



Application

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

95989 - Creating a Teacher Leadership System

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
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## Organization Information

<b>Organization Name:</b>	Waverly-Shell Rock Community School District
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	42-6039259
<b>DUNS:</b>	07-348-1491

**Organization Website:** www.waverly-shellrock.k12.ia.us  
**Address:** 1415 4th Avenue SW  
Waverly Iowa 50677  
City State/Province Postal Code/Zip  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Waverly-Shell Rock Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 09-6840  
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.

**Name of Superintendent** Ed Klamfoth

**Telephone Number** 319-352-3630

**E-mail Address** ed.klamfoth@wsr.k12.ia.us

**Street Address** 1415 4th Ave SW

**City** Waverly

**State** Iowa  
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**Zip Code** 50677

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## TLC Application Contact

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**State**

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**Zip Code**

50677

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

The Waverly-Shell Rock (WSR) School District teacher leadership planning team reconvened this fall to review statewide exemplar applications and determine revisions to our own teacher leadership and compensation (TLC) proposal. The team is even more convinced this year that the proposed TLC system will have a lasting and significant positive impact on teaching and learning at WSR.

Our **vision** is to improve student learning by increasing teacher effectiveness through a system of collaborative inquiry built on teacher leadership and aligned to district and statewide goals.

**Five goals** drive the proposed TLC system:

Goal 1: Improve student achievement by strengthening instruction	While we are a high achieving district, there is room for improvement in our efforts to support each and every student to demonstrate a year of growth each year.
Goal 2: Promote collaboration by developing and supporting opportunities for teachers to learn from each other	We seek to complement the current work of our Professional Learning Communities to create a teacher-led professional development system through which teachers learn, grow, and improve practice together.
Goal 3: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	While teacher leadership exists informally, we seek to create new, formal roles to create avenues through which teachers can develop and use leadership skills, providing enhanced career opportunities for teachers.
Goal 4: Retain effective teachers by providing enhanced career opportunities.	While we have quality teachers and low teacher turnover, teachers leave the district to pursue new challenges in education. We seek to decrease the percentage of teachers leaving the district to pursue other professional challenges by offering similar professional challenges locally.
Goal 5: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	Through the proposed TLC system, we seek to build a rich culture of teacher professionalism that will make WSR an attractive and fulfilling place to teach, grow, and stay.

Our proposal is built on a **Theory of Action**: If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers' individual and collective growth, then student learning will improve.

Our proposal is designed to initially connect to, support, and strengthen three school improvement initiatives underway in the district:

- Iowa Core Implementation
- Multi-tiered system of supports
- Technology integration

The proposal also includes an ongoing needs assessment process to ensure school improvement structures, processes, and initiatives are data-driven and impacting teaching and learning in meaningful ways.

Five teacher leadership **roles** underpin the system:

- Instructional coaches who lead a process of collaborative inquiry with teachers and administrators to improve student learning at WSR
- Lead teachers who serve as support in a building for a specific focus identified by the annual needs assessment process and provide an additional layer of professional development support between teachers and instructional coaches
- Mentor teachers who provide additional support - related to professional development and more - for beginning teachers
- Induction specialists who provide immediate support and guidance - related to professional development and more - for career teachers who are new to the district
- District Leadership Team members who provide oversight for district-wide efforts related to curriculum, assessment, and professional development

To avoid limiting the future to what we know today, Waverly-Shell Rock School District proposes a teacher leadership and compensation system that is a defined set of teacher leadership roles, guided by a needs assessment process that rooted in

the Iowa Professional Development Model that is designed to ensure teacher leadership is a dynamic system that flexes in real time to meet individual teacher, broader building, and holistic district needs.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from Year 1?

Yes

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

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

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

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## 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.

The Waverly-Shell Rock (WSR) TLC proposal is built on a **Theory of Action**: If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers' individual and collective growth, then student learning will improve.

**WSR TLC Vision:** Improve student learning by increasing teacher effectiveness through a system of collaborative inquiry built on teacher leadership and aligned to district goals.

**WSR TLC Goals** (ordered to reflect importance)

1. Improve student achievement by strengthening instruction
2. Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
3. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
4. Retain effective teachers by providing enhanced career opportunities.
5. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities

**Goal #1: Improve student achievement by strengthening instruction**

While WSR is a high achieving district with strong proficiency rates across grade levels and content areas, there is much room for improvement in our efforts to support each and every student to demonstrate a year of growth each year.

*2013- 2014 Proficiency and Growth Data from Iowa Assessments*

Reading	Met Proficiency	Met Growth	Math	Met Proficiency	Met Growth	Science	Met Proficiency	Met Growth
4th	79.05%	67.89%	4th	87.84%	62.77%	4th	93.24%	67.89%
8th	81.99%	58.27%	8th	86.34%	53.96%	8th	90.62%	46.38%
11th	94.20%	45.31%	11th	94.20%	60.94%	11th	92.30%	49.22%

By implementing the proposed TLC system, which is designed to increase teacher effectiveness, we seek to increase the percentage of students who are demonstrating a year of growth.

