



Application

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

95324 - Wayne Community Schools TLC Application

Teacher Leadership and Compensation System

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

Agency

Organization Information

Organization Name:

Wayne Community Schools

Organization Type:

K-12 Education

Tax ID:

42-0924497

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Benefactor

Vendor Number

Recipient Information

District Wayne Community School District

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

County-District Number 93-6854

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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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)

Teacher Leadership and Compensation Plan Application
Abstract/Executive Summary

For the past 4 years, professional development at Wayne Community School District (WCSD) has been focused on **improving instruction** and consequently **student achievement**. The Professional Development Leadership Team (PDLT), teaching staff, and administration have been working with Characteristics of Effective Instruction (CEIs). Each teacher focuses on one of the five CEIs each year and works with a focus group researching, planning, implementing and evaluating their use of that particular CEI. We continue to see our staff improving their instruction through formal and informal observations at all grade levels.

The WCSD Teacher Leadership Compensation (TLC) planning committee has examined our current practice and developed a plan that will enhance and improve our present staff learning. Our vision is that new staff responsibilities and FTE will provide much increased guidance and support for our teaching staff and allow them to improve their instruction even more as they incorporate the CEIs. This will be accomplished through the use of the instructional coaches and their focus on helping all of our staff to improve their instruction. This has been the primary stated purpose of the statewide TLC system.

In developing the TLC plan for WCSD, the planning committee worked hard to craft a system that would enhance what the district is currently doing with staff development and improving instruction. The planning committee also focused on the stated goals of the legislation. The design of our program is to **provide leadership opportunities** for our staff, while **minimizing the loss of instructional time** for these same teacher leaders. Parents (as well as some legislators) have voiced their concerns about moving excellent teachers away from the students. Again, we feel our plan reduces that significantly. The WCSD plan may be somewhat unique, but it best combines the state goals with our district goals and needs.

The district will have the equivalent of 1.6 FTE to act as **Instructional Coaches** within the two buildings. These will be broken down to include two (2) .4 FTE in each of the buildings. These will be available at different times throughout the day. Their role will be to observe, assist, teach, coach, and also lead instruction/practice during professional development sessions. The district's intent is to hire staff from within to fill these roles. We plan to use a combination of release time and after school time to meet the needs of our staff, and to allow our best teachers to remain in the classroom as much as possible.

Wayne Community School District will also use funds to pay for a **Technology Coach** at .2 FTE. The role of this individual will be to provide instruction and coaching to teaching staff, as it pertains to infusing technology into their instructional practices. Edmodo, Smart boards, Google, Google Docs, etc. are just a few of the tools that will be used. This person will also be using a combination of release and after school time, as with the instructional coaches.

Model Teachers will be included as a part of the TLS plan. Up to .2 FTE will be involved in during or after school time. These individuals will be available to be used as a model, as teachers will observe them in their instructional practices. We also plan for them to be available to meet with the "observers" to discuss methodology and practice as it pertains to what they saw. All of the "coaches" will work collaboratively with the "models", and use them as a tool for the improvement of all staff.

New teachers (and teachers new to the district) will have **Mentor Teachers** assigned to them (.1 FTE). These individuals will follow the Wayne Community School District Mentoring Plan, already in place. Their role will be to provide insight and support to new staff members, including assistance with evaluation processes, professional development, and district policies.

Finally, the district will hire a .5 FTE as the **TLC Coordinator and Professional Development Leader**. His/her role will be to coordinate all of the interactions that will occur with the TLC system, (mentor/mentees, coach/"student", etc.). They will also organize all professional development in collaboration with the administrative team and assure that professional development is aligned with the WCSD TLC program, in accordance with the stated goals of the legislation.

All FTE numbers are approximations. Our intent is to hire staff to fill these roles from within our current staff and to use a mix of release time and after school time to fill the FTE's. This allows our staff to have **enhanced career opportunities** and creates **increased leadership responsibilities** for staff that desire them.

We want our current staff to be compensated for leadership responsibilities while limiting the amount of time released from instructional duties; therefore, we have developed the hybrid plan of release and extra time. Our committee felt this was the best way to meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students. We feel our plan reduces that significantly. The Wayne Community School District TLC plan may be somewhat unique, but it best combines the state goals with our district goals to **improve teacher instruction** and **improve student achievement**.

Wayne Community's administration, teachers, school board, and parents support our TLC plan. Over 30% of our teachers have

agreed to fulfill new leadership roles this year. Wayne Community is so committed to the TLC vision that we initiated a TLC pilot program in the 2014-2015 school year, without the additional state financial funding!

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Part 1 - Use of Planning Grant & Stakeholder Engagement & Commitment

The Wayne Community School District (WCSD) began the TLC application process during the 2013-2014 school year. At the beginning of the academic year, the superintendent informed teachers about the \$7,500 TLC planning grant. He asked for teacher input and staff membership for the planning committee. Parents were contacted to participate in the planning process resulting in a committee comprised of two elementary teachers, two secondary teachers, one elementary parent, one secondary parent, one elementary principal, one secondary principal, and the superintendent. Three teachers are also members of the local Education Association. The committee met 8 times, twice a month, between October and January for 1-2 hours per session. This included a full day in Ottumwa at the Great Prairie Area Education Agency (GPAEA) TLC grant-writing collaboration session and a full day observing the Central Decatur School District's Teacher Advancement Program (TAP); grant money was used to pay for teacher coverage and compensate parent members for their time. The committee met and collaborated for 20+ hours over this timeframe. All members of the planning committee were also paid a stipend for their time spent as a part of the committee, including time for research and preparation at home.

