



Application

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

96208 - West Branch Community School District TLC Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 9:25 AM

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## Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency** Administrative Services, Iowa Department of

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## Organization Information

**Organization Name:** West Branch Community Schools

**Organization Type:** K-12 Education

**Tax ID:** 16-3048

**DUNS:**

**Organization Website:** west-branch.k12.ia.us  
**Address:** PO Box 637  
West Branch Iowa 52358  
City State/Province Postal Code/Zip  
**Phone:** 319-643-7213  
Ext.  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** West Branch Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 16-6930  
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** Mr.  
**Name of Superintendent** Kevin J. Hatfield  
**Telephone Number** 319-643-7213  
**E-mail Address** khatfield@west-branch.k12.ia.us  
**Street Address** 148 North Oliphant Street  
**City** West Branch  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 52358

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## TLC Application Contact

**Honorific** Mr.  
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**Street Address** 148 North Oliphant Street  
**City** West Branch

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

52358

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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)**

## Executive Summary / Abstract

### West Branch Community School District

**Vision: A Future Focused Community of Learners**

**Mission: Preparing Students to Live and Learn with Passion and Purpose**

**Destination: All Students are Career and College Ready**

The *Vision*, *Mission* and *Destination* statements of the West Branch Community School District (WBCSD) contain the core beliefs and values of the district. The School Improvement Advisory Committee (SIAC) developed the District Strategic Plan around six framework themes:

1. Effective Teaching and Learning
2. Investments in Human Capital and Leadership
3. Develop Short-Term and Long-Term Facilities Vision and Priorities
4. Strong Fiscal Management
5. Improving Social-Emotional Learning Environments
6. Building Community and Education Partnerships

Over the past three years, the district has focused on WBCSD Four Cornerstones of Professional Development:

1. Standards-Based and Competency-Based Learning and Feedback Systems (WBCSD is a K-12 Standards-Based System)
1. Use of 21<sup>st</sup> Century Teaching and Learning Technology (1:1 since 2012)
2. Enhanced Professional Learning Community Work
3. Social Emotional Learning and Enhanced Building Learning Environments

The four areas of professional development receive weekly attention. Focused professional development is paying dividends for students as career and college readiness scores and percentages are improved, uses of data to inform instruction, improved pedagogical skills of staff, vision to action leadership efforts focused on learning and enhanced building learning climates.

The Teacher Leadership and Compensation (TLC) plan developed by teachers, administration, board members, and parents will truly impact what our teachers and schools can do for students and student learning. Several teachers have indicated that they are eager for the career plan to be implemented in the WBCSD to enhance their growth as educators. The TLC Planning Team unanimously agreed that Option 3, Comparable Plan Model (284.17), provided the best alignment to the district core values, vision, mission, and destination goals.

Finally, the district understands the importance of “student voice” and meets with student leaders to gather input regarding ways to improve the instruction and learning happening in the district. Student input regarding their learning has strongly influenced district improvement efforts. The TLC plan is dedicated to the students of the West Branch Community School District.

**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?

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 - Quality Planning Process**

### **West Branch Community School District**

#### **Planning Committee**

The eleven-member West Branch Teacher Leadership Compensation (WB TLC) Planning Committee consists of four West Branch Community School District (WBCSD) administrators, the WBCSD business manager, one WBCSD School Board, and five teachers representing all three district school buildings.

Two teachers (West Branch Education Association members) serve as WB TLC Committee Co-Chairs. Among the eleven-member WB TLC Committee, there are parents who collectively have twenty children currently enrolled in WBCSD.

The WB TLC Planning Committee successfully met initial committee member goals:

- Teacher representation from all levels of the District
- Strong involvement from the West Branch Education Association
- Balanced representation between administrators and professional teaching staff
- Strong parental involvement to provide parent/student perspectives
- Ongoing school board involvement and Board of Education representation

#### **Grant Expenditures and Preparation**

The district received \$8,002.00 of TLC planning money to pay identified TLC planning members for meeting time and workshops expenses. The WB TLC Planning Committee processes were budgeted in the following manner:

- WB TLC Planning Committee meeting expenses: \$5,772
- Grant writing technical assistance: \$1,250
- Speakers, substitutes teachers, travel expenses: \$1,000

In December 2013, the WB TLC Planning Committee participated in a TLC Planning Webinar sponsored by the Iowa Department of Education. The committee compared the three proposed Teacher Leadership Compensation Models and determined that Comparable Plan Model (284.17) is best suited to the needs of WBCSD to improve student achievement and to accomplish existing district strategic goals.

The West Branch TLC Planning Committee held ten two-hour planning and research sessions between November 2013 and October 2014, during which time the committee become thoroughly familiar with the Education Reform bill (House File 215) and sought input from all relevant stakeholders. Research included the effectiveness of teacher leadership and implication of adult learning on professional teaching staff similar to the WBCSD teaching staff.

The WB TLC Planning Committee also participated in Grant Wood Area Education Agency (GWAEA) Teacher Leadership Compensation training workshops during the spring and fall of 2014. For additional perspective to the WB TLC initiative, GWAEA TLC facilitator, Jim Pedersen, attended 25% of the local WB TLC planning meetings at the invitation of West Branch Superintendent of Schools.

Based on WBCSD 2013-2014 enrollment of 813 students and current staffing level, the committee determined that it is financially feasible for WBCSD to participate in TLC and that there are enough interested professional teaching staff to meet the 25% leadership requirement. Survey information provided by staff assisted with initial and final leadership role determinations.

#### **Master Contract**

The Master Contract was reviewed by administration and the West Branch Education Association in reference to the proposed TLC plan and agreed that a memorandum of understanding regarding leadership roles will be agreed upon during 2014 - 2015 collective bargaining.

## **Vision, Mission, and Goals**

Newly-adopted WB TLC Vision Statement:

Empowering teacher leaders to influence their district in order to prepare students to live and learn with passion and purpose

### **Existing WBCSD Vision, Mission and Goals:**

Vision: A Future Focused Community of Learners

Mission: Preparing Students to Live and Learn with Passion and Purpose

Destination: All Students will be Career and College Ready

### **Existing WBCSD School Improvement Advisory Committee (SIAC) strategic goals:**

1. Support Effective Teaching and Learning Practices
2. Invest in Human Capital and Leadership
3. Develop Short-Term and Long-Term Facilities Vision and Priorities
4. Meet District Financial Goals
5. Improve Academic and Social-Emotional Learning Environments
6. Build Community and Education Partnerships

The proposed TLC plan directly correlates with the WBCSD Vision, Mission and Goals and will directly address Goals 1, 2, 5, and 6 of SIAC strategic goals.