**Goal #2: Promote collaboration by developing and supporting opportunities for teachers to learn from each other.**

All WSR teachers are members of professional learning communities (PLCs). Teachers meet weekly to focus on what we want students to learn, how we will know they've learned it, and what we will do for those who have/have not yet learned it. Teachers regularly plan and assess together. Through the proposed TLC system, which is built on a system of collaborative inquiry, we seek to complement the current work of our PLCs to create a teacher-led professional development system through which teachers learn, grow, and improve practice together.

**Goal #3: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.**

We believe in the importance of teachers leading professional growth efforts and all other parts of the system responding to feed that growth. By developing a system of teacher leadership, the district will be able to create avenues through which teachers can develop and use leadership skills, providing enhanced career opportunities for WSR teachers. While teacher leadership exists already in informal ways at WSR, through the proposed system we seek to create new, formal roles that are appropriately supported and compensated.

**Goal #4: Retain effective teachers by providing enhanced career opportunities.**

WSR is fortunate to have quality teachers and low teacher turnover. Historical data show more than 85% of teachers are still teaching at WSR five years after being hired. Of the 15% who leave, over 90% remain in the profession. Recently, teachers have left to pursue new challenges, such as teaching abroad, administrative positions, and teaching at the college level. Our proposed TLC plan offers new opportunities at WSR that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district to pursue other professional challenges.

**Goal #5: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.**

WSR already offers a competitive starting salary that exceeds minimums required by TLC guidelines. However, like many districts, WSR has a significant number of teachers approaching retirement age. We could be replacing 15% of our current teaching staff within two years. Creating a district culture that is attractive to promising young teachers is a critical piece of the long-term success of the district. Through the proposed TLC system, we seek to build a rich culture of teacher professionalism

that will make WSR an attractive and fulfilling place to teach, grow, and stay.

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)**

Waverly-Shell Rock's TLC proposal is designed to initially connect to, support, and strengthen three key school improvement initiatives already underway in the district:

- Iowa Core implementation
- Multi-tiered system of supports
- Technology integration

The TLC proposal includes an ongoing needs assessment process to ensure school improvement structures, processes, and initiatives are data-driven and impacting teaching and learning in meaningful ways.

A district-wide focus on collaboration in recent years sets the stage nicely for support from a teacher leadership system built on instructional coaching. A conducive, collaborative culture necessary for continuous improvement is developed and sustained through the collaborative relationships instructional coaching and teacher leadership fosters.

Each of the four teacher leadership roles proposed in the WSR TLC plan is designed to provide support to current school improvement initiatives.

- Instructional Coaches: support school improvement initiatives through professional learning communities, one-on-one support, co-teaching, and leading professional development
- Lead Teachers: support school improvement initiatives by modeling effective instruction and assessment
- Mentor Teachers: Support teachers who are new to the profession and new to the district to join seamlessly into school improvement initiatives
- District Leadership Team Members: Provide oversight for district improvement initiatives

Major district efforts related to <b>Iowa Core Implementation</b>	How TLC roles connect to, support, and strengthen
Collaboration to implement the characteristics of effective instruction (CEI) Alignment that addressed content, instruction, assessment, and cognitive complexity	Support teachers to: <ul style="list-style-type: none"> <li>•understand and implement CEI</li> <li>•become more knowledgeable about the content of the Iowa Core standards</li> <li>•understand and implement quality alignment practices</li> </ul>

Major district efforts related to <b>Multi-Tiered System of Supports</b>	How TLC roles connect to, support, and strengthen
Implementing a standards based assessment and reporting system Through the statewide Early Literacy Initiative, using universal screening, progress monitoring, and interventions to ensure all students are able to read by the end of third grade Implementing schedules and practices that support a quality multi-tiered system of supports at the middle level	Support teachers to: <ul style="list-style-type: none"> <li>•understand and implement quality assessment, grading, and reporting practices</li> <li>•use data from assessments to impact teaching and learning</li> <li>•imagine, implement, and evaluate different ways to use time to meet individual student needs</li> </ul>

Major district efforts related to <b>Technology Integration</b>	How TLC roles connect to, support, and strengthen
Instructional coaching focused on technology integration that improves student learning Development of Tech Cadres that provide support and leadership for technology integration at each building Tech training that responds to teacher needs with flexible content and formats	Support teachers to: <ul style="list-style-type: none"> <li>•understand and implement quality technology integration</li> <li>•efficiently identify and address technology integration needs</li> <li>•access timely technology integration professional development and training</li> </ul>

Simply adding new positions does not guarantee systemic growth, so it will be important that new teacher leadership structures become embedded within current leadership structures. WSR already has a committed and functional combined Teacher Quality, Professional Development, and Iowa Core leadership team that meets regularly to assess needs and strengths and inform next steps. To ensure cohesiveness, this team will be brought into the proposed teacher leadership model and function

with added responsibilities related to monitoring and evaluation of school improvement efforts.