In October's first TLC planning meeting, parents, teachers, and administrators reviewed the following information: The Iowa Department of Education Guidance for TLC, State Teacher Leadership Task Force Goals, TLC Application Scoring Rubric, TLC Application Deadline, and samples of teacher leadership models. The committee discussed how a TLC program could advance what we are already doing in the realms of professional development with Iowa Core, Characteristics of Effective Instruction (CEI), and teacher collaboration in our district. Administration recorded meeting minutes, managed timekeeping, and provided members with documents/on-line resources to review for a deeper understanding of implemented TLC plans, including the National Institute for Excellence in Teaching (NIET) TAP research.

The WCSD TLC planning committee next attended the GPAEA TLC grant-writing session. Rich conversations occurred regarding the commission's vision, theory of action and goals, our local district's visions/goals, and our key school improvement initiatives. The theory of action coincides with our current PD plan goal of **improving instructional strategies to improve student learning**. We reviewed the direction WCSD has taken over the past four years with the CEI and the Iowa Core and how the TLC plan would further enhance this process in our PD. We discussed the importance of recruiting and retaining effective teachers and promoting further teacher collaboration. An explicitly outlined TLC plan would provide more feedback, more professional growth, and improve student learning.

In December 2013, Central Decatur's project coordinator provided a one hour overview to our planning committee of how their district was awarded a Federal Teacher Incentive Fund (TIF) Grant to work with the National Institute of Excellence in Teaching (NIET) to implement the System for Teacher and Student Advancement (TAP). On December 12th, the planning committee visited on-site in Leon to observe how they were currently implementing TAP. Our committee spoke with staff members and observed elementary/secondary cluster groups. The committee reconvened in our district to reflect upon what we thought the TAP system would look like compared with what we had observed. We were impressed with the organization of the activities and discussed how this may improve instruction.

Group members continued to research and share TLC systems in place across the nation. As we drafted our plan, we tried to adapt comparable components from several systems and align them to the Iowa Professional Development Model (IPDM) to fit our district's needs. Three teachers and two administrators agreed to write at least one component of the initial TLC grant application; one teacher committee member and one community member, not involved in the planning process, agreed to edit/proofread the grant proposal. Initial concerns about quality teachers being removed from their classrooms were resolved with the development of a high-quality TLC plan which will improve instruction in every classroom and for every student.

All stakeholders are fully committed to the plan in their own capacity: Our **administrative team** fully supports the TLC process with its active engagement on the planning committee and by covering teachers when needed. Administrators look forward to working with teacher leaders as they observe, assist, teach, coach, and provide feedback. Leaders continue to attend workshops to garner additional information about TLC. Over 30% of our **teachers** have agreed to fulfill the new leadership roles this year*. Teachers on the committee served as liaisons for the remainder of the staff. The staff, who provided feedback

throughout the process, are prepared to further staff collaboration, modeling and mentoring. Frequent committee discussions, emails to staff and **school board** provided feedback, and eventually approval, of the WCSD TLC plan. **Parents** are committed to the TLC plan through their overall desire to want what is best for student improvement. Parents and community members were informed throughout the process via articles in the local newspaper and on the district website. Our School Improvement Advisory Committee (SIAC) was briefed upon the plan's development, and has provided consistent feedback and strong support for our on-going PD work with CEI.

*Wayne Community is so committed to the TLC vision that we initiated a TLC pilot program in the 2014-2015 school year, without the additional state financial funding!

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.

Part 2 - Vision and Goals

The Wayne Community School District (WCSD) TLC Planning committee examined our current practice and developed a vision that will enhance and improve our staff learning as it also aligns with the state's vision and action goals. It is the **mission of Wayne Community Schools** to provide students with the opportunity to gain the skills and knowledge needed to succeed beyond the structure of our school system, including but not limited to being: productive citizens; effective parents; proficient, dedicated, and knowledgeable wage earners; students prepared for all facets of post-secondary education; moral and ethical leaders.

Wayne's Comprehensive School Improvement Plan (CSIP) Goals are:

- Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- Goal 4: All K-12 students will use technology in developing proficiency in reading, math, and science.
- Goal 5: Students will demonstrate leadership skills at all levels.

For the past four years, staff development at WCSD has focused specifically on the goal of **improving instruction with the ultimate goal of improving student achievement**. To do this, the teaching staff have been working with Characteristics of Effective Instruction (CEI). Teachers have focused on one of the five CEIs each year and, as a member of a specific focus group, researches, plans, implements, and evaluates/reflects upon his/her use of that particular CEI instructional strategies and how it increases student learning.

In 2013-2014, as another component of our vision to improve instruction, the district initiated our goal to **increase collaboration** time with our staff members. The 36 hours mandated by the state is easily met by our staff;

- The secondary building has moved to a nine period day and reserved one period for teachers to collaborate with a colleague(s).
- The elementary staff uses before /after school time, as well as release time, for collaboration.
- CEI focus groups meet monthly and are another example of staff members sharing and providing feedback to each other.
- The district's Professional Development Leadership Team (PDLT) meet 5-6 times throughout the year to assess, discuss, modify, plan, and reflect upon our on-going professional development.

Other goals of the WCS district TLC planning committee included **enhancing career opportunities** for highly effective teachers and **rewarding growth and effectiveness** of our current staff. We want our current staff to be compensated for new leadership responsibilities while limiting the amount of time released from instructional duties; therefore, we have developed the hybrid plan of release and extra time. Our committee felt this was the best way to meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students. New TLC responsibilities will provide increased guidance and support for our teachers and allows for them to further improve their instruction as they incorporate the CEIs.

This will be accomplished through the use of the instructional coaches and their focus on helping all of our staff to improve their instruction. Through our new instructional coaches, technology coach, model and mentor teachers, we will be able to also provide a greater variety of support for new teachers. We will be able to attract and retain quality new teachers through these practices and our beginning salary, including the TSS, is above the minimum of \$35,000.