### **Engaging Stakeholders**

All WBCSD teachers and administration were involved in the TLC planning process; most significantly the intensive planning regarding the perceived impact of Full-Release coaching positions compared to Partial-Release and Stipend Positions. It was determined that a mix between Full-Release and Stipend will work best for the WB TLC plan.

The TLC Planning Committee provided progress reports to all WBCSD teachers and administration and presented multiple opportunities for staff to provide feedback and add local context to the planning process. The committee also surveyed teachers to gauge interest and support of the plan and the ensuing new coaching positions; survey results indicated overwhelming support of the TLC plan.

The West Branch Teacher Leadership and Compensation plan was presented to the Board of Education on September 8, 2014, review by the School Improvement Advisory Committee (SIAC) on September 18, 2014, and shared again at the September 22, 2014 Board meeting.

### **Grant Writing Process**

Individual members of the TLC Planning Committee drafted sections of the grant proposal based on discussions, knowledge gained, and consensus arrived at during ongoing committee meetings, training sessions, and attendance at GWAEA subcommittee TLC Workshops. The full committee then produced a final draft of each part for review and approval prior to submission.

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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.

## Part 2 – Connecting State and Local Vision and Goal

### **West Branch Teacher Leadership Compensation (WB TLC) Vision Statement:**

*Empowering teacher leaders to influence their district in order to prepare students to live and learn with passion and purpose*

TLC vision and goals are directly aligned with existing WBCSD Vision-Mission-Destination and the existing School Improvement Advisory Committee (SIAC) strategic plan as defined in Part 1 of the TLC proposal. The TLC plan supports the district vision of a “Future-Focused Community of Learners”.

### **West Branch Community School District Goals**

The TLC plan goals align with established WBCSD student achievement goals stated below:

### **C-Plan (Comprehensive Improvement Plans) Long Range Goals:**

1. All WBCSD students will meet college-career readiness standards in Reading by graduation as measured by ACT (American College Testing) and MAP (Measures of Academic Progress) tests.
2. All WBCSD students will meet college-career ready standards in Math by graduation as measured by ACT and MAP tests.
3. All WBCSD students will meet college-career ready in Science targets by graduation as measured by ACT and MAP tests.

### **West Branch Community School District Goals:**

- By 2017, 100% of students will exit 3rd grade reading on grade level as measured by FAST. Summer programming will be in place for any student not reaching this target.
- By 2016, 100% of adequate yearly progress proficiency targets (as established by the Iowa Department of Education) will be met for students in grades 3-11 as measured by the reading, math and science Iowa Assessments.  
*In 2014, the district met 7/9 AYP proficiency progress (67%).*
- By 2015 (and each proceeding year) 85% of all students K-4 will meet the grade level target as measured by FAST, receiving universal core instruction. All students not meeting grade level target will receive research-based instructional intervention.
- By 2016, all grade levels will demonstrate a 10% increase in the total number of students meeting expected annual spring growth targets on the MAP assessment.
- By 2016, 100% of WBCSD teachers will use the four Professional Learning Community questions to analyze student achievement data:
  1. What do we expect our students to learn?
  2. How will we know if they have learned it?
  3. How will we respond when they don't learn?
  4. How will we respond if they already know it?
- By 2019, the district will reduce office referrals by 15%. This will include an annual benchmark of 3-5% reduction.
- By 2019, the district will reduce *missed-hours-of-instructional-time-due-to-disruptive-behavior* by 50% (10% each year 2015-2019)
- By 2018, 60% of students who take the ACT will meet at least three of four ACT college readiness indicators using 2012 baseline data.
- By 2018, the current five-year ACT composite average of 22.2 will improve to a 23.5 for seniors who take the ACT.
- By 2018, the district will improve the three year average graduate rate to 98% - 100%

### **TLC Plan Goals (in alignment with established WBCSD goals):**

- By June 2015: a fully functioning professional staff career opportunity and compensation plan will be in place.
- By August 2015: twenty-five percent of the teaching staff (17 teachers or more) will be participating in the TLC program.
- By June 2015: three Full-Release Teachers will be hired, trained, and participating in professional development for school year 2015-2016.
- By August 2015: a minimum of 17 stipend teacher leaders will be trained to assist professional staff members.
- By the end of year 2015-2016: all career teachers will have received assessment and feedback and provided with a relevant professional development plan.

- Teachers Retention data will be collected during the 2015-2017 school years and compared to baseline teacher retention data from 2010-2014.
- Full-Release and Stipend Support position data will be analyzed to determine effectiveness.

**TLC Theory of Action Aligns with District TLC Plans**

In determining number and type of leadership positions included in the TLC plan, the committee took into consideration each component of the Iowa TLC Task Force *Theory of Action*:

- Compensation beyond the master contract
- Empower teachers to take on leadership roles
- Provide continuous opportunities to receive targeted feedback
- Clearly articulated job descriptions
- Individual student and group assessments
- Targeted attention to rigorous standards and personalized learning.

**TLC Plan Professional Staff Positions:**

**PK-5 Reading Instructional Coach**

Hoover Elementary and West Branch Middle School were identified as Schools In Need of Assistance for year 2013-2014. The Reading Instructional Coach will provide daily guidance to improve Reading achievement and will consult with grade-level PLC teams regarding Iowa Multi-Tiered System of Supports (MTSS) processes and universal screening data and analysis, including **Formative Assessment System for Teachers (FAST)** and Individual Growth and Development Indicators (IGDIs).

**PK-12 STEAM/Project Based Learning Coach**

Hoover Elementary was identified as a School In Need of Assistance in the area of math. A Science-Technology-Engineering-Arts-Mathematics / Problem-Based Learning (STEAM/PBL)

**6-12 Assessment and Feedback Coach**

WB Middle and High Schools use fully integrating Iowa Core Standards-Based grading and assessment. The Assessment and Feedback Coach will provide classroom conduct modeling; assistance lesson design assistance; formative assessment instruction; and student work analysis coaching.

**Teacher Induction Coaches Support**

In collaboration with Grant Wood Area Education Agency Induction Consortium, Induction Coaches will be trained in evidence-based instructional mentoring to new teachers to accelerate their effectiveness to engage all learners and be an integral part of the WB TLC system.

