouraging risk-taking, and celebrating service.

4. Promote professional growth

Ensure each teacher's professional growth and instructional confidence by identifying and using teacher leaders in tandem with building and district administration to provide frequent, on-going learning supports in the areas of instruction, behavior, and culturally competent relationships.

5. Increase collaboration

Develop and support opportunities for teachers to engage in meaningful collaboration to improve their practice by learning from each other in buildings, the Waterloo District and in Iowa.

6. Reward effective teachers

Identify, honor and reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities, shared decision making and increased compensation.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

Waterloo Schools' strategic plan includes five main focus areas: student achievement, human assets, climate for learning, community involvement, and fiscal/facility operations. With appropriate funding, our TLC teacher leader roles will directly support the district's strategic plan and strengthen the district's efforts to improve teacher instruction and student learning by having a continuum of teacher leadership pathways.

Clear connections exist between this TLC plan and Waterloo's current and future school improvement structures and processes, including:

Instructional Framework (PK-12)

After thorough research, we have adopted Marzano's Instructional Protocol which clearly defines expectations for best practices in teaching. Our current teacher leaders have engaged in professional development on the instructional framework and the monitoring/feedback tool (iObservation). This enables them to help colleagues reflect on their teaching and improve student learning. With the support of the TLC grant funding, all new teacher leaders would participate in comprehensive professional development around these evidence-based effective instructional strategies, as well as how to coach others to excellence.

District Coaching Model (PK-12)

In July 2011, the district also adopted a coaching model. It was crafted after a thorough review of work by researchers such as J. Killion, J. Knight, D. Reeves, A. Costa and New Teacher Centers in Chicago and California. Our well-documented coaching model outlines types of coaching along a continuum from consultative to collaborative to transformational. We have invested heavily in a variety of facilitators, content coaches and instructional coaches who operate within this coaching framework. As a result, we are seeing an increase in student achievement. Because this model is already current practice, we stand ready to extend it to new staff (mentor and lead teachers, coaches and facilitators) serving in leader roles added through TLC funds.

Multi-Tiered System of Supports-MTSS (K-12)

We deliver the Iowa Core through a system of supports to personalize learning and ensure mastery of standards using MTSS for academic supports and Positive Behavior Interventions and Supports (PBIS) for behavioral supports. When our strategic-planning journey began five years ago, we revamped the structure (then called IDM) to shift teachers' focus from teaching to learning. We use our MTSS structure to examine student data, question through collaborative inquiry, select appropriate instructional strategies and monitor student learning, all while ensuring students have multiple opportunities for reteaching until they meet the standard. Teacher leaders will directly support MTSS by collaborating with colleagues for planning instruction, analyzing student data, adjusting instruction, and identifying needs for professional development and support.

Inquiry in Literacy, Math and Science (PK-12)

All teacher leadership roles, current and proposed, play a vital part in the implementation of the inquiry model for literacy, math, and science. Inquiry learning is paramount to our instructional framework and our laser-like focus on student learning. Career teachers will implement the district's inquiry-based math and literacy curriculum daily. Model teachers will provide examples of best practice for colleagues from the school, district and state. Mentor teachers will serve as supports for initial and career teachers, providing additional coaching, mentoring and opportunities for observing instructional practice. In collaboration, teacher leaders and administrators will plan and deliver professional development in the areas of inquiry-based literacy, math and science, using the Iowa Professional Development Model (IPDM).

Professional Learning Communities (PK-12)

Working with the DuFours and their associates, we have begun the transition from traditional data team to professional learning communities within all buildings. Support for teachers is vital throughout this process; therefore, securing a TLC grant during this first round of funding will be a critical part of the speed and fidelity with which we implement. All teachers and teacher leaders will be a part of the PLC structure, with each playing key roles.

STEM (PK-12)

Waterloo has been a trailblazer in the area of STEM, hiring the first district level STEM coordinator in the state. STEM education not only prepares students for the 21st Century workforce but also engages them at high levels. While we have begun to implement STEM in classrooms PK-12, it is not yet done with consistency or fidelity. With the TLC funding, career teachers will be able to support and strengthen STEM education by actively seeking ways to implement quality STEM curriculum into the classrooms. Already-skilled model teachers will demonstrate for others, while mentors, coaches, facilitators and lead teachers will provide observations with feedback, on-going coaching, and professional development structured using the IPDM.

Career Interest Academies (9-12)

The WCSD is committed to preparing all students for college, career and citizenship. All three high schools are structured in Career Interest Academies, which include:

- Arts, Communication, Business Academy
- Engineering, Technology, Manufacturing Academy
- Health, Human Services Academy
- Performance Based Diploma Academy

Student survey data reveals few connections exist between content objectives and careers. Our goal is to establish connections between curriculum and real world relevance. Our teacher leaders will propel us forward by supporting their colleagues in planning, implementing, and monitoring academy work. Expanding and solidifying the role that teacher leaders play within our academies is inherent to our success.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

CURRENT CHALLENGE

Admittedly, teacher retention has long been an issue in our district. Each year, Waterloo replaces approximately 8-10% of our 920-member teacher workforce. Approximately 20% of teachers leave our district within three years. This turnover rate is distressing and impacts continuity of instruction, collaboration efforts, and most importantly, student learning. High turnover rates have significant implications for professional development, causing a challenge for administration to ensure new staff are brought on board with previous initiatives. The majority (90%+) of hires in this urban district are first year teachers who, not surprisingly, come to us with great needs in the areas of content knowledge, classroom management and cultural competency.