While our building administrators have the primary responsibility for instructional leadership, the reality is that their other responsibilities and work prevent them from accomplishing all that they want. As the WCSD TLC plan develops, we see our instructional coaches working with staff on Response to Intervention (RtI)/MTSS strategies and other research-based strategies. Our leadership coaches/team will be of great assistance to our teachers and administration to develop a quality education in our children lives by **enhancing instruction and student learning**.

The PD/TL coordinator, technology coordinator, and instructional coaches will discuss our impact and effectiveness by meeting a minimum of **twice a month** and will meet **quarterly** with administration, model, and mentor teachers. All teachers and administrators will be **surveyed annually** with the **Building/District Profile IPDM rubric to monitor/evaluate** the

effectiveness of the TLC plan. Candidates selected for the teacher leadership positions will be reviewed annually through a **peer feedback** system, as well as through an evaluation performed by the building principal using the same rubric as above. All of this information will be used by the selection committee to determine new assignments, reassignments, or discontinuation of a leadership role. The teacher leadership positions will be an appointment for a **one year time period**. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role. Teacher leaders who wish to leave their role and return to the classroom full-time should make that request by March 15.

The WCSD is so committed to the TLC vision that a pilot program, "Improving Teaching and Learning" (ITL), will begin during the 2014-2015 school year without TLC funding. Leadership roles have been assigned and the program has been approved by the school board and teachers. We envision that the TLC plan that we implement will supplement, tremendously augment, and further improve our current collaborative practices as we implement these new roles in teacher leadership.

Using Part 3 application narrative from Year 1?

Yes

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

Part 3—Connection to School Improvement

Wayne Community School District's (WCSD) TLC plan will closely align with the school district's school improvement initiatives. Our school is devoted to enhancing our teachers' skills so that we have continual improvement in student learning. Some of the initiatives we are currently involved in to support our goals include: K-3 literacy, Iowa Core implementation, Response to Intervention (Rtl), Characteristics of Effective Instruction (CEI) and Capturing Kid's Heart (CKH). These initiatives help us as a school determine which students are at risk and improve the instruction the students receive. WCSD will use TLC plans along with our current processes to identify and support practices so that every student will be a lifelong learner.

One of our structures involves a strong focus on K-3 early literacy. Our TLC plan will have an in-depth emphasis on teachers working with others to build student learning strategies. Our Instructional Coaches at the Elementary will lead teams of teachers in a variety of approaches to teach at the universal and targeted levels of instruction, and model teachers will demonstrate effective strategies. We have adopted a Guided Reading program through a Reading First grant. We have a ninety minute reading block time, with forty-five minutes devoted to very small group instruction. Afterschool and summer school programs are offered to a targeted group of struggling students to provide intensive interventions in the areas of reading and math.

WCSD is dedicated to Iowa Core implementation. The Iowa Core is a focus on results rather than the means of how to teach. When we as a district focus on the required achievements, it allows best practice for classes or students to determine how those goals are reached. We have spent time in research and alignment with the Iowa Core resulting in curriculum changes and a new and improved focus among our teachers. Once we implement our TLC plan our instructional coaches and technology coach will be working with and training our classroom teachers with tools and knowledge from their professional expertise. Model teachers will be used to demonstrate effective strategies as well. This will promote greater student achievement and a higher level success in meeting the goals of Iowa Core. Such supports are key in our district's efforts to improve student learning.

The plan will also tie our current professional development work with the Characteristics of Effective Instruction (CEI) into an intensive hands-on application approach for our teachers to improve instruction. Over the past four years WCSD has spent time in professional development with the mindset of building teaching strategies to improve student learning. Our staff is divided into five groups that include: Student Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigor and Relevant Instruction, and Teaching for Learner Differences. All of these groups strive to incorporate technology into their instruction, in order to improve student learning. These focus groups have helped lead our school into being one of the top schools in our area.

Response to Intervention (Rtl) allows educators to judge the overall effectiveness of their educational system by examining data on students and identifying students who need additional supports. WCSD use the Rtl framework to drive instructional decisions to ensure all learners demonstrate proficiency in the Iowa Core standards and leave school ready for life. We also are excited with the opportunity to strengthen this structure with our TLC plan. Our new Instructional Coach roles will train and develop our regular classroom teachers in the Rtl framework. The Instructional Coaches will focus on continuous school improvement by defining/diagnosing the problem, developing a plan, and then evaluating the plans results for effectiveness. These new Instructional Coach roles will help to increase the success of our Rtl work because of the implementation fidelity.

Capturing Kids Hearts (CKH) is a process and a belief that transforms classroom and campus environment to a place filled with trust, respect, and caring relationships. These relationships pave the way for a higher performing learner. WCSD has trained its entire staff in CKH philosophy, and they have learned and practiced skills to use and model in their classrooms and school facility. We also have continuing staff development on CKH, and teachers/staff have peer collaboration and reflection logs that they incorporate to hold them accountable. CKH has become part of our culture. We foresee our Instructional Coaches and Model Teachers working with staff in proper implementation of the process. Once again, we believe we will see more fidelity in the implementation with increased observation opportunities.

We see our programs and initiatives as valuable, and they have helped drive us to be a student centered learning institute. Our TLC plan will allow us to be more focused and have the opportunity to tie our programs together. All of our teacher leaders will create time and resources for all of our programs to be under a comprehensive plan. Our TLC plan develops intense communication and discussions that allows us to build our programs under one model. This roadmap facilitates rigor but will create more time and resources for teacher leadership.