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)**

## Part 3 – Connecting to Other Work

### Connecting to Other Work

The TLC plan will directly improve teaching and student learning by supporting West Branch Community School District's Strategic Plan in three areas: implementing the Iowa Core; using data to guide instruction and professional development; and supporting and mentoring new teachers.

#### 1. A. Implementing the Iowa Core

2. Standards/Competency Based Instruction: The TLC Plan Assessment and Feedback Coach will serve as the West Branch Community School District local coach for standards-based grading. The coach will lead the district standards-based grading efforts, which started in the 2010 school year. West Branch teachers will continue to use the standards-based grading framework to design lessons and units aligned to the Iowa Core. The TLC Plan Assessment and Feedback Coach will also assist in the development of a long-term strategic plan to sustain the standards-based grading efforts in the West Branch Community School District.
  
1. Iowa Core Implementation: TLC teacher leaders will work with district curriculum teams to continue to measure the implementation and assessment of the Iowa Core. Teacher leaders will collaborate with staff and administration using alignment tools, action plans, and documentation of the full implementation of the Iowa Core. Teacher leaders will work with teams of teachers by grade level and departments to improve current assessment practice such as rubric design, assessment for rigor and understanding and personalized learning assessments that will assist with a teacher's understanding of student mastery of the Iowa Core standards. The support of TLC leadership roles will greatly enhance the effectiveness of WBCSD teaching staff and the overall impact on student learning.

#### 1. B. Using Data to Guide Instruction and Professional Development

2. The TLC Reading Instructional Coach will provide daily guidance and communication on initiatives to improve reading achievement. The coach will consult with grade-level Professional Learning Communities (PLC) teams regarding Iowa's Multi-Tiered System of Supports (MTSS) processes, universal screening data [**Formative Assessment System for Teachers**(FAST) and Individual Growth and Development Indicators (IGDIs)] and analysis of data. The coach will also collect and analyze data on classroom implementation of research-based instructional strategies.
  
1. TLC Teacher Leaders will continue to facilitate the district's PLC work. The team will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning. Through this process, Teacher Leaders will be able to better identify student achievement needs, set SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals with teachers according to the data findings, and establish professional development to meet the needs of the district.

#### 1. C. Supporting and Mentoring to New Teachers

2. West Branch Community School District (WBCSD) is part of the Investment in Innovation (i3) New Teacher Induction Grant administered through Grant Wood Area Education Agency (GWAEA). Full release Induction Coaches are assigned to all Tier One district teachers. Training is provided to the Induction Coaches by GWAEA New Teacher Center collaboration. The i3 grant also provides regularly scheduled Beginning Teacher Network Sessions where new teachers can collaborate, learn, and practice research-based classroom instructional and management strategies. Induction Coaches are responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of class culture and climate, implementing instructional and classroom management strategies; analyzing student work and differentiated instruction; and supporting students with special needs.

The i3 Mentoring and Induction Coaches are responsible for providing coaching, co-teaching, and embedded research-based pedagogical practices. The Coaches will support teachers to improve instructional practices by modeling Iowa Core Characteristics of Effective Instruction and coaching teachers to enhance student learning in all curriculum areas.

The teacher leaders will work and collaborate with new teachers:

- develop and strengthen strategies to provide interventions to support students,
- ensure that the MTSS framework follows evidence-based curriculum and instruction so that interventions are being provided to students appropriately, and
- strengthen collaboration between beginning and career teachers and mentor teachers.

1. The WBCSD TLC plan also creates stipend positions (experienced on-staff teachers) as in-district professional partners. These professional partners are responsible for supporting our new teachers with district and building specific practices. They will provide an easily accessible go-to person to help with the day-to-day expectations of district and building staff.

Implementation of the district TLC plan will create an immediate and lasting impact to the pedagogical work occurring in the district. The funding of this plan will create a new level of common, collaborative work on behalf of students and student learning.

**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 - Improved Entry Into the Profession**

### **Current Teacher Induction and Mentoring Program**

To increase teacher retention, accelerate teacher effectiveness, and improve student learning outcomes, West Branch Community School District (WBSCD) joined Grant Wood Area Education Agency (GWAEA) Induction Consortium. GWAEA, in partnership with the New Teacher Center (NTC), a national non-profit organization, was awarded an Investing in Innovation (i3) grant that currently supports the GWAEA consortium. The GWAEA induction model is grounded in the NTC formative assessment system.

WBSCD joined the GWAEA consortium in 2013 and pays annual fees to fund salaries of experienced teachers released from current classroom duties for up to three years to take on teacher leadership roles as full-release mentors (GWAEA Induction Coaches).

Currently, three Induction Coaches provide WBSCD with weekly support:

- demonstrate effective teaching and lesson / unit planning,
- observe classroom activities and providing feedback,
- analyze student work,
- co-assesse instructional practice,
- set professional goals aligned with the Iowa Teaching Standards,
- coach triad conversations with the principals,
- arrange site and inter-site collaborative observations, and
- guide reflection of instructional practices across the consortium.

Individuals selected as Induction Coaches attend training and professional development throughout the school year through GWAEA mentor academies, induction coach trainings, Professional Learning Community (PLC) work with teams, and specific support for peer coaching needs.

### **Data Analysis: Current Teacher Induction and Mentoring Program**

Data analysis pointed to gaps in the current teacher induction and mentoring program. Each district in the GWAEA consortium uses the NTC standards and continuum to assess current programs and to identify strengths and gaps. WBSCD also uses both formative and summative assessments to measure the effectiveness of current Teacher Induction and Mentoring Program.

WBSCD used Annual Measurable Objectives (AMOs) from State of Iowa Adequate Yearly Progress (AYP) and Annual Progress Report (APR) data, as well as standardized tests results, common district assessments, classroom assessments to identify district achievement gaps and goals.

### **Improved Induction and Mentoring Program**

The new i3 Mentoring and Induction Coach support will improve entry into the teaching profession by providing advanced professional development for new teachers in six areas:

- class culture and climate,
- instructional implementation,
- classroom management,
- student work analysis,
- differentiated instruction, and
- English Language Learners (ELL) and students with special needs support.

This funding will support an induction and mentoring program to close professional learning gaps of new staff. The consortium's Induction and Mentoring Program enhances the leadership skills of coaches and supports district staff needs in the following ways:

- expertise in designing and implementing standards-based instruction, assessment and methods that improve student

achievement in the classroom,

- ability to utilize innovative teaching methodologies,
- ability to collaborate and maintain confidential relationships with administrators and teachers,
- experience related to adult learning (coaching, professional development, mentoring, teaching),
- commitment to personal and professional growth and learning within a consortium community of practice,
- willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning,
- evidence of excellent oral, written and technology skills,
- strong interpersonal and communication skills,
- proficiency in maintaining and managing regular communication and documentation, and
- optimism for potential of teachers to effect change in the academic lives of students.