Examining data from new teacher surveys, observations, and exit interviews revealed several major issues: lack of consistent support from administration, less than adequate access to mentors, lack of highly skilled mentors, feeling confused and overwhelmed, unfamiliarity of expectations or resources, and lack of content knowledge.

Our mentoring program has not been fully successful in retaining teachers; as a result, we made revisions in spring 2012 and spring 2013. Revisions included clearer qualifications and training for mentors, district involvement in mentor selection, use of Moodle learning system, and assigning multiple mentees to each skilled mentor, thus curbing the issue of insufficient numbers of highly qualified mentors. District office staff has diligently monitored the impact of these changes; however, data suggests we have not yet found the right tactical approach.

Planning for the TLC grant prompted another thorough collection of data, including group and individual interviews and an open-ended, anonymous survey. During our intensive analysis of data, we were encouraged by increases in the teachers' feelings of support, perceived quality of mentors, and positive perceptions of the Moodle learning system. New teachers reported instructional coaches as most beneficial in supporting their work, and encouraged the district to explore connections and increased communication between coaches and mentors. They also noted positive supports through observations and quality feedback from mentors, collaborative lesson planning, and regular check-ins by their assigned mentors.

Undeniably, we were discouraged that some of the same issues resurfaced, even after our significant modifications in spring of 2013. Persisting issues are access to mentors, limited content knowledge, and classroom management within our cultural context. Most significant and alarming to our planning committee was the data showing 10% of our newest teachers are dissatisfied with their position and another 7% are highly dissatisfied. These are the teachers for whom retention is most questionable.

IMPROVING ENTRY INTO THE PROFESSION

Understanding this data is a first step in resolving issues, and we stand ready to respond. **Waterloo has a strong desire to improve student learning and the confidence our community has in our schools.** Our overall vision is to increase student learning through improved instructional effectiveness, with goals of attracting and retaining a highly qualified staff. A subgoal is to increase our teacher retention rate from 79% to 95% within four years. The TLC funding is critical to improving entry into the profession in Waterloo. Through the TLC plan, we will:

1. Create a New Teacher Academy.

This 2-year academy will clearly outline the criteria and expectations foundational for all Waterloo teachers, focusing on skills and knowledge critical to existing school improvement efforts. Academy staff (including mentor teachers/mentor coaches hired through our TLC funding) will:

- assess each teacher's skills and knowledge
- help them create individual professional development plans that address growth in needed areas, especially in content knowledge, classroom management, and cultural competency
- schedule (and deliver, when appropriate) personalized learning offered by Waterloo Schools and through partnerships with University of Northern Iowa and our local AEA
- observe, provide feedback and coach in identified need areas

- monitor progress and celebrate growth

2. Build skills and ensure growth in mentors

Using the Seven Teacher Leader Standards and our research from the New Teacher Center in Chicago, we will define mentor teachers' skills. This set of skills will be the basis of the hiring process (part 6). Additionally, we will monitor and assess the skills of our mentor teachers and provide ongoing professional development to ensure their continuous improvement.

3. Streamline teacher leader supports

We will improve communications and streamline efforts of all teacher leaders who work with new teachers, including basic communication, observations, feedback, assistance with lesson planning, modeling, and most importantly, monitoring of the new teachers' individual professional development plans. These joint efforts between teacher leaders (mentor teachers, mentor coaches, model teachers, and instructional coaches) will interconnect supports while curbing duplication of services. Note: The increased number of teacher leaders (and partial teaching loads for some) will allow more access between mentees and teacher leaders.

4. Provide professional development delivery options for mentees and mentors

We have introduced an effective learning management system through our Waterloo Moodle which has eliminated some travel issues and allowed for ongoing, convenient learning by mentor and mentee. Through TLC funding, we will extend professional development delivery options (i.e. face-to-face, in building, on-line, Moodle) while following the Iowa Professional Development Model.

Narrative

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)Description of the responsibilities and duties for each 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)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.

Description of How the Roles Fit Together in Our Teacher Leadership Structure

Our system wide approach detailed in this plan is firmly grounded in research on using teacher leaders to improve instruction (Slinger, Rennick, Knight, Wenglinsky). We believe....

- coaching and scaffolded support provided through our plan will ensure our teachers are competent, confident, and connected with our students
- teacher support must be embedded within an authentic context and a risk-free environment, incorporating consistent observations, feedback, and rich professional dialogue.
- a cohesive and differentiated continuum of teacher leader roles will empower teachers, develop teacher efficacy, and improve instruction (Showers, Joyce, Bennett, Bush, Knight, Edwards & Green, Guskey & Passaro).