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 profession for beginning teachers**

### Analysis of the current mentoring and induction program

While every beginning teacher at WSR is assigned a mentor during the first two years in the profession, the low numbers of them in the district often means they are referred to the Area Education Agency for mentoring and induction support. While this meets requirements for mentoring and induction, it is not ideal. Like any district, WSR has unique history, culture, and priorities. While a general mentoring and induction program offered outside the district can certainly meet some of the needs of beginning teachers, it cannot provide support tailored specifically to the unique context of a district. In cases where there have been enough beginning teachers to warrant a local mentoring and induction program, support for new teachers and their mentors has often suffered as it is treated as an additional duty and handled in an ad hoc manner, rather than as an intentional and purposeful piece of a larger system.

### Addressing the gaps to improve mentoring and induction

WSR's teacher leadership proposal seeks to fund a teacher leadership position that provides additional support to teachers in their first two years in the profession. WSR's TLC proposal seeks to improve induction into the profession by providing additional support for beginning teachers through a 1:1 mentor in their first two years of teaching. Additionally, teachers in their first two years of teaching will be supported by two days of coverage by a substitute teacher that will allow the new teacher and his or her mentor the opportunity to observe other teachers' classrooms and reflect together on those observations.

Teachers serving as leaders in a mentor position will serve assigned beginning teacher(s):

- as a consultant, providing support related to student needs, standards, curriculum, instruction, and assessment
- as a collaborative partner, developing ideas, solving challenges, applying ideas, and learning together
- as an observer, providing feedback on classroom management and instruction

## **Improved induction into the district for career teachers**

### Analysis of the current mentoring and induction program

Experienced teachers are more commonly hired to fill open positions at WSR. While experienced teachers do not face the same challenges those new to the profession do, WSR has implemented a number of changes in recent years that potentially make becoming a part of the Go-Hawk community a time of significant change. The lack of systemic support for teachers who are new to the district represents a significant gap, which WSR's teacher leadership system seeks to address.

For example, an experienced 6th grade teacher new to WSR Middle School in 2015-2016 would join a staff that is in year:

- six as a professional learning community
- six of teacher-managed curriculum and assessment
- five of a 1:1 iPad initiative
- four of a system of standards based assessment and reporting
- four of a multi-tiered system of supports
- four of a literacy intensive, inquiry-based science approach

Even highly skilled, experienced teachers are likely to experience a learning curve as they enter into this system.

### Addressing the gaps to improve mentoring and induction

WSR's teacher leadership proposal seeks to improve induction into the local system by providing additional support for teachers new to the district through targeted support by building-level induction specialists. Additionally, teachers in their first year in the district will be supported with two days of coverage by a substitute teacher that will allow the new teacher and his or her principal the opportunity to observe other teachers' classrooms and reflect together on those observations.

Teachers serving as leaders in an induction specialist position will be responsible for providing immediate support and guidance related to:

- building procedures
- grade level or department procedures
- day-to-day questions
- common curriculum and assessment practices

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## **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.

## A Coherent Instructional Improvement Strategy to Improve Teaching and Learning

**Theory of Action:** If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers' individual and collective growth, then student learning will improve.

Our proposed teacher leadership and compensation system relies on a quality process to select teacher leaders and define their work, as well as the ability to hold true to our guiding principles and protect the existing teacher leadership culture within the district. We recognize these realities:

- If we fail to match the right people with the right leadership positions, we take great teachers out of classrooms for no reason.
- If we fail to define the right work for our teacher leaders, we risk adding roles without impact.
- If we lose sight of what we value, the culture that defines us is at stake.

This proposal has been developed to increase the likelihood that a teacher leadership system at Waverly-Shell Rock (WSR) will match the right people with the right work in the right way.

The WSR School District proposes a teacher leadership and compensation model comprised of teacher leadership roles built on a practice of professional learning and supported by an ongoing needs assessment process. This model is intended to be a flexible and responsive model that flexes in real time to meet teacher, building, and district needs.

Roles: instructional coaches who effect positive change by serving teachers, lead teachers who advance identified focus areas, mentors who support teachers who are new to the profession, induction specialists who support teachers new to the district, and a leadership team which oversees the model

Practice: strengths-based, job-embedded professional development that is grounded in partnership learning -- the belief that people learn and live best when they come together as partners.

Process: an ongoing set of actions, grounded in the Iowa Professional Development Model, by which information is gathered and reviewed to inform the next right steps.

### Proposed Teacher Leadership Roles

Instructional Coaches lead a process of collaborative inquiry with teachers and administrators to improve student learning at WSR. They use multiple sources of information to analyze student learning and teacher practice in support of teachers' individual professional growth and systemic improvement.