Duties and Responsibilities of mentors include but are not limited to:

Interactions with Teachers:

- Establish and maintain a trusting, confidential and non-evaluative relationship with teachers to help develop their autonomy as professionals.
- Demonstrate skillful use of mentor language.
- Assist teachers in reflecting on and analyzing their practice, reviewing student work and using relevant data to inform instruction and enhance student achievement.
- Use knowledge of equity principles to deepen a teachers' application of Iowa Teaching Standards.
- Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons.
- Provide opportunities for teachers to observe exemplary practice by arranging interstices visits.
- Provide consortium professional development.
- Encourage teachers to identify instructional resources and support throughout the entire school community.
- Incorporate technology and analysis of data to advance both teacher learning and classroom practice.
- Promote collegiality and build community among participating new teachers (e.g. new teacher seminars, summer orientation) by providing professional development.

Interactions with Principals, District Staff, and AEA Leadership:

- Invite ongoing collaboration with principals and AEA Mentoring and Induction staff to ensure coherence between coaching activities and school or AEA Mentoring and Induction Program expectations.

Individual professional growth:

- Fully participate in coaching professional development, including Mentor Academies, Induction Coach Forums, peer coaching partnerships, professional learning teams and other area, team, and committee meetings.
- Commit to growth along a continuum (NTC Mentor Standards) and engage in goal setting and reflection.

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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.**

## **Part 5 – Teacher Leader Roles**

### **New Leadership Roles, Responsibilities, and Duties**

The WB TLC Committee selected the Option Three Plan as optimal because of the flexibility to best meet district needs. We propose to create three new full release positions and twenty-seven stipend positions that include integrating the current Grant Wood AEA i3 Induction and Mentoring grant. All positions will work with the appropriate District and Building Leadership Teams.

#### **Full Release Positions (3 positions)**

##### **PK-5 Reading Coach (Elementary PK-5) 1.0 FTE**

**0% engaged in student instruction**

**100% performing teacher leader duties**

This role supports our C-Plan goal of improving student performance in reading and strategic plan WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The work related to this role will help improve instruction by ensuring students are taught with research based instructional reading strategies, that instructional minutes are maximized, and appropriate materials are used to support instruction. The staff member serving in the role of PK-5 Reading Coach will:

- collaborate with building leadership team to plan & deliver professional development--entire staff & targeted,
- observe classroom instruction and provide coaching & feedback,
- model instructional strategies,
- provide grade level guidance on effective use of instructional block,
- stay current in research based practices & materials,
- attend PLC meetings as directed or need identified to support the process,
- support implementation of grade level and building-wide common formative assessments,
- collaborate with teachers on the design of instructional interventions for small groups and individuals,
- collaborate with Content PD Leaders to deliver professional development,
- serve as a member of the building intervention team,
- attend School Improvement Advisory Committee (SIAC) meetings,
- serve on building & district leadership teams, and
- attend school board meetings and provide reports as requested.

##### **PK-12 STEAM Coach (w/ Math emphasis) Science, Technology, Engineering, Art and Math 1.0 FTE**

**0% engaged in student instruction**

**100% performing teacher leader duties**

This role supports our C-Plan goal to improve student achievement in math and science and WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. Currently, we have Project Lead the Way courses available for grades 7-12. The TLC plan will help reach our goals at both elementary and secondary levels. This work is critical due to Hoover Elementary School's SINA 2 designation in mathematics. The efforts will also support our district's focus on technology and desire to prepare students for the 21st Century workplace. The staff person serving in the role of PK-12 STEAM Coach will:

- collaborate with building leadership team to plan & deliver professional development--entire staff & targeted,
- model instructional strategies,
- provide guidance for implementation of technology in the classroom,
- stay current in research based practices & materials in the areas of math and science,
- collaborate with teachers on the design of instructional interventions for small groups and individuals,
- explore opportunities to integrate more engineering and technology into elementary classrooms,
- collaborate with Content PD Leaders to deliver professional development,
- serve as a member of the building intervention team,
- attend SIAC meetings,
- serve on building & district leadership teams, and

- attend school board meetings and provide reports as requested

### **6-12 Assessment/Data Feedback Coach (Secondary Level Grades 6-12) 1.0 FTE**

**0% engaged in student instruction**

**100% performing teacher leader duties**

This role supports our district focus on using student performance data to inform instruction and effectively plan for all learners. The work supports WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The staff leader assigned to the 6-12 Assessment/Data Feedback Coach will:

- collaborate with building leadership teams to plan & deliver professional development--entire staff, small group and individuals,
- observe classroom instruction and provide coaching and feedback,
- collaborate with small groups and individuals on designing quality assessments aligned with district standards,
- collaborate with small groups and individuals on analyzing student work,
- collaborate with small groups and individuals on designing appropriate instructional strategies based on analysis of student work,
- stay current in research based practices and materials,
- explore and promote opportunities for STEAM/PBL extra-curricular activities,
- collaborate with Content PD Leaders to deliver professional development,
- promote common assessment and feedback practices in all secondary classrooms,
- serve as a member of the district leadership team,
- attend SIAC meetings, and
- attend school board meetings and provide reports as requested.

### **i3 Mentoring and Induction Positions**

**0% engaged in student instruction**

**100% performing teacher leader duties as part of GWAEA Consortium Grant**

The Induction Coaches will be responsible for supporting the growth and development of beginning teachers. This role supports our C-Plan goal to improve student performance in the areas of reading, math, and science. It also supports WBCSD Strategic Goal #2 of investing in human capital and leadership. The i3 Instructional Coach will:

- support a caseload of up to 15 first and second year teachers, K-12,
- provide professional development for new teachers,
- utilize a variety of data collection tools & protocols with new teachers,
- participate in Grant Wood AEA Mentor Academies, Induction Coach Forums, Professional Learning Communities and Peer Coaching,
- assist teachers in reflecting on and analyzing their practice,
- model innovative teaching methodologies,
- collaborate with Content PD Leaders to deliver professional development,
- incorporate technology and analysis of data to advance classroom practices in teaching and learning,
- promote collegiality and build community among participating new teachers, and
- collaborate with principals and GWAEA staff to ensure coherence.