Based on our beliefs (listed above), student data, teacher need, and teacher leader opportunities, we have created a continuum of supports differentiated for new teachers, teachers new to our district, career teachers who are secure and career teachers who need assistance to improve.

Through the continuum of supports, it is the primary role of all teacher leaders to address the needs of classroom teachers, build teacher instructional capacity, and provide professional learning using the Iowa Professional Development Model. Even though each of the teacher leader roles in this plan provide varied levels of support to teachers, all roles focus on increasing student achievement through improved instruction.

Our plan is to use TLC funding to provide the following teacher leader pathways:

1. Mentor teachers
2. Mentor coaches
3. Instructional coaches
4. Model teachers
5. Lead teachers
6. Facilitators

We have differentiated teacher leader roles and pathways to include:

1. targeted support for new teachers (mentor teacher, mentor coach)
2. content support for all teachers (instructional coach)
3. instructional/pedagogical support for all teachers (instructional coach, model teacher, lead teacher)
4. targeted support for career teachers who need additional assistance to be successful (instructional coach, lead teacher, model teacher)
5. support that guides programs and enhances effective instructional strategies within programs (facilitators).

Differentiated Roles within Our Teacher Leadership Structure

Initial Teachers

- Role and Responsibilities: 1st or 2nd year teachers; in mentoring program; have multiple opportunities to observe model teachers and mentor teachers and co-teach with mentor teachers and coaches; receive intense support and guidance; member of Professional Learning Community teams (PLCs); provided opportunities to learn through numerous observations, feedback, and dialogue using Marzano's protocol (I-observation), face-to-face dialogue, and moodle
- Extended Contract: 5 days (mainly for professional learning)
- Salary: \$35,003 (as per negotiated contract with WEA teacher association)
- Teaching Load: 100% with collaboration time through PLCs, mentor program, observations

Career Teachers

- Role and Responsibilities: Successfully completed initial teacher phase; demonstrate competency on Iowa Teaching Standards; participate in professional development and collaboration to increase instructional expertise.
- Extended Contract: None
- Salary Supplement: None
- Teaching Load: 100%

Mentor Teachers

- Role and Responsibilities: Engage in professional development to increase mentoring skills (Part 4); provide intensive support for new teachers regarding district processes, procedures, curriculum, materials, etc. – act as a kind of 'big brother/big sister'

to the new teacher; assist with monitoring new teachers' individual professional development plans (Part 4); meet with new teachers on a regular schedule and as needed; co-teach and co-plan for instruction with new teachers; collaborate with mentor coaches to organize opportunities for new teachers to observe exemplary teaching; observe new teachers and provide feedback

•Extended Contract: 4 days, plus mentoring time

•Salary Supplement: \$3,000

•Teaching Load: 100%

•Staffing Goal: one mentor teacher for each new teacher (or pre-service teacher) OR a mentor team at each school

Mentor Coaches

•Role and Responsibilities: Engage in professional development to increase mentoring skills (Part 4); provide intensive instructional pedagogy support for new teachers – bridging instruction from the pre-service level to the practicing level; monitor new teachers' individual professional development plans (Part 4); meet with new teachers on regular basis; communicate new teacher progress (Part 4); collaborate with mentor teachers to organize opportunities for new teachers to observe exemplary teaching; observe new teachers and provide feedback on a weekly basis using Marzano's protocol (I-observation), face-to-face dialogue and moodle; collaboratively plan and provide professional development for new teachers

•Extended Contract: 10 days

•Salary Supplement: \$7,000

•Teaching Load: 0%

•Staffing Goal: one mentor coach per 12 – 15 new teachers and new to district teachers

Instructional Coaches

•Role and Responsibilities: Coach all teachers and PLC teams in specific content area (i.e. literacy, math science, special education, etc.) or in overall instructional pedagogy; provide specific support to career teachers who need additional assistance; complete teacher observations and feedback using Marzano's protocol (I-observation), face-to-face dialogue and moodle; collaboratively plan and implement professional learning and curriculum development; plan and provide learning interventions in MTSS (multi-tiered system of supports); assist in developing instructional strategies supporting Iowa Core standards and in support of precision teaching; collaboratively plan with administrative staff and teacher leaders to implement the school improvement process; assist with data collection, response to data, communicating data results, and implementing action steps as a result of the data

•Extended Contract: 10 days

•Salary Supplement: \$7,000

•Teaching Load: 0%

•Staffing Goal: 1 literacy coach per school; 1 math coach per two schools; 1 special education coach per two schools; 1 instructional coach for every 10 career teachers needing additional assistance

Model Teachers

•Role and Responsibilities: teach full time; model exemplary instructional practices and strategies; maintain open and inviting classrooms for individual and small groups of practicing teachers to observe exemplary practices; answer questions and provide explanations for observers

•Extended Contract: 5 days (mainly for professional development)

•Salary Supplement: \$3,000

•Teaching Load: 100%

•Staffing Goal: 1 in each elementary for K-2 and 1 for 3-5 in both literacy and math; 1 literacy and 1 math model teacher in each middle school and high school; future - model teachers in science, social studies, technology