Major Responsibilities:

- Develop and nurture peer relationships with teachers to engage in conversations, share experiences and knowledge, and collaborate
- Observe teachers to understand to gain understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom
- Analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies
- Provide content knowledge and pedagogical expertise through constructive feedback, modeling lessons, co-teaching, and professional development
- Challenge, encourage, and motivate teachers to develop skills and strategies that enhance professional practice and improve student learning
- Strengthen professional learning communities by asking questions, providing access to resources, encouraging reflection, challenging limits, and working to strengthen team culture
- Collaborate with administrators to set goals and identify priorities

Percentage of time engaged in student instruction	0%
Percentage of time performing teacher leader duties	100%
Additional Contract Days	10
Stipend	\$5000

Lead Teachers serve as a point of contact and support in a building for a specific focus identified by the annual needs assessment process. They provide an additional layer of support between teachers and instructional coaches to ensure teachers' needs are identified and supported through the teacher leadership system.

Major Responsibilities:

- Develop and nurture peer relationships with teachers to engage in conversations, share experiences and knowledge, and

collaborate

- Challenge, encourage, and motivate teachers to develop skills and strategies related to an identified focus area in a building by sharing content knowledge and pedagogical expertise through modeling lessons, co-planning, and co-teaching.

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	40 additional hours
	4 days sub coverage
Stipend	\$3000

Mentor Teachers provide support for teachers who are new to the profession in their first two years of teaching. Mentor teachers are assigned in one-to-one relationships with beginning teachers.

Major Responsibilities:

- Provide consultative support related to student needs, standards, curriculum, instruction, and assessment
- Serve as a collaborative partner, developing ideas, solving challenges, applying ideas, and learning together
- Provide feedback on classroom management and instruction
- Participate in classroom observations of other teachers' classrooms with assigned beginning teacher and reflect together on those observations

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	40 additional hours
	2 days sub coverage
Stipend	\$1000

Induction Specialists provide immediate support and guidance for career teachers who are new to the district.

Major Responsibilities:

- Communicate regarding building procedures
- Share information related to grade level or department procedures
- Answer day-to-day questions
- Share common curriculum and assessment practices

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	10 additional hours
Stipend	\$250

District Leadership Team Members provide oversight for district-wide efforts related to curriculum, assessment, professional development, and related issues, including monitoring and evaluation of the proposed teacher leadership system. The District Leadership Team is inclusive of the Teacher Quality, Professional Development, and Iowa Core Implementation teams.

Membership includes at least:

- Representative from each elementary building
- Representatives from the middle school
- Representatives from the high school
- Special area representative
- Special education teacher
- Administrators

Major Responsibilities:

- Meet monthly after school to facilitate two-way communication between the team and the building and/or constituent groups each member represents
- Provide oversight of the district's Teacher Leadership and Compensation system
- Provide oversight of the district's Iowa Core implementation process
- Provide of the district's professional development, including the needs assessment process
- Provide oversight of the district's Teacher Quality, Professional Development, Iowa Core, and Teacher Leadership and Compensation budgets

Percentage of time engaged in student instruction	100%
Percentage of time performing teacher leader duties	10 additional hours
Stipend	\$250
Members may serve in additional capacities within the team, such as: co-chair, secretary, and sub-committee representatives	\$200 for additional capacities

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.

WSR will follow current practice of internal posting for teacher leadership openings. The Site Based Review Council (SBRC), which will include an equal number of teachers and administrators, will review applications and make recommendations to the superintendent for appointment.

#### Instructional Coaches

Instructional coaching positions will be posted annually. To apply for instructional coaching positions, teachers will submit application materials to the SBRC, including a written narrative which explains why he or she is likely to be successful in the role. The SBRC will complete a review of application materials using a rubric to assess based on the following selection criteria:

*Likelihood of success in the role:* Supporting evidence should address collaboration with peers that resulted in improved student learning.

*Evidence of professional growth:* Supporting evidence should address identifying a problem of practice, then finding and using resources to address it.

*Evidence of teaching effectiveness:* Supporting evidence should address setting and achieving goals related to professional and student learning.

Applicants selected as promising candidates through the materials review process will proceed through an interview with the administrative team, which will use a rubric to make recommendations to the superintendent for selection. Instructional coaches will be evaluated by the Director of Educational Services.

Teachers in instructional coach positions will remain in their current seniority pool and continue to accrue years of experience for all purposes while serving as an instructional coach. Teachers serving as coaches must reapply each year. However, coaches in good standing through the annual evaluation process will have a streamlined re-application process. When a coach moves back into a teaching position, he or she may request to be reassigned to his or her previous teaching position, and the district will make a good faith effort to do so.

#### Lead Teachers

Upon conclusion of the needs assessment process each spring, the district will post a call for lead teachers to support areas of identified focus. The SBRC will review application materials and may use a brief interview process to identify promising candidates to recommend for appointment.