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)

Part 4 - Improvements for New Teachers

The Wayne Community School District (WCSD) has a history of retaining a loyal veteran workforce of teaching professionals. As new teachers are hired, the new TLC plan will better utilize our teacher leaders as mentors and the additional funding will provide a greater capacity to improve induction into the teaching profession for new teachers. One-to-one mentoring will continue but improvements to the process will be significant in regards to additional time and support for the new teacher and their mentor. A veteran mentor best expressed our vision for the TLC plan's role in mentoring/induction, **"I think that the exposure that they may gain to different techniques and teaching styles can benefit their reflection on things that they have done or are planning. I think potentially it is more like the staff being a mentor than just one assigned teacher... if they take the program seriously and want to improve, not just create a portfolio of documents just to get the "hoop" completed."**

Because we have good retention in our district, a survey analysis of the district's current induction/mentoring program indicates that our current program has been effective in helping to grow and retain quality professionals at WCSD. This success has been accomplished due to the many discussions, feedback sessions, and classroom observations that occur between mentees and mentors often outside of the scheduled school day. A recently hired teacher states, **"I've highly enjoyed the mentor program. [My mentor] has been a wonderful help to me, both in schedule logistics, but also with classroom management, and helping with content inside the classroom! As far as improving it, I don't have anything. [My mentor] has gone above and beyond what I expected. The teacher-leader collaboration I haven't experienced yet, but I do see it as valuable to learn from more experienced teachers!"**

New teachers need to have immediate support early upon arrival to the district. Through the TLC plan, mentoring and induction efforts in our district will be enhanced by the extension of contract days (2-3) prior to the starting date of school. New teachers and mentors will review and discuss the district contract, schedules, crisis plans, and other vital information thoroughly at this time. This uninterrupted time between the new teachers and mentors will begin to develop a communicative and working relationship that will continue for years. Release time will be provided to mentors and new teachers for mentor/induction training at the GPAEA. Support opportunities in content areas such as Talented & Gifted, Vocational Agriculture, etc., will be encouraged to develop professional learning and relationships within state/district levels. We encourage our new teachers to take advantage of the many resources available to them to positively assist them in the induction process.

Time constraints are a frequently voiced and valid concern from recent mentor/new teacher experiences; available time to meet beyond collaboration periods, to work on class prep/planning, ICDP, or correcting schoolwork, would be extremely beneficial for the relationship. WCSD is working to build schedules with same collaboration and prep periods for these teachers. Efforts will be made to assign new teachers/mentors to the same Characteristics of Effective Instruction (CEI) focus groups. This will provide more comprehensive PD instruction regarding CEI implementation as well as the district's Capturing Kids' Hearts (CKH) philosophy. Still new teachers are often overwhelmed with additional responsibilities of assigned duties, extra-curricular, and coaching. For some, it is difficult to meet before or after the school day. One mentor suggests, **"We should try to protect new teachers with some scheduled breathing space, perhaps by not giving them additional duties, so they can be better prepared for their classrooms. Time, well spent, will provide for smoother classroom learning and less stress for both the teacher and the students."**

Another mentor stated, **"... scheduling times that I could get into the new teacher's classroom was difficult at times. I actually arranged where I got in once a week---but always at the same time---needed to see different things at different times of the day. I would like to see coverage for an hour, or two, weekly so that the mentor and new teacher could go somewhere to discuss classroom management, lesson planning, and other concerns of the new teacher."**

The effectiveness of current mentoring is heavily based upon the efforts of the mentor. The TLC plan provides for a Professional Development Coordinator to oversee our district mentoring/induction program. The PD Coordinator will be responsible for scheduling observations/ planning learning experiences for new teachers; providing more time for teacher leaders and mentors to observe the new teacher's classroom and vice-versa. New teachers will observe model teachers,

discuss and reflect upon what was observed, and create their own lessons implementing the observed strategies, providing optimal professional growth for a new teacher. This enriches not only the new teacher's experience, but ultimately the learning environment for the entire district!

The current mentoring/induction program at Wayne Community Schools indicates, despite a lack of time, a well-functioning program. The TLC plan will further assist our mentoring/induction program at Wayne by allowing us to significantly improve the areas outlined above, providing hard data vs. anecdotal evidence by assessing mentor/new teacher logs and creating surveys for feedback as quarterly reviews. As we continue to diligently coach and mentor our new teachers, we can fully expect better classroom instruction, which will in turn lead to our district's ultimate goal of improving student learning and achievement.

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.

Part 5 - Teacher Leadership Roles

In developing the Teacher Leadership Compensation (TLC) plan for Wayne Community School District (WCSD), the planning committee worked hard to craft a system that would enhance what the district is currently doing with staff development and improving instruction and focus on the stated goals of the legislation. The design of our program is **to provide leadership opportunities** for our staff, while **minimizing the loss of instructional time** for these same teacher leaders. Parents and some legislators have voiced their concerns about moving excellent teachers away from the students. We want our current staff to be compensated for leadership responsibilities while limiting the amount of time released from instructional duties; therefore, we have developed the hybrid plan of release and extra time. Our committee felt this was the best way to meet our district's needs without disrupting valuable classroom time for highly effective teachers and their students. We feel our plan reduces that significantly. The WCSD plan may be somewhat unique, but it best combines the state goals with our district goals and needs.

The new TLC job descriptions for the various roles are listed below. They have been aligned by our planning team with the additional responsibilities, corresponding stipends, and contract days associated with them.

Professional Development/Coaching Coordinator

(50% of time performing teacher leader duties; 50% engaged in student instruction)

- Plan and organize professional development activities designed to improve instructional strategies
- Facilitate/lead Professional Development Leadership Team (PDLT) in developing and implementing school-wide professional development sessions related to instruction, curriculum planning, and assessment
- Support teacher growth and reflective practices
- Engage in development and implementation of curricular materials
- Coordinate coaches/observations
- Document data and report to administration/district
- Assist with Iowa Department of Education reporting
- Report to administrative team

Instructional Coaches

(50% of time performing teacher leader duties; 50% engaged in student instruction)

- Facilitate teacher observations in classrooms for the purposes of improving instruction
- Provide classroom feedback and modeling (group and individual)
- Provide one-on-one support for teachers when needed
- Instruct and coach during professional development time or other shared opportunities
- Plan and organize professional development practices throughout and across the curriculum
- Provide staff leadership to ensure understanding of and promote the educational goals of the school district
- Document and report to the Coaching Coordinator
- Collaborate with building principals and coaching coordinator
- Research and participate in professional growth activities to keep abreast of current and future trends.