Induction coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

### **Stipend Roles (27 positions)**

The district has identified four types of stipend roles to support district initiatives. The successful candidates will be selected from our current teaching staff to serve the needs of our district with a K-12 certified enrollment over 800 students. These teachers will serve in their stipend roles while maintaining full time teaching loads.

**Building Leadership Team (BLT)** (3 positions per building = 9 total)

**100% engaged in student instruction**

**0% performing teacher leader duties (after / before school support roles)**

Each of our three district buildings (elementary, middle, and high school buildings) will have two teachers serving in this building leadership team role. The staff in this role will:

- collaboratively design and deliver professional development,
- analyze building data,
- develop action plans based on data analysis,
- represent building at out-of-district professional development,
- seek input from staff, students, parents and other stakeholders re: building initiatives, and
- attend BLT meetings.

**PK-12 Social Emotional Learning** (1 position per building = 3 total)

**100% engaged in student instruction**

**0% performing teacher leader duties (after / before school support roles)**

Improving the safety and comfort of students in the school setting is a priority for the West branch Community School District. WBCSD Strategic Goal #5 refers to improving the academic and social emotional learning environment. The teachers in the PK-12 Social Emotional Learning roles will:

- collaboratively design and deliver professional development,
- analyze building data,
- develop action plans based on data analysis,
- promote common practices for behavior concerns and reporting,
- represent building at professional development,
- seek input from staff, students, parents and other stakeholders re: building initiatives, and
- provide professional development to staff.

**PK-12 Professional Partners** (in-district mentors to new teachers)(2 positions per building = 6 total)

**100% engaged in student instruction**

**0% performing teacher leader duties (after / before school support roles)**

The WBCSD Strategic Goal #2 is to invest in human capital and leadership. It is critical that new teachers feel connected and supported in our district. Staff members in the role of PK-12 Professional Partners will:

- introduce and orient the new teacher to the school,
- assist new teacher in identifying and accessing school and community resources,
- provide support for understanding & use of district curriculum & standards,
- help prepare for parent-teacher conferences,
- assist new teacher with district paperwork and procedures (i.e. purchase orders, transportation requests, absence forms...),
- review rules, routines and school policies,
- encourage collaboration with colleagues,
- schedule, meet & document weekly collaboration sessions,
- support use of district technology and applications, and
- celebrate successes of new teachers.

**Content Professional Development Leaders** (1 person for each subject area = 9 people)

**100% engaged in student instruction**

**0% performing teacher leader duties (after / before school support roles)**

The work supports WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The Content Professional Development Leaders will be responsible for ensuring implementation of the Iowa Core in their designated areas. These roles fit together. The full release positions include: PK-5 Reading Coach, PK-12 STEAM and 6-12 Assessment/Data Feedback Coach.

- Math (PK-12)
- English Language Arts (PK-12)

- Science (PK-12)
- Social Studies (PK-12)
- Special Education (PK-12)
- Fine Arts (PK-12)
- Career Technical Education (7-12)
- Early Childhood (PK-K)
- Technology Support/21st Century Skills (PK-12)

**Part 5b. Coherent Instructional Improvement Strategy**

The Iowa Core provides the instructional guidance and standards for the development of targeted learning lessons. Iowa Professional Development Model (IPDM) is the professional development framework utilized by the district. The district's School Improvement Advisory Committee (SIAC) has developed a six-goal strategic plan; specific future focused achievement and behavior support targets; and Board approved multi-year S.M.A.R.T. (*Specific, Measurable, Attainable, Relevant and Timely*) goals.

**Technology/ Software**

An integral part of our professional development is our commitment to 21<sup>st</sup> Century technology integration for staff and students. The committee used our current 1:1 laptop initiative to determine the budget for upper end laptop and software needs of our full release teachers. This includes a \$500 allotment for average "break and fix" needs we experience on the typical MacPro laptops over the past three years. (See aligned budget)

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

### Rigorous Selection Process

For West Branch Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders. For this reason, our selection process will examine each candidate from multiple perspectives.

The 3 new full release positions and 27 stipend positions will be posted with information about the minimum requirements including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities (see Section 5 of application), extra workdays, salary supplements, and the requirement to complete an annual review of the TLC assignment. Building principals will post and accept applications. A selection committee composed of teachers, administrators, and a minimum of two union representatives will screen applicants, conduct interviews, and make recommendations regarding the final selection of candidates to the superintendent of schools for formal Board approval as required of all employees.

All applicants must hold a valid Iowa teaching license as approved by the Iowa Board of Educational Examiners; have a minimum of three years teaching experience, and a minimum of one year in the district.

### Full Release Positions: Measures of Prior Effectiveness and Professional Growth

Applicants for full-release positions must submit a resume and personal references. The resume and references will be screened for evidence that the applicant has continued growth as a professional and demonstrated the capacity for leadership. Applicants will be interviewed by the Interview Team composed of at least one teacher and one administrator. At least one teacher on the interview committee must be a member of the West Branch Education Association (WBEA). The Interview Team will conduct interviews and make recommendations regarding the final selection of candidates to the superintendent of schools. Candidates will be evaluated for prior professional growth and effectiveness as a teacher. (See Selection Rubric below)

The candidate will be required to submit written responses to questions developed by the Interview Team to evaluate each candidate's written communication skills as well as clearly understand the candidate's educator and leader philosophies.

The Interview Team will select candidates with a strong teaching pedagogy, who are reflective practitioners, and understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change while working with resistance to that change. Candidates may submit teaching or leadership portfolios containing artifacts of their work.