*Measures of Teacher Effectiveness:* Lead teacher applicants must submit a written narrative that explains why he or she is likely to be successful in the role and includes supporting evidence that demonstrates teaching effectiveness relevant to the identified area of focus.

*Evidence of Professional Growth:* Lead teacher applicants must submit a written narrative that explains why he or she is likely to be successful in the role and includes supporting evidence that demonstrates a successful history of collaboration with peers that resulted in professional growth and improved student learning.

Teachers serving as lead teachers must reapply each year. However, lead teachers in good standing through the annual evaluation process who continue to represent a strong match for an identified focus area may have a streamlined re-application process. Lead teachers will be evaluated by their respective building principal(s).

#### Mentor Teachers

A call for mentor teachers will be posted each spring. Teachers who are interested in serving as a mentor may self-nominate, be nominated by the Waverly-Shell Rock Education Association (WSREA), or be nominated by a principal. The SBRC will review nominations and recommend a list of mentor teachers who may be assigned to a beginning teacher by a building principal.

*Measures of Teacher Effectiveness:* Nominees must demonstrate through his or her most recent evaluation

*Evidence of Professional Growth:* Nominees must demonstrate evidence through his or her most recent Individual Professional Development Plan (IPDP).

Mentor teachers will be evaluated by their respective building principal(s).

#### Induction Specialists

A call for induction specialists will be posted each spring. Teachers interested in serving as an induction specialist may self-nominate, be nominated by the Waverly-Shell Rock Education Association (WSREA), or be nominated by a principal. The SBRC will review nominations and recommend a list of induction specialists each spring who may be assigned to teachers who are new to the district by a building principal.

*Measures of Teacher Effectiveness:* Nominees must demonstrate through his or her most recent evaluation

*Evidence of Professional Growth:* Nominees must demonstrate through his or her most recent IPDP.

Induction specialists will be evaluated by their respective building principal(s).

#### District Leadership Team Members

A call for District Leadership Team (DLT) members will be posted each spring. Teachers who are interested in serving on the DLT may self-nominate, be nominated by a principal, or be nominated by WSREA. The SBRC will review nominations and recommend to the superintendent a list of teachers to serve on the DLT. Recommendations should consider stakeholder representation and support a staggered, three-year rotation of membership to support continuity. Each year the DLT will select from its membership members to serve in the roles of co-chair and secretary and serve on subcommittees.

*Measures of Teacher Effectiveness:* Nominees must demonstrate through his or her most recent evaluation

*Evidence of Professional Growth:* Nominees must demonstrate through his or her most recent IPDP.

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## **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.*

The primary function of Waverly-Shell Rock's (WSR) proposed TLC system is job-embedded professional development that takes place in classrooms, in real time, with current students, and is focused on issues of practice. The primary mechanism that supports the function of job-embedded professional development is partnership learning. The principles of partnership learning -- equality, choice, voice, reflection, dialogue, and praxis -- create a system in which teachers learn, work, and grow as partners to positively impact student learning.

<b>Teacher leadership positions</b>	<b>Role(s) in the creation and delivery of professional development</b>
Instructional Coaches	Instructional coaches lead a process of collaborative inquiry with teachers and administrators to improve student learning at WSR. They use multiple sources of information to analyze student learning and teacher practice in support of teachers' individual professional growth and systemic improvement. They lead professional development efforts.
Lead Teachers	Lead Teachers serve as a point of contact and support in a building for a specific focus identified by the annual needs assessment process. They provide an additional layer of professional development support between teachers and instructional coaches to ensure teachers' professional development needs are identified and supported.
Mentor Teachers	Mentor Teachers provide additional support - related to professional development and more - for teachers who are new to the profession in their first two years of teaching.
Induction Specialists	Induction Specialists provide immediate support and guidance - related to professional development and more - for career teachers who are new to the district to hit the ground running with district initiatives.
District Leadership Team (DLT) Members	DLT Members provide oversight for district-wide efforts related to curriculum, assessment, and professional development.

To avoid limiting the future to what we know today, WSR's teacher leadership system is a set of defined teacher leadership roles, guided by a needs assessment process that is rooted in the Iowa Professional Development Model (IPDM) designed to ensure teacher leadership is a dynamic system that flexes in real time to meet individual teacher, broader building, and holistic district needs.

<b>IPDM Element</b>	<b>TLC plan alignment</b>
Collecting and Analyzing Student Data	Each spring the DLT will conduct a needs analysis that considers the perceived needs of teachers and analysis of school/grade level/content area/subgroup performance results. The DLT will compile and report these results to district stakeholders.
Goal Setting and Student Learning	After collecting and analyzing student data, the DLT will set goals for student learning and identify and focus areas and outcomes for professional and development. Once focus areas are identified, the district will post Lead Teacher openings for identified focus areas.
Selecting Content	Instructional coaches and lead teachers - in consultation with the DLT- will identify professional development content that is grounded in an evidence base to support each focus area.