Instructional Technology Coach

(25% of time performing teacher leader duties; 75% engaged in student instruction)

- Observe in classrooms for the purposes of improving instructional technology
- Facilitate other teacher observations that utilize technology in the classroom
- Provide classroom feedback and modeling (group and individual)
- Instruct and coach during professional development time or other shared opportunities
- Provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool
- Provide one-on-one support for teachers when needed
- Document and report to the Coaching Coordinator

- Collaborate with building principals and coaching coordinator to integrate technology throughout and across the curriculum
- Participate in professional growth activities to keep abreast of current and future trends in instructional technology

Model Classroom Teachers

(100% of time engaged in student instruction)

- Model effective teaching that demonstrates best classroom instructional and management practices
- Implement professional development focus
- Advocate for district- or building-developed school improvement
- Provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices that impact student achievement
- Accept visitors in the classroom during instructional and non-instructional times
- Work with and accept coaching from the instructional coach, as needed
- Assume a leadership and mentoring role with other teachers in the school/district

Mentor

(100% of time engaged in student instruction)

- Be knowledgeable with Iowa's teaching standards
- Assist beginning educator in goal setting and portfolio development
- Familiarize beginning educator with the culture of the school (unwritten rules)
- Assist beginning educator in finding resources
- Share wisdom and problem-solve with beginning educator
- Model professional behavior and sponsor beginning educator involvement in the profession
- Counsel and motivate the beginning educator; help him/her feel at ease and valued
- Help beginning educator build a network structure within and beyond the school district

These roles have been designed to provide teacher leaders the opportunities to work collaboratively and coherently following our TLC program's chain of command, while providing informative feedback and reflection to strengthen the instructional needs of our staff and to increase student achievement throughout our district.

The WCSD district will hire a .5 FTE as the **TLC Coordinator and Professional Development Leader**. His/her role will be to coordinate all of the interactions that will occur with TLC system (mentor/mentees, coach/teacher/"student", etc.). She/he will also organize all professional development in collaboration with the administrative team and assure that professional development is aligned with the IPDM and the WCSD TLC program.

WCSD will have the equivalent of 1.6 FTE to act as **Instructional Coaches** within the two buildings. These will be broken down to include **two (2)** .4 FTE in each of the buildings. One will be available in the a.m. and one in the p.m. His/her role will be to observe, assist, teach, coach, and lead instruction/practice during professional development sessions. These Instructional Coaches would spend 50% of their time in their classroom, and 50% in their Instructional Coach role, in a "non-instructional time" and "release time" combination. This would happen 4 days per week. On the 5th day, the teacher would be in their classroom the entire day.

The administration will schedule the individuals in their buildings so that one is available all the time, if possible. We will have coverage, as needed, for classroom time.

Instructional Coaches will have 10 days extra contract time beyond the normal 190 days. This time can/will be fulfilled hourly throughout the year, with that time being documented by the instructional coach. Instructional Coaches will receive a \$10,000 stipend.

The district's intent is to hire staff from within to fill these roles. We plan to use a combination of release time and after school time to meet the needs of our staff, and to allow our best teachers to remain in the classroom as much as possible.

WCSD will also use funds for a **Technology Coach** at approximately .2 FTE. The role of this individual will be to provide instruction and coaching to teaching staff, as it pertains to infusing technology into their instructional practices. Edmodo, Smart

boards, Google, etc. are just a few of the tools that will be used. The Technology Coach would spend 75% of his/her time in his/her classroom and 25% of their time in the technology coach role, in a “non-instructional time” and “release time” combination. This would happen 4 days per week. On the 5th day, the teacher would be in his/her classroom the entire day. This person will also be using a combination of release and after school time, as with the instructional coaches.

Model teachers will be included as a part of the TLC plan. Model Teachers will spend up to 2 hours per week of collaboration time, and will spend nearly 100% of their time in the classroom. We will have up to **6 total staff members** in each building in these roles. They would each receive \$2,000 as a stipend. If additional “time” is needed, compensation can occur through Iowa Core or Teacher Quality PD funds. These individuals will be available to be used as a model, as teachers will observe them in their instructional practices. We also plan for them to be available to meet with the “observers” to discuss methodology and practice as it pertains to what they saw. All of the “coaches” will work collaboratively with the “models”, and use them as a tool for the improvement of all staff. We plan to utilize the assets of our staff to fill these roles. Certain individuals have certain areas of expertise and we plan to use those people as models for different strategies.

Beginning teachers (and teachers new to the district) will have **Mentor Teachers** assigned to them (.1 FTE). Mentor Teachers will receive a \$1000 stipend each for mentoring new teachers/staff. These individuals will follow the WCSD Mentoring Plan, already in place. Their role will be to provide insight and support to new staff members, including assistance with evaluation processes, comprehensive instruction on district practices with Characteristics of Effective Instruction (CEI), Capturing Kids’ Hearts (CKH), and other district policies. In addition, Mentor Teachers will be paid per diem for 2-3 extra days of work with new staff prior to initial staff development days. The TLC funds will supplement any funds that the district receives for mentoring from other sources, and will allow the district to enhance the program already in place with more time to work with the new teachers.