Lead Teachers

•Role and Responsibilities: Provide overall instructional leadership; assist in coordinating new teacher mentoring and career teachers needing additional support; collaborate with teacher leaders and mentors in providing needed support through observation and feedback using Marzano's protocol (I-observation), face-to-face dialogue and moodle; collaboratively plan and implement professional development; provide leadership for PLCs; collaboratively plan with principal and instructional coaches to implement school improvement process; assist with data collection, response to data, communicating data results, and implementing action steps as a result of the data; assist with planning learning interventions in MTSS

•Extended Contract: 15 days

•Salary Supplement: \$10,000

•Teaching Load: 0%

•Staffing Goal: one per elementary school

Facilitators

•Role and Responsibilities: Guide and direct specific programs and teams; K-8 team leaders; high school department/content chairs; facilitators for specific grant responsibilities, etc.

•Academy Facilitators - Provide support and guidance aligning Career Interest Academies to content area curriculum; organize student career experiences (speakers, field trips, internships, etc.); collaborate to provide academy professional development; provide assistance with PLCs team development and functioning; promote high school task force action steps

•Extended Contract: 5 days

•Salary Supplement: \$7,000

•Teaching Load: maximum 38%

•Staffing Goal: one facilitator for each academy or combined academies

•High School Content Department Chairs, K-8 Grade-Level Team Leaders - Collaborate to provide professional development for teachers; provide assistance with PLCs team development and functioning; assist administrative team and instructional coaches with content specific data collection, response to data, communicating data results, and implementing action steps as a result of the data (MTSS); support curricular needs for content teachers.

•Extended Contract: 2 days

•Salary Supplement: \$1,500 to 2,500; depending on level and course sections

•Teaching Load: maximum 75%

•Staffing Goal: one per grade level team (K-8) and one per identified high school department

Monitoring

It's important for us to monitor the fidelity of implementation of our plan. This includes how the teacher leader roles are carried out as defined in our plan (see above) and if the extended contract days, teaching loads, and salary supplements accurately depict the reality of the work. For that reason, after the first year of implementation, we will review the plan and evaluate if adjustments need to be made to salary supplements, extended contract days and/or teaching loads.

Summary

It takes courage to re-invent how we do the business of schooling. Our goal, supported by TLC funding, is to courageously transform our district vision of teacher leadership into a system that specifically defines and differentiates roles and responsibilities for teacher leaders that will build capacity within our teaching ranks, give opportunity for each teacher to flourish, and powerfully impact student achievement.

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)Measures of effectiveness

b)Professional growth

RECRUITMENT

In campaigning to attract the best candidates, the district staff, building administrators and current teacher leaders will widely communicate the intended goals of the state legislation and Waterloo's TLC goals. Underscored in this communication will be the potential of the District's plan to positively influence school improvement, teacher efficacy, and student achievement.

In order to tap the best and brightest teacher leaders, Waterloo Schools will implement a selection system to identify candidates whom they trust, respect, and appreciate. This selection process was crafted by the TLC planning committee, using feedback from all constituents—with special focus on feedback from our teacher survey. The proposed system includes the following:

1. delineating the skills and competencies for various roles as described in part 5
2. diligently and creatively campaigning at both district and building levels to inform and inspire teachers regarding teacher leader pathways
3. implementing a rigorous selection process that assesses the candidate's knowledge, professional skills, and performance relevant to the roles, as well as the cultural competency and ability to connect with staff
4. utilizing a two-tiered selection procedure that includes committees comprised of teachers and administrators

With approval of our planning grant, the district will provide information via staff meetings, webcasts, pamphlets, the district website (including FAQs), and other methods to gear up for implementation in August 2014. In addition to encouraging self-nominations, the district will develop and initiate a "Tag a Teacher" campaign, enabling prospective candidates to be identified by peers, administrators, and parents. Those tagged will be encouraged to apply for one or more of the teacher leadership roles offered by the district.

A rigorous selection process is essential to securing teacher leaders with demonstrated competencies and leadership potential that will move our schools and district forward. Our district's tool for determining the effectiveness of the candidates will embed the Teacher Leader Model Standards, developed in 2008 by the Teacher Leader Development Consortium. These standards encompass seven domains of teacher leadership. Each domain describes the specific knowledge base of that domain and related actions and competencies of a teacher leader with expertise in that domain. Teacher leadership is a powerful strategy that promotes the effective and collaborative teaching practices that lead to improving student learning and increased student achievement. The Teacher Leader Domains are:

Domain I	Fosters a culture of collaboration and collective responsibility
Domain II	Uses research to improve practice
Domain III	Promotes professional learning for continuous improvement
Domain IV	Advances the professional skills of colleagues
Domain V	Uses assessments and data to inform learning and improvement strategies
Domain VI	Collaborates with families and community
Domain VII	Advocates for practices that increase teaching and learning

SELECTION

After a pool of qualified candidates is generated, a two-tiered selection process will be used to secure the most suitable teacher leaders.