Designing Process for Professional Development	In consultation with the administrative team, instructional coaches and lead teachers will develop plans, roles, content, and schedules to support goal attainment. These will be shared with the DLT to receive feedback.
Training/Learning Opportunities	<p>Instructional Coaches will provide ongoing opportunities for all teachers to engage with theory, demonstration, practice, and collaboration by:</p> <ul style="list-style-type: none"> <li>•Providing content knowledge and pedagogical expertise through constructive feedback, modeling lessons, co-teaching, and professional development</li> <li>•Challenging, encouraging, and motivating teachers to develop skills and strategies that enhance professional practice and improve student learning</li> <li>•Strengthening professional learning communities by asking questions, providing access to resources, encouraging reflection, challenging limits, and working to strengthen team culture</li> </ul> <p>Lead teachers will support opportunities for theory, demonstration, practice, and collaboration sharing content knowledge and pedagogical expertise through modeling lessons, co-planning, and co-teaching.</p>
Collaboration	<p>Coaches will meet weekly as a team with the Director of Educational Services and at least monthly with the administrative team to engage in reflective practice and ensure system coherence</p> <p>Coaches will report monthly to the DLT.</p> <p>Instructional Coaches and Lead Teachers will develop and nurture peer relationships with teachers to engage in conversations, share experiences and knowledge, and collaborate</p>
The Study of Implementation	Instructional Coaches will observe teachers to understand individuals' skills, strategies, approaches, demeanor, and personality in the classroom to evaluate and inform implementation.
Ongoing (Formative) Data Collection	<p>Instructional Coaches will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies.</p> <p>Coaches will meet weekly as a team with the Director of Educational Services and at least monthly with the administrative team to reflect on formative data and make adjustments and refinements as needed.</p>
Program Evaluation (Summative)	The DLT will draft a theory of action for each identified focus area and create a KASAB model with indicators to be used for monitoring and evaluation purposes for each identified focus area.

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.**

### Determining the Impact and Effectiveness of the TLC Plan

TLC Goal	Short-term Measures of Effectiveness	Long-term Measures of Effectiveness
Improve student achievement by strengthening instruction	Instructional Coaches will observe teachers to understand to gain understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom to evaluate and inform implementation.	Each spring the District Leadership Team (DLT) will conduct a needs analysis that considers school/grade level/content area/subgroup performance results.
Promote collaboration by developing and supporting opportunities for teachers to learn from each other.	Instructional Coaches will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies.	The DLT will draft a theory of action for each identified focus area and create a KASAB model with indicators to be used for monitoring and evaluation purposes for each identified focus area.
Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Lead Teacher, Mentor Teacher, Induction Specialist, and District Leadership Team Member) and hire teachers to fill them.	The DLT will survey teachers annually, analyze the results, and share them with district stakeholders.
Retain effective teachers by providing enhanced career opportunities.	The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Lead Teacher, Mentor Teacher, Induction Specialist, and District Leadership Team Member) and hire teachers to fill them.	The district will track the percentage of teachers leaving the district to pursue other professional challenges, such as teaching abroad, administrative positions, and teaching at the college level to see if there is a decrease.
Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	Instructional coaches and lead teachers - in consultation with the DLT- will identify professional development plans, roles, content, and schedules.	The DLT will survey teachers annually, analyze the results, and share them with district stakeholders.

### Monitoring, Evaluating, and Adjusting the TLC Plan

Waverly-Shell Rock will form a monitoring and evaluation committee (MEC) that includes a representative team of instructional coaches, administrators, teachers, and other relevant stakeholders. This team will operate as a sub-committee of the DLT and meet on a monthly basis. This team will be charged with tracking the overall impact of the teacher leadership program, as well as quality of implementation.

For the purpose of measuring short-term impact, the MEC will:

- set and track annual goals aligned to teacher leadership program goals
- set and track mid-year outcomes aligned to teacher leadership system outcomes
- collect and discuss informal feedback from teachers, administrators, and teacher leaders on a monthly basis

For the purpose of tracking quality of implementation and long-term impact, the MEC will

- develop a KASAB matrix to define quality implementation and long-term impact in a way that aligns to goals and outcomes identified in Part Two.
- develop strategies, tools, and resources to monitor and evaluate the maturity and effectiveness of the teacher leadership program that include how the performance of teachers and students changes over time.
- develop and oversee an evaluation process for teacher leadership roles.

The evaluation process developed by the MEC will:

- outline a set of standards to be used for evaluation of teacher leadership roles.
- specify timelines and protocols to be used for the evaluation of instructional coaches and other teacher leadership positions.

- include a process for reviewing effectiveness of the evaluation process.

Through this process, the MEC will have the information they need to make recommendations about the future of the teacher leadership program. At the same time, the district will have the information needed to plan and request modifications to the teacher leadership system at WSR.

Using Part 9 application narrative from Year 1?