All FTE numbers are approximations. Our intent is to hire staff to fill these roles from within our current staff and to use a mix of release time and after school time to fill the FTE’s. This allows our staff to have **enhanced career opportunities** and creates **increased leadership responsibilities** for staff that desire them. A district-wide annual survey will monitor/evaluate program effectiveness. Leadership positions are a one year appointment; teachers may apply for assignment in a new leadership role, or for reassignment to that role.

In recent years, Wayne Community School District has implemented a Professional Development Leadership Team (PDLT), collaboration teams who discuss the district’s CKH philosophy, data analysis, and other teaching strategies, and focus groups which require peer observations that utilize research-based strategies regarding the CEI. These changes have already created an exceptional learning community among staff and we believe the new TLC plan will provide significant enhancement with our professional growth and student achievement.

Administration and the Board of Directors are so committed to the TLC purpose and vision that the district will implement a pilot program for its TLC plan during the 2014-2015 school year, without the additional state financial funding! **Over 30% of our teachers have agreed to fulfill the newly-developed leadership roles during this pilot year.** The district’s staff, who have provided feedback throughout the process, are willing to continue developing their teaching experience via further staff collaboration, modeling and mentoring. Wayne Community School District stakeholders agree that the implementation of our TLC plan and utilizing teacher leaders will provide additional cohesiveness to our professional development and will further strengthen our goals toward increased student learning and student achievement throughout the district.

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.**

Part 6—Rigorous Selection Process

Selection of Teacher Leaders

Teacher leaders for the Wayne Community School District TLC plan will be selected through a rigorous application process. The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of evidence-based instructional strategies
- Experience in a previous teacher leadership positions: Mentor teachers, CEI leaders, PDLT members, SIAC members, and other prior leadership positions.
- Participation and implementation from Staff Learning/Professional Development
- Recognized as proficient in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

Teachers applying for one of the leadership positions must have at least three years of teaching experience and at least one year in the district. A site-based review council with a balanced representation of teachers and administrators from both of the district's attendance centers will accept and review applications and interview for each of the teacher leadership roles. Recommended applicants for the teacher leadership positions will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval.

Measure of Effectiveness: (How effectiveness of the candidates will be determined)

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection.

The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees: Consideration will be given to staff with advanced degrees that focused on effective instructional methods and strategies.

Deep Understanding of the Iowa Core Curriculum Standards: Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions: Those who have served as a Mentor teacher, CEI leaders, PDLT members, SIAC members, and/or other prior leadership positions will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development: A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies: Applicant is recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards: Artifacts of instructional strategies and teaching practices that demonstrate not just meeting all the Iowa Teaching Standards but moving toward mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

Annual Review

Candidates selected for the teacher leadership positions will be reviewed annually through a peer feedback system, as well as through an evaluation performed by the building principal using the same rubric as above. All of this information will be used by the selection committee to determine new assignments, reassignments, or discontinuation of leadership role. The teacher leadership positions will be an appointment for a one year time period. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role. Teacher leaders who

wish to leave their role and return to the classroom full-time should make that request by March 15.

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.

Part 7—Delivery and Alignment of Professional Development

Wayne Community School District (WCSD) currently has a Professional Development Leadership Team (PDLT). This team, comprised of staff members from various grade levels, curricular areas, and levels of administration, is primarily responsible for planning and implementing the district's professional development utilizing the Iowa Professional Development Model (IPDM). Staff development at WCSD has focused specifically on the **goal of improving instruction with the ultimate goal of improving student achievement**. The Teacher Leadership Compensation (TLC) committee plans to enhance and further develop the PDLT process currently in place by including the newly implemented Instructional Coaches, Model Teachers, a Technology Coach, and a TLC Coordinator/Professional Development Director.

Each of these positions will play a valuable role in further aligning and incorporating the key elements of the IPDM, the Teacher Leadership program, and improving student achievement by implementing **data-based decision-making, designing and delivering theory, demonstration, practice, and coaching in the on-going cycle of action research**.

- **Mentor Teachers** – will be paired with both new teachers to the profession and new teachers to the district, as needed. The mentor teacher will follow the guidelines currently used in the Iowa Mentoring and Induction for Beginning Educators Program. Conversations with new teachers will primarily revolve around expectations, answer questions, and provide feedback with regard to the implementation and documentation required in our professional development activities.
- **Model Teachers** – are individuals identified as teachers identified as exemplary in a specific area of teaching - i.e. CEI strategies, classroom management, use of technology, etc. and will be observed in their classrooms. Each will play an integral part in professional development as teachers' needs are identified. Model teachers will be expected to collaborate with the observing teacher(s) and assist in designing ways to implement the strategies in their classrooms. We see this as a great tool to enhance the skill development of all of our staff and to ultimately have a positive impact on student learning.
- **Instructional Coaches** – will observe, teach, coach, and lead instruction during dedicated professional development time and beyond. The instructional coach will be an essential part of the alignment and implementation of the Iowa Professional Development Model (IPDM) and will be expected to model studied strategies during staff development time and within the classroom. The instructional coach will enter classrooms to observe the practices, provide feedback, and offer suggestions for the teacher(s). Instructional coaches will assist teachers with analyzing student data, goal setting/implementation, collaboration, and program/strategy evaluation. The TLC committee intends for this role to ensure the implementation of the strategies and initiatives of WCSD.
- **Technology Coach** – will enhance the district-wide understanding and usage of the technology available. This person will be expected to research, model, and collaborate with the staff during dedicated professional development time and beyond. Additionally, they will provide input to staff on how technology can be integrated into our other initiatives, and communicate the technology needs to the technology director and administration of the district.
- **Professional Development/TLC Coordinator** – will have some curriculum duties, will communicate with the administration, and schedule and lead the PDLT as it plans the on-going essential learning needs of the staff as related to the IPDM; analyzing data, establishing goals, and coordinating all summative evaluation data. She/he will coordinate observations for model teachers and instructional coaches, will seek out training opportunities, and will provide feedback to teachers, model teachers, and instructional coaches.