TLC Rubric	9-10 (Expert)	7-8 (Solid)	5-6 (Competent)	<5 (No Evidence)
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<b>Teacher Effectiveness Professional Growth</b>	Exceeding and / or Meeting 8 Iowa Teacher Standards IPDPs reflect record of growth and accomplishment Advanced degrees and / or licenses and certifications	Meeting 8 Iowa Teacher Standards IPDPs reflect record of growth and accomplishment Licensed practitioner with advanced (beyond BA) coursework	Meeting 8 Iowa Teacher Standards IPDPs reflect record of growth Licensed practitioner	Meeting 8 Iowa Teacher Standards Limited record of professional growth Licensed practitioner
<b>Leadership</b>	3.1 Positive Contributions to School Culture 3.2 Collaborates and leads Peers Using PLC / Data Use Protocols 3.3 Possesses and Seeks Professional Skills and Knowledge 3.4 Advocates for Student Success 3.5 Engages Families in Student Learning 3.6 Advance / Trained Coaching and Mentoring Experiences 3.7 Advanced Professional Contribution to District, Building, Department and / or Grade Level teams. 3.8 Recognized leadership experiences beyond contract day.	3.1 Positive Contributes to School Culture 3.2 Collaborates with Peers Using PLC / Data Protocols 3.3 Possesses Professional Skills and Knowledge 3.4 Advocates for Student Success 3.5 Communicates with Families in Student Learning 3.6 Coaching and Mentoring Experience 3.7 Professional Contribution to District, Building, Department and / or Grade Level teams.	3.1 Contributes to School Culture 3.2 Collaborates with Peers Understands PLC /Data Use Protocols 3.3 Possesses Professional Skills and Knowledge 3.4 Advocates for Student Success 3.5 Communicates with Families in Student Learning 3.6 Limited Coaching and Mentoring Experience 3.7 Involvement on Building, Department and / or Grade Level teams. (Limited district-level leadership experiences)	3.1 Contributes to School Culture 3.2 Collaborates with Peers, limited PLC / Data Use Experience 3.3 Possesses Professional Skills and Knowledge 3.4 Advocates for Student Success 3.5 Communicates with Families in Student Learning 3.6 Limited Coaching and Mentoring Experience 3.7 Involvement on Building, Department and / or Grade Level teams. (No district. building level leadership experiences.)

**Stipend Positions: Measures of Prior Effectiveness and Professional Growth**

Teachers applying for the building stipend positions will submit applications to building administrators. The building principal and at least one union representative will interview candidates for the stipend positions based on an abbreviated version of the selection process for the Full Release positions. Teachers will be evaluated for prior professional growth and effectiveness as a teacher. The Interview Team may use the TLC Selection Rubric for stipend positions. Candidates may submit artifacts of their work.

**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 – Aligned Professional Development**

### **Utilization of Teacher Leaders**

The professional development in West Branch Community Schools focuses on three of six district strategic goals aligned with the Iowa Professional Development Model (IPDM).

1. Support Effective Teaching and Learning Strategies
2. Invest in Human Capital and Leadership
3. Improve Academic and Social-Emotional Learning Environments.

Building level and district level professional development is currently delivered by teacher leaders, district administration, building administration, and Grant Wood Area Education Agency staff during weekly scheduled early-dismissals throughout the school year. Elementary, Middle School, and High School professional development is based on adult and student needs that support the West Branch Community Schools Strategic Plan and our Comprehensive School Improvement Plan.

### **Teacher Leaders in Professional Development**

Teacher leaders will develop and deliver professional development as part of West Branch Building Leadership Teams. Teacher leaders will also maintain the West Branch Community School District's focus on learning goals by being part of each building's Professional Learning Communities (PLCs) and participate in professional development opportunities.

Teacher leaders may be required or requested to participate on district leadership team committees to assist with communication alignment. This will include giving feedback to teachers, interpreting data, providing input, planning instruction, demonstrating best practice teaching strategies, and supporting the district-wide standards based grading work.

The three full release positions will collaborate with building leadership teams to plan & deliver differentiated levels of professional development to the entire staff, small group, and individuals. In their own areas (PK-5 Reading, PK-12 STEAM, and 6-12 Assessment/Data Feedback), each full release positions will model instructional strategies, provide grade level guidance on effective use of instructional block, update staff on research based practices and materials, direct teachers on the design of instructional interventions for small groups and individuals, and collaborate with content professional development leaders to deliver professional development. In addition, the 6-12 Assessment/Data Feedback Coach will work with small groups and assessments aligned with district standards.

### **Integration of Iowa Professional Development Model (IPDM)**

Our district professional development follows the Iowa Professional Development Model that places student learning at the center of school improvement and staff development. The district adheres to the tenets of the IPDM with its focus on curriculum, instruction and assessment, participative decision making, leadership and simultaneity. The IPDM outlines our District Career Development Plan for ongoing learning, implementation of learning and data collection.

The West Branch staff is fluent in their understanding of the IPDM's cycle that includes: collection and analysis of student data, goal setting for student learning, selecting content (and strategy), professional development design, and program evaluation. Currently, administrators, teacher leaders, and teachers collect and analyze student data in order to set goals for student learning. As a result of this work, both instructional approaches and content are collaboratively agreed upon for consistent and researched based instruction. Teacher leaders will enhance the work by maintaining the focus of the Professional Learning Communities (PLCs) by asking four questions:

1. What do we want students to know? (IPDM #4, #7)
2. How will we know if they have mastered the standards? (IPDM #2, #3, #7, #9)
3. What do we do if they don't comprehend the standard? (IPDM #2, #7, #9)
4. What do we do if they already have mastered the standard? (IPDM #2, #9)

Building Leadership Teams will design and deliver professional development throughout the district, support and monitor implementation of the learning, and foster on-going data collection. Those serving in teacher leadership roles will initiate

summative evaluations of the districts professional development program.

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 – Evaluation of Effectiveness

### Measuring the Impact and Effectiveness of the TLC plan

The proposed Teacher Leadership roles developed in this plan will improve student achievement by strengthening literacy and math instruction, supporting the growth and development of all teachers and mentoring new teachers, and integrating use of data to inform instruction.

Each TLC position is differentiated with specific roles and responsibilities to improve instruction and student learning. The TLC plan will be monitored, evaluated, and adjusted using interim feedback processes and long-term evaluation. A group of teachers and administrators selected from the TLC Planning Committee will have overall oversight for evaluating the TLC program. A \$2,250 line item was established to pay teachers and administrators for time spent outside of contractual hours conducting impact and effectiveness evaluation.

The West Branch TLC Program Goals, which are in line with Iowa Department of Education goals, drive the impact/effectiveness evaluation. Specifically, impact/effectiveness of the TLC plan will be measured against a multi-tiered review of:

- **District Goal**—short-term student achievement and building climate improvement  
(as defined in Part 2 - West Branch Community School District Goals)
- **Interim Feedback Processes**—Achievement and Building Climate / Behavior Support
- **Long-Term TLC Goals** focused on impact and effectiveness

### TLC Program Goals

1. Student achievement and building behavior support information will demonstrate positive trend lines during the 2015 – 2017 school years when compared to biennium data from 2012 - 2014 school years.
2. By June, 2015 West Branch CSD will have a fully functioning career opportunity and compensation plan in place. Twenty-five percent (17) of the teaching staff will have been selected to our teacher leadership roles.
3. By June, 2015 the district will have in place and begin utilizing the talents of three full release instructional coaches. The district will implement focused professional development work and preparations for the 2015 – 2016 school year. The district anticipates having seventeen to twenty stipend leadership roles in place by August, 2015.
4. During the 2015 – 2016 all career teachers will have received feedback and meaningful professional development through our TLC plan.
5. Data regarding the percentage of teachers retained during the 2015 – 2017 school year will be kept and compared to teacher retention data (baseline data) from 2010 – 2014.
6. Survey data regarding the effectiveness of full release and stipend positions will be kept and analyzed by select TLC Planning Committee team members.