TIER 1: Each applicant will be required to submit skills-based evidence, such as assessment data, samples of feedback, and/or teaching videos. In addition, each applicant will also provide two letters of recommendations, one from a peer and one from an administrator in his/her building.

Teachers and the building administrator will nominate a five-teacher committee to review and rate "blind" applications (no names attached). It is recommended that a parent representative be included on this committee. Ratings will be based on a district-developed rubric using criteria from the Teacher Leader Model Standards that are specific to Waterloo and the position.

TIER 2: The district will utilize three static Tier 2 committees—one at each of the levels—elementary, middle school, and high school. Each Tier 2 committee will be comprised of six members—3 administrators and 3 teachers. Administrators will be selected/approved by the superintendent; teachers will be selected/approved by the Waterloo Education Association.

To ensure consistency, four of the six members (2 administrators and 2 teachers) will be constant throughout the year, while the other two members (1 administrator and 1 teacher) will be appointed as relevant to the position. The Tier 2 committee will review ratings from the Tier 1 committee (with names now added), examine each candidate's portfolio and conduct candidate interviews using a standard set of questions pertinent to the position.

This Tier 2 committee will recommend the desired candidate to the building or district administrator who will, in turn, make the final hiring recommendation to the superintendent.

EVALUATING PROFESSIONAL GROWTH

Each teacher leader will develop an individual professional development plan based on the domains in the Teacher Leader Model Standards and the Iowa Teaching Standards. He/She will also maintain a reflective log addressing activities and growth in these areas and collect artifacts related to the functions of the position (i.e., written feedback to colleagues, videos of coaching conversations, etc.). During the annual review, the Tier 2 committee will consider this information, along with peer feedback and the district evaluation, in recommending assignments or reassignments to teacher leader positions. Building or district administrators will make final recommendations to the superintendent. Note: The district will collaborate with the New Teacher Center, AEA and others to develop evaluation logistics.

Narrative

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

b)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.](#)

Linking to Components in the IPDM Comprehensive School Improvement Process (CSIP)

The IPDM is operationalized through the school improvement process in our schools. Administrators and teacher leaders guide PLC teams through the improvement process and assist with data analyses. Then, using the data information, they collaborate in shared decision-making to determine and design needed PD.

1. Collect / Analyze Student Data: Teacher leaders and teacher teams use data to strengthen core instruction and guide learning interventions. Prior to engaging in PLCs, our school teams were organized as data teams (Reeves). However, the quality of implementation was distinctively different among our schools, with some being less stellar than others. Currently, our comprehensive PLC learning initiative has set us on a path for improvement and sustained fidelity to the IAPDM. Teacher leaders are key to our success in this initiative.

2. Set Goals / Student Learning: PLC teams analyze formative and summative data and create prioritized goals. Teacher leaders assist with data processes and goal setting which lead to identifying needed PD. Within the PLC framework our PD is an outgrowth of these four questions:

1. What do we want students to learn (curriculum)?
2. How do we know when they have learned it (data, measurement)?
3. How will we respond when they don't learn it (interventions, MMTS)?
4. How will we respond when they do learn it (enrichment)?

3. Content, Providers, & Designing PD: Teacher leaders collaborate with administrators to design, deliver, and evaluate needed PD. Our goal is to provide multiple-layered, differentiated, and ongoing learning opportunities.

4. Ongoing Cycle: Learning opportunities, collaboration and implementation, and formative assessment components are also operationalized through our PLCs. Teacher leaders and administrators collaboratively design PD and align it with the School Improvement Plan. Implementation studies as key formative assessments reveal areas of need in a school's instructional program. Teacher leaders are an important bridge in the decision making process; they understand the needs of teachers, assist with data work, and structure implementation studies.

Layering PD in small steps allows for incremental implementation, teacher reflection, and instructional change sustained over time. When teacher leaders deliver powerful PD then encourage and support teachers to implement new learning, it leads to sustained instructional improvement. Our district is fortunate to have early release every Wednesday used strictly for PD. In addition, we utilize district funds, Teacher Quality funding and Iowa Core funding to creatively design and schedule school and district based after-school seminars and summer seminars. Teacher leaders play active roles in designing and sustaining these learning opportunities based on the IAPDM.

5. Summative Program Evaluation: Engaging in summative evaluation of our PD program historically has not been one of our strengths; improvement is needed. Assessments, i.e. Iowa Assessments, provide summative data specific to student learning, which is driven by instruction, but we need to improve how we measure impact and implementation of our PD plans and outcomes. Our teacher leaders will play a critical role in helping to design a PD evaluation process.