Each of the described positions is designed to provide WCSD staff with opportunities to **analyze data, set goals, research and implement new strategies, seek learning opportunities, evaluate and receive feedback**, both in the classroom and during professional development time. Each of these goals is a key element in the current IPDM. WCSD teachers currently observe, reflect/review, strategize, and collaborate frequently. All teachers participate in data analysis, align content needs with the standards, create action steps, and review/evaluate formative/summative data. Our teachers have been observing peers for the past 3 years as part of our PD implementing CEI strategies. As part of the Individual Career Development Plan (ICDP) and the evaluative process, teachers log: activities, peer discussions, and reflections. These logs are submitted quarterly to building principals and followed by an annual summative discussion. The TLC program will further enhance and sustain these current practices.

The PDLT will use the District Profile IPDM rubric to monitor/evaluate the effectiveness of our PD with fidelity to inform the PDLT of district needs in the short- and long-term. Simultaneity is met via our on-going teacher learning of CEI strategies to improve student achievement and the philosophy of Capturing Kids' Hearts to develop positive student/staff relationships. WCSD will implement a pilot program for its TLC plan during the 2014-2015 school year, without the additional state financial funding. Implementing teacher leaders is a natural progression for WCSD and will provide a variety of support levels to meet the professional needs of our teachers which will ultimately increase student learning and achievement.

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.

Part 8—Measuring Impact and Effectiveness

It is the mission of Wayne Community Schools to provide students with the opportunity to gain the skills and knowledge needed to succeed beyond the structure of our school system, including but not limited to being: productive citizens; effective parents; proficient, dedicated, and knowledgeable wage earners; students prepared for all facets of post-secondary education; moral and ethical leaders.

Wayne's Comprehensive School Improvement Plan (CSIP) Goals are:

- Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- Goal 4: All K-12 students will use technology in developing proficiency in reading, math, and science.
- Goal 5: Students will demonstrate leadership skills at all levels.

The state of Iowa's TLC goals includes:

- Attracting and retaining able and effective teachers with competitive starting salaries and enhanced leadership opportunities.
- Promote collaboration and reward professional growth and effective teaching.
- Improve student achievement.

Given these goals, the Wayne Community School District (WCSD) has a plan for determining the effectiveness of both short- and long-term goals to evaluate its TLC plan. The WCSD will measure short-term effectiveness of the TLC plan by utilizing instructional coaches in observing and providing feedback to teachers to assist in ways to build growth in student achievement. The instructional coaches will monitor teacher performance and correlate professional development focus groups around areas of need. Model teachers will provide opportunities for teachers to observe, learn, and communicate successful practices that they can implement in their classrooms. The district TLC Coordinator will schedule and coordinate the use of these teacher leaders. We will schedule quarterly review sessions to systematically discuss and review implementation of our plan and make necessary adjustments.

Professional development focus group teams will meet monthly with the vision centered on specific Characteristics of Effective Instruction (CEI) that will be used to develop effective practices in improving student achievement. Teachers will continue to be provided with in-service training to align content instruction to standards of the Iowa/Common Core.

The Iowa Assessments are used as a **summative assessment** and measure of student progress. The district staff will conduct a thorough analysis of the summative data and systematically adapt/adjust content and instruction in an effort to improve student performance. All teachers participate in data analysis, align content needs with the standards, create action steps, and monitor data to adjust practices. Throughout the year, both the elementary and secondary buildings will also conduct assessments such as MAP/FAST, BRI, and other assessments that will be used to monitor student performance. Adjustments to instruction will be made from the results of these assessments to ensure instructional improvements meet the needs of all learners. Teachers will continuously conduct **formative assessments** and adjust instruction on a daily/weekly basis as needed. **Assessment for Learning** is one of the CEI focus areas that all teachers are utilizing.

The district's TLC plan will be monitored and adjusted by looking at student achievement scores in a variety of formats. Student achievement success will be measured by monitoring achievement trends, over time, on various assessments. Wayne's teacher leaders will look to this data to determine growth and to realign professional development goals for the upcoming school year. WCSD teacher leaders and the TLC team will also look at short-term, check-point evidence and long-term student achievement evidence to monitor and refine its TLC plan.

Administration and the PDLT will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles and professional development plan. Teacher leaders will be required to collect hard and soft data at weekly cluster meetings and informal walk-through settings to determine effectiveness in the development

of the teaching strategies. Initial and career teachers will collect their own data to determine growth in student achievement data.

All teachers will be asked to reflect at the end of each school year about the TLC program. The district will use and analyze data from teacher surveys, artifacts of implementation of effective practices, logs, observations, documentation from ICDP goals, and feedback from focus group sessions to adjust the content and practice of the plan in an on-going basis. It is the goal of the WCSD to see teachers demonstrate professional growth and through this growth, see substantial improvements in student outcomes. We will continue to utilize the Iowa Professional Development Model to analyze, collaborate, set goals, adjust and implement as we work with our TLC plan and professional learning.

Annually, the WCSD TLC team, including the teacher leaders, will look at student data, reflections by staff, and feedback/surveys from stakeholders, along with updated state mandates to re-assess its TLC program effectiveness to adjust goals and make plans for each upcoming school year. We will continually study student data, revise teaching practices as needed, implement change, and improve upon teaching efforts for creating greater student achievement over time.

Using Part 9 application narrative from Year 1?