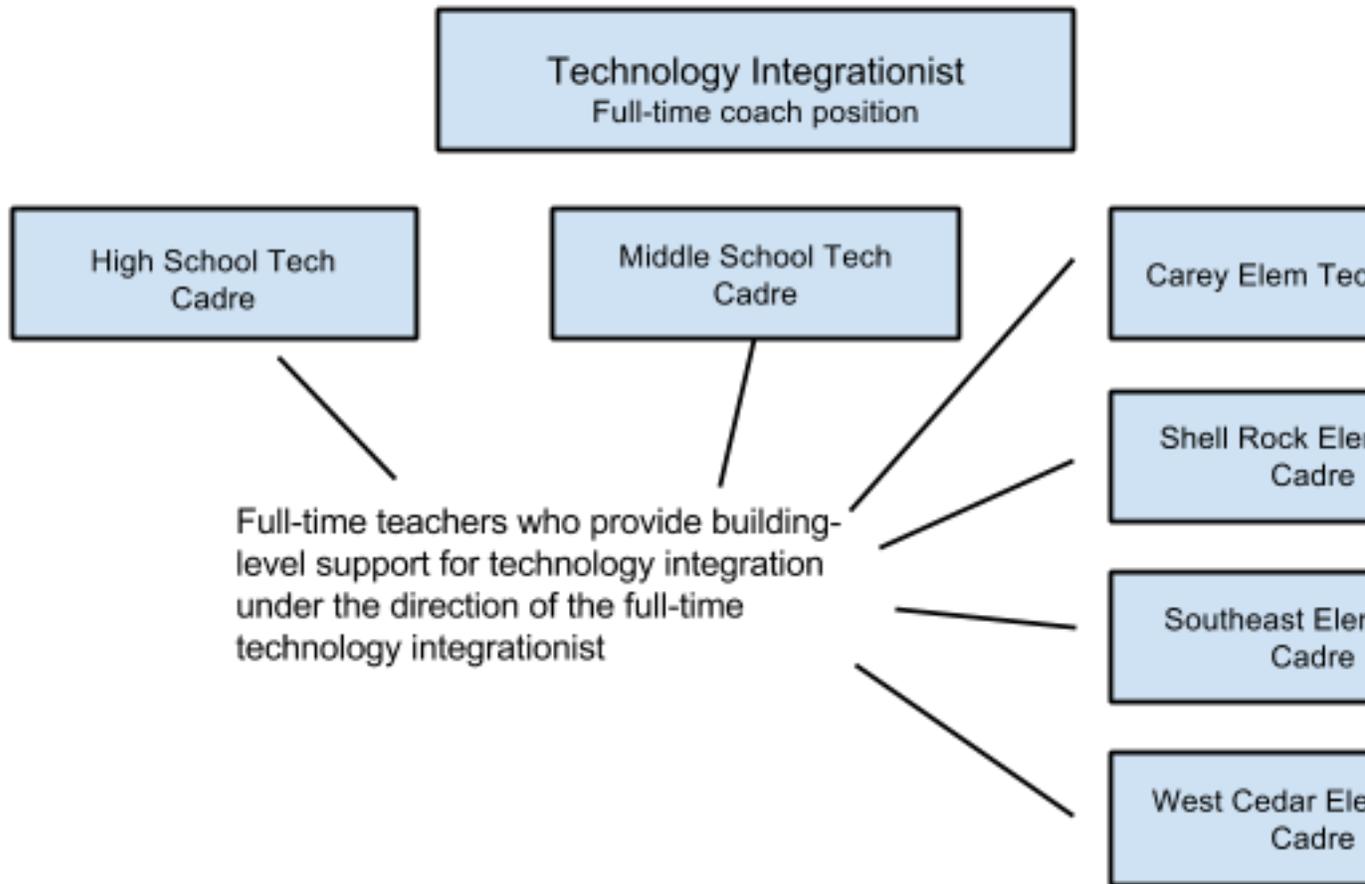
No

**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)**

**Capacity to Implement the TLC Plan**

Waverly-Shell Rock (WSR) has the capacity to implement an improvement model built on instructional coaching and lead teachers, as evidenced by a similar, existing model focused on supporting quality integration of technology. This model exists without financial or structural support from a teacher leadership and compensation plan. Because of the success and popularity of this existing model, its structure largely influenced the development of the proposed teacher leadership system.

Monthly reports to Teacher Quality/Professional Development Team to support systemic cohesi



Data gathered through Clarity, as well as teacher surveys show that teachers appreciate this model and students benefit from it. The fact that we have been able to implement and sustain a small-scale teacher leadership model shows that there is a strong likelihood that are larger scale teacher leadership system can be implemented successfully at WSR.

**Capacity to Sustain the TLC Plan**

In addition to the technology integration model, other teacher leadership system have grown organically among our teachers to be eventually supported by district resources and structures. An example is the work to understand, implement, and scale the Science Writing Heuristic (SWH), a literacy-intensive, inquiry-based approach to teaching science.