Responsibilities of Teacher Leaders in Developing and Delivering Professional Learning

Mentor Teachers and Mentor Coaches

Support new teachers and teachers new to the district:

- Co-teach, co-plan instruction
- Collaboratively plan and provide PD
- Schedule times for new teachers to observe and reflect on exemplary teaching
- Observe teachers, provide feedback

Instructional Coaches

Support all teachers and career teachers needing additional assistance

- Coach all teachers and PLC teams in content specific areas and overall instructional pedagogy
- Provide specific support to career teachers who need additional assistance
- Observe teachers and provide feedback
- Plan and implement PD focused on content area instructional strategies

- Plan with administrators and teacher leaders to implement school improvement process
- Assist with data processes

Lead Teachers

Coordinate multiple functions in general school leadership

- Direct, design, and deliver PD with instructional coaches and mentor coaches
- Guide mentor teachers, mentor coaches, and instructional coaches; organize needed PD
- Direct PLC teams
- Implement school improvement process with principal and instructional coaches
- Assist with data processes
- Assist with coordinating new teacher mentoring and career teachers needing additional support

Model Teachers

- Work with instructional coaches to plan and deliver PD specific to instructional strategies aligned to teacher need and school improvement plans

Facilitators

- Collaborate to provide PD for content areas, grade-level teams, career interest academies
- Provide assistance to PLC team development and functioning
- Assist content specific data processes

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

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

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

Since the inception of our vision and strategic plan in 2009, Waterloo has been a pacesetter in measuring implementation and effectiveness. In 2012-13, Waterloo implemented a comprehensive Pay-for-Performance (PFP) plan for our superintendent, one that rewards achievement of goals in student achievement, human assets, climate for learning, community engagement, and fiscal/facility operations. This PFP plan has been extended to other administrators in the district. Prior to our current measurement efforts, Waterloo Schools arguably, like most other school districts in Iowa, lacked discipline in monitoring implementation and impact of our work beyond simplistic and superficial data.

Upon review, the TLC committee quickly realized this measurement prototype extends to the TLC goals:

Goal 1: Improve student learning by strengthening instruction

} **Monitoring implementation:** Monthly, we will monitor instructional practice through our online classroom observation/feedback tool (Marzano's *iObservation*) for best practices in instruction. To measure appropriateness of classroom strategies, *iObservation* offers a 5-point scale. While not yet using this scale, we will work with the Waterloo Education Association (WEA) to plan for inauguration in spring 2015. **Note:** *This year, feedback has been given on 3,615 informal walk-through observations based on the Marzano protocol, an average of 4 per teacher thus far. Our goal is 12 documented observations per teacher per year.*

} **Monitoring impact:** We will measure student learning through a balanced assessment system of summative (i.e. Iowa Assessments, Explore, End-of-Course or unit assessments) and formative (i.e. DRA2, Skills Iowa, math screeners, district benchmark) assessments. **Note:** *Waterloo is Iowa's top user of Skills Iowa, an online monthly benchmarking system that directly correlates with performance on Iowa Assessments. Notably, increases during the past two years have been predicted by Skills Iowa data.*

Goal 2: Attract able and promising new teachers

} **Monitoring implementation:** We will track our participation at job fairs, contacts with universities, marketing efforts, and for recruitment purposes, document individuals who have excelled during student teaching in Waterloo. Annually, we will gather data from all new teachers hired to the district, via interview and survey, to ascertain their reasons for choosing Waterloo—aiding in future replication/promotion efforts.

} **Monitoring impact:** Through the New Teacher Academy criteria (part 4), we will quarterly monitor the skill proficiency of new hires, noting improvement and growth over time. Special attention will be paid to new teachers' skills in content, classroom management and cultural competency.

Goal 3: Retain effective teachers

} **Monitoring implementation:** Data tracked will include competitive salary comparisons of Iowa urban schools, professional growth opportunities, and individual, group and building celebrations. We will biannually survey our current teaching staff to gain feedback on perceived levels of support, job satisfaction, willingness to take risks, and interest in future teacher leader positions. **Note:** *We currently survey staff each May.*

} **Monitoring impact:** We will monitor our new teacher 3-year retention rate, watching for progress toward the goal of retaining 95%.

Goal 4: Promote professional growth

} **Monitoring implementation:** Monthly, we will track the number of observations, quality of feedback given, number/topics of professional development opportunities, and patterns of growth on Individual Professional Development Plans. On the biannual survey, we will gauge perceived benefits of teacher leaders and professional development.

} **Monitoring impact:** We will monitor *iObservation* scale data to ensure growth in instructional effectiveness. Behavior referral data will be reviewed quarterly. Biannual survey data will provide information about the impact of PD on teachers' professional growth. The ultimate measure of impact will be growth in student achievement as detailed in goal 1.

Goal 5: Increase collaboration

} **Monitoring implementation:** PLC data will be collected quarterly to monitor frequency of collaboration opportunities. Building, district and statewide collaboration opportunities will be tracked.

} **Monitoring impact:** Scale data from *iObservation* will be monitored as an indicator of collaboration efforts. Weekly lesson

plans are monitored by principals to measure impact of collaboration on lesson planning.

Goal 6: Reward effective teachers

} **Monitoring implementation:** Numbers of teacher leaders will be tracked and compared over time with goal of establishing pathways for 25% of our teacher workforce. Surveys will be given to teacher leaders annually to gauge perceived levels of satisfaction and preparedness for the leadership role.

} **Monitoring impact:** Annually, the HR department, in conjunction with the selection committees (part 6) will provide recruitment/selection data to district officials. Biannual survey data will measure perceived effectiveness of instructional supports.