Yes

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

Part 9—Capacity to Implement and Sustain

The Wayne Community School District (WCSD) considers its Teacher Leadership Compensation (TLC) plan to be an extension/improvement of processes already in place that are designed to improve instruction. The staff is excited to implement the structure of the plan, which will create a new framework to help us with the implementation of improved strategies. The TLC Coordinator role, committed to the coordination of the plan and alignment of professional development, is a key to the success and sustainability of the Wayne TLC plan. She/he will work on the “nuts and bolts” and the daily facets of the plan, while at the same time developing the working structure of the plan. This individual will meet with the administrative team and the Wayne Professional Development Leadership Team (PDLT) on a weekly/monthly basis to communicate and collaborate in regards to the processes that we implement.

The Professional Development Leadership Team (PDLT) is now a veteran group of staff members that has been in place for a number of years. Their role will be to help design and structure the PD plan in such a way that will allow for the best use of our new resources available as a result of the plan.

The Wayne Administrative team will work closely with all of these roles and groups and assist the process as much as needed.

As direct evaluators of all of the teaching staff, they will be able to assist with specific needs of individual staff members.

The district has had great success with the implementation of our professional development focusing on the Characteristics of Effective Instruction (CEI). We have outstanding buy-in from our teaching staff, and they consider it to be some of the best staff development that they have been involved in. With the guidance of the administration and the PDLT, and the overview and organization provided by the TLC/PD Coordinator, our planning committee feels that we will take a very good program and make it even better. Instructional Coaches, a Technology Coach, and Mentor and Model teachers will provide our school with structured tools and resources to make those improvements.

At this point, the district has not made any arrangements to partner with Great Prairie AEA or other districts. However, Wayne Community School District (WCSD) is always looking to partner with some of the neighboring districts in any way that we can. Should these collaboration opportunities arise in the future, we will endeavor to make them workable for all parties.

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	534.89
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$165,184.73
Total Allocation	\$165,184.73

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$109,612.00
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).	\$37,815.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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	\$157,427.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$157,427.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$7,757.73
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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)

Part 10—Budget

Min. Salary---0

Leadership roles--\$109,612

Coverage--\$37,815

Professional Dev.--\$10,000

Total----\$157,427

Funds Provided---534.9 X 308.84= \$165,195

Narrative

1. A. *Minimum salary*

Starting teachers at Wayne Community already are over the \$33,500 minimum when the Teacher Salary Supplement funds are included. We are budgeting zero dollars for this.

1. B. *Salary supplement for Teacher Leadership Roles*

•The district envisions two (2) teachers in each building being **Instructional Coaches** for one half of their day, four days per week. This would be a total of **4 staff members**. Instructional Coaches will spend **50% of their time in their classroom, and 50% in their Instructional Coach role**, in a “non-instructional time” and “release time” combination. Instructional Coaches will have **10 days extra contract time** beyond the normal 190 days. This time can/will be fulfilled **hourly throughout** the year, with that time being documented by the instructional coach.

Instructional Coaches will receive a **\$10,000 stipend**.

\$10,000 X 4 coaches=\$46,632 with FICA and IPERS

•The **Technology Coach** would be responsible for approximately **8 hrs. /week** of coaching time. The Technology Coach would spend **75% of his/her time in their classroom and 25% of his/her time in the Technology Coach role**, in a “non-instructional time” and “release time” combination. The Technology Coach will have **7.5 days extra contract time** beyond the normal 190 days. This time can/will be fulfilled **hourly throughout** the year, with that time being documented by the Technology Coach.

The Technology Coach will receive a **\$7,500 stipend**.

\$7500 X 1 coach=\$8744 with FICA and IPERS

•**Model Teachers** will spend up to **2 hrs. /week** of collaboration time, and will spend nearly **100% of their time in the classroom**. Their role will be to de-brief and answer questions from the observers. We will have **up to 6 total staff** members in each building in these roles. They would each receive **\$2,000** as a stipend. If additional “time” is needed, compensation can occur through Iowa Core or Teacher Quality PD funds.

\$2,000 X 6 model teachers = \$13,990 with FICA and IPERS

•**Mentor Teachers** would receive **\$1000** each for mentoring new teachers/staff. They will also receive **per diem pay for 2-3 extra days** to work with new staff members prior to initial staff development days. We would budget \$4,500 per year for these roles. The numbers associated with this role will vary from year to year based on staff turnover.

\$5246 with FICA and IPERS

•The **TLC/Professional Learning Coordinator** would be a .5 FTE position costing the district approximately **\$35,000**. His/her role will be to coordinate all of the interactions that will occur with TLC system, (mentor/mentees, coach/“student”, etc.). She/he will also organize all professional development in collaboration with the administrative team and assure that professional development is aligned with the Wayne CSD TLS program.

TLC/Professional Learning Coordinator \$35,000 Total

1. C. *Coverage*

WCSD will hire **1 teacher per day per building (2 buildings) for four days per week**, as determined by the building administration. The total cost for this is budgeted at **\$31,896**. This will be primarily to cover classes for Instructional Coaches and the Technology Coach. The district will budget for an additional **\$5829** for “**other**” coverage, for coverage of model and

mentor teachers, and/or coverage for PD for teacher leaders.

Coverage = \$37,815 including FICA and IPERS

1. D. Professional Development

The district will budget **\$10,000** for training of Teacher Leadership staff.

Professional Development = \$10,000

Distributing compensation in the manner described above will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by providing increased support, and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget reflects the commitment we have to keeping our best teachers in the classroom as much as possible, while at the same time utilizing their expertise and experience to help their peers. Collaboration between teachers and teacher leaders is vital to positively impact student achievement, and we believe our plan promotes this. We also believe that we are giving highly effective teachers opportunities to grow by offering meaningful, differentiated leadership roles to 16 teachers, which provides opportunities for over 30% of our staff.

Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to cover the hiring of coverage for Instructional Coaches and the Technology Coach to prevent them from being tied to their own classrooms in terms of time and responsibility.

The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources that help us achieve this goal. Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.

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