What started in one classroom as a higher education partnership has grown to become the foundation of current science curriculum development in the district. One teacher provides guidance and support to a network of teachers who represent all K-8 buildings in the district. Through district-supported workshops and resources, they are well into a collaborative process to create, share, implement, and reflect upon quality science learning experiences for all elementary and middle level students. Teachers identified uneven and disjointed science instruction and worked together to find quality solutions to this identified problem of practice.

Many other examples of this de facto model of teacher leadership that supports job-embedded, teacher-led professional development in support of district mission and vision exist already throughout the district and influenced the proposed teacher leadership system at WSR. We already have a culture in which teachers lead substantive improvement efforts among their

peers.

Ultimately, however, success and sustainability of the proposed teacher leadership system hinge on the effectiveness of the process used to select teacher leaders and define their work within the district, as well as the district's ability to hold true to our guiding principles and protect the existing teacher leadership culture within the district. If we fail to match the right people with the right leadership positions, we take great teachers out of classrooms for no reason. If we fail to define the right work for our teacher leaders, we risk adding roles without impact. If we lose sight of what we value, the culture that defines us is at stake. Recognition of these realities is at the heart of this proposal, which has been developed in a way that increases the likelihood that a teacher leadership system at WSR will match the right people with the right work in the right way.

**Key District Personnel Responsible for Success of the Plan**

Position	Roles in ensuring success of the plan
Administrative Team	<ul style="list-style-type: none"> <li>• Establish clear vision and goals for school improvement efforts</li> <li>• Collaborate with teacher leaders to reflect on formative data and make adjustments and refinements as needed</li> </ul>
Teacher Leaders	<ul style="list-style-type: none"> <li>• Develop positive and meaningful relationships with teachers to support improved teaching and learning</li> <li>• Collaborate with administrators to reflect on formative data and make adjustments and refinements as needed</li> </ul>
District Leadership Team	<ul style="list-style-type: none"> <li>• Provide oversight for efforts related to curriculum, assessment, professional development, and teacher leadership</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Collaborate with teacher leaders and administrators to improve teaching and learning in pursuit of district vision and goals.</li> </ul>

## 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** 1984.27

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

**District Enrollment-Based Allocation** \$612,782.26

**Total Allocation** \$612,782.26

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$99,743.90

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).	\$444,250.00
Amount used to provide professional development related to the leadership pathways.	\$68,788.36
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
<b>Totals</b>	<b>\$612,782.26</b>

### Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

### Total Allocation Budgeted

Total Projected Amount to be Expended	\$612,782.26
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

### Budget Alignment

Using Part 10 application narrative from 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)	

**Budget Model**

Certified Enrollment October 2013	1984.27	\$612,782.26
Projected 15-16 Spending		\$612,782.26

**Budget Model**

Estimated number of teacher leadership roles: 48 of 163.95 Staff = 29% of teachers in leadership roles

No teacher leadership funds are budgeted to meet minimum teacher salary requirements, as WSR already meets the requirement.

All budget amounts are based on current conditions and may be adjusted annually to match increases in payment for off-contract work time for teachers in the district or salary adjustments through collective bargaining.

<b>Instructional Coaches</b>			<b>\$452,500</b>
full time release + 10 days (\$5000 stipend + \$500 benefits)	2 @ K-4	\$181,000	
(estimated at \$85,000 salary and benefits)	1 @ 5-8	\$90,500	
	1 @ 9-12	\$90,500	
	1 @ K-12	\$90,500	
<b>Lead Teachers</b>			<b>\$63,958.40</b>
40 hours (\$3000 stipend + \$497.40 benefits)	8 @ K-4	\$27,979.20	
	4 @ 5-8	\$13,989.60	
	4 @ 9-12	\$13,989.60	
Sub costs for work associated with lead teacher duties @\$125/day	64 days	\$8,000	
<b>Mentors and Induction Specialists</b>			<b>\$17,035.50</b>
40 hours (\$1000 stipend) + \$166 benefits paid to mentors to beginning teachers	6 Mentors	\$6,996	
Estimated 13 career teachers new to the district, served by 7 induction specialists (\$250 per teacher served + \$41.50 ben)	13 NTD	\$3,789.50	
Sub costs for work associated with mentoring and induction 2 days @\$125/day for 25 new teachers and mentors	50 days	\$6,250	
<b>District Leadership Team</b>			<b>\$10,500</b>
14 member stipends @ \$250 each	14 members	\$3500	

Co-chair and secretary stipends @ \$200 each		\$400	
4 site based review council subcommittee members stipends @ \$200 each		\$800	
4 TLC mon/eval subcommittee members stipends @ \$200 each		\$800	
Sub costs for work associated with selection and monitoring and evaluation (5 days each person)		\$5000	
<b>Professional Development</b>			<b>\$68,788.36</b>
Represents a larger PD investment in year one, which may be scaled back in second and consecutive years			

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## 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