



Application

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

94935 - Teacher Leadership and Compensation

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/17/2014 3:17 PM

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: West Delaware County Community Schools

Organization Type: K-12 Education

Tax ID: 42-6037588

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Benefactor

Vendor Number

Recipient Information

District West Delaware County Community School District

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

County-District Number 28-6950

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

Honorific Dr.

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Narrative

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

The TLC system is exciting and timely for West Delaware. Our district is poised to take full advantage of the opportunities afforded to us through this legislation because we have spent the last three years building a solid foundation on which to base this work. Together with our community and staff, we have collaboratively developed a Vision and accompanying priorities, goals and action steps that truly drive the work of our district on a daily basis. Through that Vision we have worked intensely and purposefully to become a Professional Learning Community, not only in name but in action and collective commitment. The work undertaken to build our Vision and our PLC has strengthened all of the professional relationships across the district, including those which connect our parents, our business and agriculture communities, our certified and non-certified professional associations, our administration and our School Board.

The purposeful work we have undertaken in our Vision, our PLC, and our relationships has laid the foundation, and the Vision we have articulated for the TLC system both supports and expands our current work. This is very important to us, because the TLC is not an add-on to what we are already doing; rather, it is an integral part of our School Improvement process and provides us with the resources and tools we need to accomplish our District Vision. Our TLC plan will result in improved instructional practices across the district, improved student learning outcomes, expanded teacher leadership opportunities with enhanced compensation, more successful entry into the profession, and more systemic collaboration. The difference this will make for our students and our staff is enormous!

Vision

Relationships | Challenging Academics | 21st Century Skills

Our District Vision includes three priority areas. The TLC Vision will support our work toward realizing the Vision:

- Relationships:** Multiple individuals at all levels demonstrate respect, trust, and integrity while working interdependently toward our goals.
- Challenging Academics:** Educators use effective instructional practices to actively engage students in diverse learning opportunities that require critical thinking and problem solving in real world contexts.
- 21st Century Skills:** Students will acquire competencies necessary for 21st century living by developing skills in the areas of civic life, health, finance, technology and career readiness.

Strategic Objectives

- Develop effective collaborative processes to improve learning and teaching**
- Strengthen student-student and staff-student relationships to improve student perceptions of safe and supportive learning environments**
- Continue aligning curriculum with the Iowa Core as content standards are adopted**
- Develop new benchmarks and implement the Iowa core in English/LA and Math**
- Align instructional practices with CEI**
- Coordinate K-12 curriculum and instruction and identify critical competencies for each area of 21st Century Skills**

Goal of the TLC System as determined by our planning committee

- In order to enhance student learning through improved instructional practices, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.**

We have designed a TLC system that supports and enhances the clear focus and direction of our district by rewarding and encouraging professional growth, promoting collaboration, and providing differentiated levels of support for new and experienced teachers.

The leadership positions are designed to coordinate to provide multiple and varied types of support to meet varying needs of teachers. In addition, the community and the teachers wanted a plan that allowed them to remain in the classroom as much as possible. We have responded to our local context by designing a plan that allows for all roles but the **COACHING** role to be full time classroom teachers with focused release time, additional contract days, and compensation for work that will have to occur outside of the contract day.

The **MODEL TEACHER** demonstrates exemplary practice in one or more very specific areas, and others learn by observing

and having focused conversations with this leader. The **TEAM LEADER** analyzes multiple sources of data, including needs identified by the **MODEL**, **MENTOR** and **COACH** to design differentiated professional development. The **COACH** is a liaison to match the needs of staff with current research into best practices in order to help design effective professional development that meets the needs as well as moves the district forward with new innovations. The **MENTOR** develops an individual relationship with the new professional or new to the district, assisting him/her to access the resources of the other positions to address specific needs at just the right time. The **LEAD MENTOR** will coordinate the mentoring supports for mentoring pairs, ensuring a high quality system of support for our new teachers to improve their entry into the profession. The **LEAD MENTOR** also ensures a high quality comprehensive induction to empower the new professional to be a contributing member of our learning community from the first day. Together, the leadership positions provide a broad system of support and access to innovative practices that **enhance student learning through improved instructional practices**.

COACHES-full time release with 10 additional days built into their contract plus a salary supplement

MODEL- full time classroom teachers with additional release days plus a salary supplement

MENTOR-full time classroom teachers with 6 additional release days and a salary supplement; **LEAD MENTOR**: Full time classroom teacher with 3 additional contract days, 8 release days, and a salary supplement.

TEAM LEADER- full time classroom teacher with 4 additional contract days, 2 release days and a salary supplement.

West Delaware is now ready to begin implementation of our plan, and we are grateful for the opportunities that have been afforded through the TLC System.

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?

Yes

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

Please include the following information in your narrative:

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

West Delaware has a successful history of involving multiple stakeholders in planning processes as a means to achieve the best outcomes for students. The District utilizes a tiered system of involvement.

- Tier I: Input is sought from as many stakeholders as possible regarding desired outcomes, idea generation as to how to achieve these outcomes, and any other insight participants choose to share. Stakeholders included parents, community members, teachers, non-certified support staff, administrators, and Board members. Stakeholders were made aware of the opportunity for the District to develop a Teacher Leadership and Compensation Plan and were invited to participate in a survey from September 26, 2013, to October 31, 2013. This information was shared through our district website, parent/community and staff email distribution lists, and personal invitation. We were very pleased with the robust response: 208 responses to multiple-choice questions, and 38 narrative responses.
- Tier II: Specific individuals were invited to comprise a smaller working committee to consider the input of the larger group and use it to develop a more concrete and specific plan. A balanced representation from multiple groups was purposefully sought. The resulting planning committee has 17 members, comprised of teacher representatives, an administrator, and a parent from each of our building levels (elementary, middle, and high), the Director of School Improvement, and the Superintendent. The parent representatives were invited based on their status both as parents and as community leaders with widespread connections: All parents are active volunteers; one is employed as a Technology Specialist at University of Northern Iowa; one is employed by our local hospital, the largest employer in the District; and one is a local business owner who is involved in numerous community groups.