### Interim Feedback Processes

**Achievement:** District Leadership Teams (DLT) and Building Leadership Teams (BLT's) will conduct ongoing reviews of system data analysis and provide input for differentiated professional development designed to promote teacher growth and best practice pedagogies. Achievement data will include attention to demographics and subgroup performance (gaps analysis) with an emphasis on district Professional Learning Communities and data team results.

Annual review of newly adopted instructional materials will be conducted. Routine surveying of staff regarding their professional development will provide specific feedback to district administration regarding full release and stipend positions. Adjustments to the TLC plan will be made based on results of feedback and formative evaluations. Formal evaluation of Full-Release and Stipend positions will be the responsibility of building principals.

**Building Climate / Behavior Support:** Student attendance and disciplinary referrals data are available through our student information system and will be routinely accessed and studied. The District will incorporate research-based, gap-closing strategies that support and accelerate student learning.

**Long-term TLC Plan Goals focused on Impact and Effectiveness**

By June 2015, a group of teachers and administrators will form a TLC Program Evaluation and Monitoring Committee to assess overall effectiveness based on system capacity and ability to meet the six overarching goals:

1. Review and summarize stakeholder input and data regarding program effectiveness on a semi-annual basis. Stakeholder input will include members of the SIAC, DLT and BLT groups, administrators, and input from non-TLC career path teachers through surveys and ongoing conversations.
2. Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
3. Utilizing the Jim Knight Instructional Coaching Scales for assessment of the quality and impact, review the frequency and types of collaboration in which instructional coaches are involved.
4. The Iowa Professional Development Model (IPDM) will serve as the framework for assessing the fidelity of staff professional development.
5. Annually evaluate TLC job descriptions and responsibilities (what it is and what it isn't).
6. Perform exit interviews with teachers who leave TLC leader positions.

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)**

## Part 9 – System Sustainability

### Capacity to Implement and Sustain TLC Plan

West Branch Community School District's staff has embraced transformational initiatives such as becoming a PK-12 standards-based grading system. The capacity to implement the TLC plan would be viewed as "first order change" (*Waters, Marzano, and McNulty, 2003*) for our district because the plan consistent with our prevailing values and norms. The TLC plan will build on these initiatives to assure future success.

- Nearly one quarter of the staff has received formal Professional Learning Community (PLC) training and 100% of the staff works in PLC and data team settings on a weekly basis.
- WBCSD's School Improvement Advisory Committee (SIAC) provides authentic, routine input to guide the district.
- The district is fully committed to the GWAEA i3 Induction, Mentoring and Coaching program.
- WBCSD is one of the few districts in Iowa to be a full PK-12 standards-based grading and feedback system. We are studying competency-based education systems now.
- Hoover Elementary School was one of only 95 schools in Iowa to implement the State's (Phase I) Early Literacy universal screening tools. (TIER using FAST and IGDI assessment tools).
- The district has improved concurrent student enrollment options over the past three years from an average of 5-6 college credits to an average of 15 college credits for students graduating in 2015.
- In the 2012, the District implemented a 1:1 laptop program for students in grades 5 – 12.

### School Improvement Efforts

The district follows the Iowa Professional Development Model (IPDM) to significantly impact the teaching and learning in our schools. Data driven instruction and Professional Learning Community (PLC) teams are the district's key vehicles for meeting 21<sup>st</sup> Century teaching and learning needs.

A key assessment component is the time requirement that Instructional Coaches spend 70% of their time in providing direct support to teachers, 10% of their time will be dedicated to data collection and data analysis with teachers and teacher teams, 10% for planning and delivering professional development and working on district and building leadership teams. The remaining time will be allotted for administrative function, personal work needs, and district support duties.

### Roles and Responsibilities of District Personnel

The superintendent, principals, and the TLC Program Evaluation and Monitoring Committee are responsible for the successful implementation of this TLC plan: 1) Selection Committee 2) Evaluation and Monitoring Committee 3) Director of Curriculum, Innovation, and Assessment 4) Building principal leadership and 5) performance of teacher leaders.

### Evaluation and Monitoring Committee

By June 2015, a group of teachers and administrators will form a TLC Program Evaluation and Monitoring Committee with six goals:

1. Review and summarize stakeholder input and data on a semi-annual basis. Surveys and ongoing conversations will be used to assess program effectiveness. Stakeholders include members of the SIAC, DLT and BLT groups, administrators, and non-TLC career path teachers.
2. Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
3. Assess program quality and impact using the Jim Knight Instructional Coaching model.
4. Assess staff professional development using the Iowa Professional Development Model (IPDM).
5. Evaluate annually TLC job descriptions and responsibilities.

### Superintendent will:

- Review and present names of candidates to be hired in the teacher leadership roles will be given to the superintendent for

formal approval.

### The Director of Curriculum, Innovation and Instruction

- Organize the selection committee and the evaluation and monitoring committee.
- Work with the teacher leaders and building principals to coordinator, plan and present differentiated professional development for each teacher leader.
- Meet quarterly with building principals and teacher leaders to ensure teacher leaders are fulfilling job descriptions requirements.
- Coordinate and assist professional development at the quarterly district lead teacher meetings.
- Attend and coordinate summer learning for teacher leaders.
- Apprise the superintendent of schools, board of education and administrative team about TLC leadership position work.
- Organize and conduct building walkthroughs by the administrative team for routine observation of teacher leaders.

### Building Principals will:

- Ensure all teacher leader candidate applications are screened to meet the qualifications defined in the TLC grant process.
- Review instructional coaches' logs to measure the impact of coaching interactions
- Review each leadership position's job description with candidates to gain clarity on what is expected and not expected of these individuals.
- Assist teacher leaders become part of the building culture so relationships can be built.
- Hold periodic reflective conferences with teacher leaders to allow for reflection and feedback.
- Communicate regarding district, building and grade-level meeting preparation needs.