Note: We plan to explore the potential use of performance-based compensation in subsequent years. Waterloo has experience with this through our Pay-for-Performance plan and through School Improvement Grants.

Adjustments to our plan: Implementation and impact data will be monitored monthly, quarterly, biannually and annually (as specified) and reviewed by district/building administrators, WEA, TLC planning committee, and other staff as appropriate.

Adjustments will be made as needed to:

- } our TLC plan and budget
- } district and building professional development
- } mentoring and induction program (New Teacher Academy)
- } policies, procedures, and practices
- } collaborative efforts with local universities and our AEA

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

KEY STAFF RESPONSIBLE FOR SUCCESS OF PLAN

To sustain implementation/monitoring efforts, Waterloo has identified the following key staff responsible for the success of our TLC plan:

Superintendent

- Champion the TLC plan
- Monitor district's Pay-for-Performance metrics

Associate Superintendent for Human Resources

- Track recruitment, selection and retention data
- Provide oversight of selection committees
- Plan interviews/surveys for new staff and exit interviews when needed
- Recommend adjustments to TLC plan

Associate Superintendent for Educational Services

- Develop, administer and review staff survey, as in part 8
- Monitor observation/feedback and achievement data
- Recommend instructional/professional development adjustments
- Coordinating professional development for Teacher Leaders

Director of Professional Development (newly restructured position)

- Ensure implementation of New Teacher Academy, including assessment of new teachers' skills and Individual Professional Development Plans (IPDP)
- Plan professional development related to TLC plan (i.e. iObservation scale) and needed adjustments

Elementary/Secondary Executive Directors

- Monitor building principals' support of IPDP
- Provide guidance to building level administration

Building Administrators

- Monitor instruction
- Make recommendations to the Director of Professional Development about teacher needs

WEA officers

- Collaborate with district administrators and give feedback

Executive Director of Community Relations

- Communicate plan and progress to parents, staff, community

CAPACITY TO IMPLEMENT AND SUSTAIN

Previous use of teacher leaders. Since 2001, we have recognized teachers' excellence in literacy instruction, providing those teachers new pathways for leadership. In 2010, we expanded our teacher leader usage to include other teacher leaders (i.e. math coaches, special needs coaches, academy facilitators). This existing commitment by all stakeholders to employ the skills of teacher leaders enhances our capacity to successfully implement our plan.

Funding. While we realize Teacher Leadership Funding is essential for implementation, It's important to note that not all teacher leaders in Waterloo have been or will be paid through TLC categorical funds. TLC funding will complement other funding streams, including Title 1, School Improvement Grants, special education, and general budget, demonstrating our commitment to teacher leaders. The increased retention of new teachers will reduce the amount of funding needed for the mentoring and induction program as well as needed supports for struggling educators.

Current initiatives. As in Part 3, this TLC plan supports and strengthens current initiatives. It complements current work (i.e. instructional framework, coaching model, MTSS framework, PLCs, career academies) and diminishes the likelihood that staff see the plan as a new, separate initiative. Through verbal/written communication, we will ensure those connections are highlighted. In addition, we will clearly identify the roles teacher leaders play in enhancing current initiatives. The plan will support and enrich, not undermine, current work.

Educational reform. Waterloo is not afraid of change; rather, we embrace it. After decades of poor performance in a culture of low expectations, we have practiced precision teaching and increased learning. In 2009, we implemented an aggressive strategic plan that provided vision for change. While initial work was painful and often overwhelming, Waterloo employees now

support the need for change, embrace initiatives and are hungry for assistance in making the job more manageable and instruction more effective. This appetite will increase our capacity to sustain implementation.

Enhanced measurement. Waterloo's pay-for-performance (PFP) plan (in part 8) paved the way for monitoring efforts that will be critical in sustaining success of this TLC plan. While the TLC plan is non-evaluative, the PFP shows our capacity to measure progress. In this district, surface level monitoring has given way to specific, multi-faceted measurement. Stringent monitoring of this plan will not be new or unexpected. Waterloo has the knowledge and technological capacity to collect and analyze data and make adjustments.

Special note: The measurement of instructional improvement can be ambiguous and challenging. Because of Waterloo's 2009 adoption of a clear instructional framework and our online measurement tool (*iObservation*), we are well suited to capture current reality, growth and impact of instructional strategies. This year, our system shows 3,615 documented observations with feedback. This established framework supports our capacity to implement our plan and measure its success.

Collegial relationships. The district administration and the Waterloo Education Association have a rich history of collegial, collaborative efforts to support teachers and ensure student-focused decisions. We are proud of this accomplishment and know it greatly increases Waterloo's ability to implement and sustain this plan.

Community involvement. Waterloo's parents and community will increase our capacity to successfully implement this plan by participating in the Tag-a-Teacher recruitment phase (part 6) and Tier 1 of the selection process. Honoring their suggestions and input provides an additional perspective about teacher leaders' skills.