### Sustainability and Funding for Program

Work to augment teacher pedagogical skills and enhance student learning will continue regardless of TLC funding. The TLC work will strengthen professional learning communities, data team protocols, core instructional identification process, and consistent professional development.

Supplemental state funding will be required to fully sustain the staffing levels required in the grant, teacher leadership supplemental foundation aid shall not be combined with regular wages to create a combined salary. Reductions in state funding may require TLC program adjustments in terms of staffing, materials and professional development.

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## 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** 813.0

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

**District Enrollment-Based Allocation** \$251,070.66

**Total Allocation** \$251,070.66

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## 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.	\$158,541.00
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).	\$71,416.00
Amount used to provide professional development related to the leadership pathways.	\$15,300.00
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>	\$5,950.00
<b>Totals</b>	<b>\$251,207.00</b>

## Other Budgeted Uses - Description

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

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$251,207.00
<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	(\$136.34)

## 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 – Align Budget

### Budget Summary

The West Branch Community School's Teacher Leadership and Compensation Plan is perfectly aligned to the district's cornerstone professional development plans and is positioned to make a significant impact on student learning in our district . The West Branch district demonstrates a good-faith effort to achieve 25% participation by the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. The TLC plan and budget meet the five "must have" required criteria:

1. Minimum salary of \$33,500 (*District's minimum salary with TSS is currently \$33,271. If approved for 2015-2016 district will have met \$33,500 requirements.*)
2. For new teachers: additional coaching, mentoring, and opportunities for observing instructional practice
3. Differentiated, multiple, meaningful teacher leadership roles
4. Rigorous selection process for leadership roles
5. Aligned professional development

The budget reflects the priorities identified from the TLC Planning Committee's early analysis of student achievement data gaps and needs, as well as from staff input and even "round one" TLC districts. The total of the grant is based on the Department of Management's expected per pupil allocation (i.e. roughly \$309), multiplied by the district's certified enrollment for FY14 of 813 students. (\$309 X 813)

**Total:**

**\$251,217**

#### Salary

##### •Instructional Coaches (3 Full Release)

**Total: \$158,541**

PK-5 reading, PK-12 Science, Technology, Engineering, Arts and Math (STEAM), and 6-12 assessment, data and feedback growth. Anticipated average salary of \$43,000. Additional for extra contract days \$1,859 and Benefits (Fringes) \$7,988 per instructional coach. 60 additional contract days for 15 identified teacher leaders and additional contract days totaling \$16,134.

##### •Stipend Roles (27 positions)

**Total: \$33,291**

Building leadership team leaders, social emotional and building climate leaders, K-12 professional partners and content professionals will receive \$400 to \$1000 stipends.

##### •Induction Coaches (3)

**Total: \$35,678**

Induction coaches are funded at a percentage of their assigned district time to their consortium time overall.

#### Leadership and Team Professional Development

##### •Guest Teachers

**Total: \$2,448.18**

The committee estimated that WBCSD would need approximately twenty guest teachers per school year to support this initiative.  $20 \times \$105 = \$2,100 + \$348$  benefits equals to a budget of \$2448.

##### •Leadership Professional Development

**Total: \$15,300**

We have included another \$15,300 for professional growth support that was determined by GWAEA professional development offered for TLC districts from "round one." An example would be the recent GWAEA professional development course offering for TLC Leadership Teams. Five days of Leadership and Team Professional Development training with a registration cost of \$150 x 5 days per participant equals \$750 per leadership team member.  $6 \text{ BLT members} \times \$750 = \$4500$ .

We have three BLTs in the WBCSD.  $3 \text{ buildings} \times \$4500 = \$13,500$ .

In addition, the district's three full release participants will be involved in Jim Knight Instructional Coach training estimated at approximately \$1800 in all.

#### Equipment

##### Technology/ Software

**Total:**

**\$3,700**

The committee used our current 1:1 laptop initiative to determine the budget for upper end laptop and software needs of our full release teachers. This includes a \$500 allotment for average "break and fix" needs we experience on the typical MacPro laptops over the past three years.

#### Program Evaluation

##### Impact and Effectiveness Evaluation

**Total:**

**\$2,250**

TLC program evaluation will occur twice a year. At an hourly rate of \$20, we anticipate needing five staff members (teachers / administrators) to be paid \$20 an hour X 8 hours X 5 staff members X 2 evaluation periods = \$1600 + \$650 benefits = a budget of \$2250.

<b>Full Release Positions</b>	<b>Salary</b>	<b>Extra Contract Days (8) Each</b>	<b>Benefits</b>	
PK-5 Reading Coach	\$ 43,000	\$ 1,859	\$ 7,988	\$ 52,847
PK-12 STEM/Project Based Learning Coach	\$ 43,000	\$ 1,859	\$ 7,988	\$ 52,847
6-12 Assessment/Data Feedback Coach	\$ 43,000	\$ 1,859	\$ 7,988	<u>\$ 52,847</u>
Full Release Positions Subtotal				<b>\$ 158,541</b>

<b>Stipend Roles</b>	<b>Salary</b>	<b>Extra Contract Days (3) Each</b>	<b>Benefits</b>	
Building Leadership Team (9) \$1,000 per	\$ 9,000	\$ 8,368	\$ 2,880	\$ 20,248
K-12 Social Emotional Learning (3) \$800 per	\$ 2,400	\$ 2,189	\$ 761	\$ 5,350
K-12 Professional Partners (6) \$500 per	\$ 3,000	NA	\$ 497	\$ 3,497
Content PD Leaders (9) \$400 per	\$ 3,600	NA	\$ 596	<u>\$ 4,196</u>
Stipend Roles Subtotal				<b>\$ 33,291</b>

<b>Induction Coaches</b>	<b>Salary</b>	<b>Extra Contract Days</b>	<b>Benefits</b>	
Induction Coach 1	\$ 11,224	NA	\$ 603	\$ 11,826
Induction Coach 2	\$ 11,546	NA	\$ 616	\$ 12,162
Induction Coach 3	\$ 11,224	NA	\$ 465	<u>\$ 11,689</u>
Induction Coaches Subtotal				<b>\$ 35,677</b>

<b>Guest Teachers</b>	\$ 2,100	20 Days	\$ 348	\$ 2,448
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<b>Professional Development</b>				\$ 15,300
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<b>Technology/Software</b>				\$ 3,700
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Impact and  
Effectiveness  
Evaluation

\$ 2,250

Teacher Leadership  
and Compensation  
Total Budget

\$ 251,207

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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