Collaboration. Our strong desire to collaborate with all constituents on this TLC opportunity will enhance our ability to implement successfully. Our TLC planning committee, representing all constituents, has been engaged and passionate...always putting the needs of students at the forefront. This collaborative partnership is symbolic of the school-home-community environment that exists in Waterloo.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	10992.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$3,394,642.09
Total Allocation	\$3,394,642.09

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$1,570,000.00
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)	\$1,699,000.00

Amount used to provide professional development related to the leadership pathways	\$125,642.09
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	\$3,394,642.09

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$3,394,642.09
<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

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

DEVELOPMENT OF THE BUDGET

We carefully calculated a budget linked to accomplishing the TLC goals in this plan. All six of our goals focus on increasing student achievement through improved instruction; consequently, our budget is 100% aligned to that mission.

We are proud to present this budget that reflects months of collaboration. We deemed it critical to reach consensus before submission of the grant, so all could support and champion the plan/budget when we receive it. This was no small feat for our large district; but, we were thrilled with our collegial, student-centered conversations. After drafting the plan, district administrators and Waterloo Education Association representatives came to the table on numerous lengthy occasions to build consensus about how the plan impacted our master contract agreement. Today, we are happy to submit this budget with full support from all parties.

BUDGET NARRATIVE

Initial teachers and those new to Waterloo [Budget: \$81,000]

Each year we hire 80-100 new teachers, 90% of whom are first year teachers. Our budget supports 5 additional days for new teachers each of their first two years, with \$100/day compensation. It also supports 3 additional days for career teachers who are new to Waterloo at the same \$100/day rate. This additional time will allow for up-front and ongoing professional development (demonstration, practice, coaching and collaboration) to help each teacher new-to-Waterloo be successful in our district. NOTE: Our current salary schedule exceeds the \$33,500 minimum salary for new teachers, so no TLC funds have been allocated for that purpose.

Mentor teachers/mentor coaches [Budget: \$835,000]

With 20% of Waterloo teachers leaving our district within 3 years of employment, we committed significant dollars to help retain teachers. We will provide a \$3,000 stipend to teacher mentors (approximately 130) who work with first and second year teachers. In addition, our budget provides an added layer of support through five mentor coaches, supporting their salaries plus a \$7,000 stipend for 10 additional contract days. These mentor coaches will work with mentor teachers and mentees, providing professional development aligned to individual needs.

Instructional coaches [Budget: \$1,289,000]

Our plan includes salaries for 12 instructional coaches. For additional time and leadership responsibilities, each instructional coach will receive \$7,000 compensation for 10 additional days on their contract. The extra days provide time for instructional coaches to personally engage in and deliver professional development for new and career teachers. Our current budget supports a number of instructional coaches. TLC funding will provide additional days for all instructional coaches, whether their salary is paid by TLC funding or other funding streams. **NOTE: Regardless of whether the position is new or existing, each instructional coach supported through TLC funding will be hired using the rigorous selection process detailed in part 6 of this grant.**

Facilitators [Budget: \$778,000]

A number of teacher leaders will serve as facilitators, supported by TLC funding. Facilitator roles differ, but all guide and direct specific programs and teams (i.e. high school academies, grade level teams and content departments). Academy facilitators will receive a contract addendum for 5 extra days with \$7,000 compensation. One lead academy position will receive \$10,000 for 15 extra days.

Facilitators of content departments and grade level teams will receive a stipend commensurate with responsibility. Factors include size of team/department and content area. Stipends range from \$1,500 to \$3,000 with 2 additional contract days.

NOTE: Regardless of whether the position is new or existing, each facilitator supported through TLC funding will be hired using the rigorous selection process detailed in part 6 of this grant.

Model Classroom Teachers [Budget: \$157,000]

Our plan includes the establishment of 45 model classrooms with teachers who maintain open and inviting environments and exhibit best practice instruction. Model teachers need significant professional development and time to collaborate/reflect on best practice with other model teachers. Our TLC budget includes 5 additional contract days for each model teacher, with \$3,000 compensation.

Lead Teachers [Budget: \$129,000]

Our district has utilized lead teachers at the elementary buildings for almost a decade. With this TLC funding, we will be able to clarify and enhance their leadership roles and provide additional professional development for them. This budget amount supports 15 additional contract days for our lead teachers with \$10,000 in compensation.

Professional Development [Budget: \$125,642.09]

Research around teacher leadership structures showed professional development as mission-critical. Professional development will ensure teacher leaders have the skills to coach others to excellence. To support this work, we allocated a budget of \$125,649.09 for materials, supplies, consultants, and expert providers.

NOTE: Although not funded through TLC, Waterloo allocated a full time administrator to facilitate professional development detailed in this TLC plan. Experiences in Waterloo and other teacher leader programs underscored the importance of allocating staff to oversee, connect and monitor the work. We plan to do so.

CONNECTIONS TO OUR TLC GOALS

We submit this grant providing full assurance that our budget is used to further the vision/goals of the State TCL plans and our locally development plan. Funding will:

- 1) attract and retain quality staff
- 2) promoting and rewarding promising teacher leaders
- 3) support teachers on their professional journey to excellence

This work will ultimately improve student achievement in our school district and propel students to succeed in a globally competitive environment.

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