Prior to the first meeting, all committee members were provided a binder with resources regarding the TLC grant given to the district by the Iowa Department of Education, copies of the responses to the survey, a copy of the District Vision and Strategic Objectives, and a copy of the annual individual Building Improvement Goals. This committee met for four full day off-site meetings from October to January to develop a vision for the plan and then plan the details to bring that vision to fruition. All members of the committee attended all sessions. Throughout this process, individual committee members actively sought insightful and useful feedback from colleagues, which helped support our focus. The grant funding allowed for the teacher release time necessary for the work that was required in order to effectively design own system.

Committee meetings employed a combination of large group presentation, small and large group discussion, and homework to be completed between sessions. Documents and information were shared using Google Docs where all members collaborated electronically. In order to consider the entire district perspective, as well as the needs of individual building levels, small groups were specifically designed to include representatives for all levels or only from one level, depending on the particular discussion topic at the time.

The timeline for planning and communication with stakeholders was:

- September-October, 2013
 - Invited stakeholders to complete survey and provide input to be considered when planning
- October 29, 2013 Committee
 - Clarified and agreed upon our objectives
 - Designed teacher roles to enable us to meet the objectives
- November 14, 2013; December 12, 2013 Committee
 - Designed practical aspects of implementation:
 - Job description/Selection criteria for roles
 - Evaluation of overall plan effectiveness
 - Began to determine details (number of positions, cost, feasibility, potential barriers)
- November-December, 2013
 - Two focus groups held with current mentors and mentees from previous five years to seek feedback on needed supports
 - Sent article updating progress to local newspaper, radio station, community members, staff and Board
 - Met with staff for question/answer session
 - Refined work from TLC committee 11.14.13 and 12.12.13; sent through Google docs for review
 - Traveled (virtually) to 3 districts implementing similar system
- November-January, 2013
 - Discussion at Elected Officials Luncheon
 - Presentation to Lions Club and Rotary
 - Sought feedback from staff, community

Presented to School Board

Formal staff meeting

Plan put on website in January for community to view; sent electronically to all staff and families

- January 13, 2014

Unanimous approval by formal action by the Board of Education to submit the Teacher Leadership and Compensation Application

- January 14, 2014

Selection process

Annual review process

Made revisions based on feedback

- January 15, 2014

ü Unanimous approval by formal action from the West Delaware Education Association Executive Board

Throughout the process, TLC members were asked to speak with as many people as possible between meetings to gather feedback.

In addition, electronic or in-person meetings attended by committee representatives were:

- Four AEA webinars

- Four DE webinars

- SAI meeting

- Electronic meeting with Eagle Grove, CO, and Eden Prairie, MN, Alabama and schools through Heartland.

The planning funds supported communication strategies, meeting and travel expenses, resource materials and substitutes. Remaining funds will also be allocated next year for the committee to plan and review implementation and evaluation of the plan. If approved, the committee will reconvene this spring to address the first steps necessary for implementation of the plan for the 2014-2015 school year.

Narrative

Using Part 2 application narrative from Year 1?

Yes

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.

Our Teacher Leadership Compensation Plan is a remarkable opportunity to expand our current teacher leadership roles and to create new areas of leadership to empower and equip our teacher leaders to accomplish the challenging work of moving forward toward our District Vision. In determining our TLC plan vision and goals, we considered the legislative intent, our current District Vision, building/district goals, community input gathered prior to our first meeting, and the TLC System Theory of Action.

Our TLC Plan was created by starting with the intent of the legislature and task force.

1. 1. Provide opportunities for teachers to assume clearly defined leadership roles that enable teachers to learn from one another to improve instructional practices in ways that improve student achievement. *(Our plan clearly identifies roles and describes responsibilities while building in time to collaborate and learn how to improve instructional practices)*
2. 2. Create a system with varying levels and types of support for teachers as they work collaboratively to refine their practice and improve student learning. *(Our plan creates several tiers of support that support teachers in different ways and builds in time so they can collaborate and share ways to improve instruction.)*
3. 3. Reward and encourage professional growth and teacher leadership by improving compensation and allocation of time. Attract able and promising new teachers by offering competitive starting salaries. *(Our district raised the minimum salary offered to new teachers to \$33,500 in 2013-2014 in anticipation of the TLC opportunity. Our plan allocates compensation in a manner that rewards and encourages teachers to become leaders in the district)*

West Delaware TLC Vision

In order *to enhance student learning through improved instructional practices*, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.

Strategic objectives of current West Delaware Vision that is most relevant to the design of TLC system:

- Develop effective collaborative processes to improve learning and teaching (Identified as both Professional Learning Communities and Teacher Leadership Roles)
- Align instructional practices with Characteristics of Effective Instruction (Using both Professional Learning Communities and Teacher Leadership Roles)
- Coordinate K-12 Curriculum for all areas of 21st Century Skills (Developed through both Professional Learning Communities and Teacher Leadership Roles)

In 2011-2012, the district created a VISION. In 2012-2013 our district began to build the foundation of what would become our TLC Plan. The ultimate purpose of the TLC plan is to build upon the solutions that are already in place in the district. For example,

- CURRENT STATUS: Principals function as instructional leaders; however, they do not have the level of expertise in specific content and pedagogy that our teachers possess. Additionally, administrative tasks associated with principal roles make it difficult for them to focus exclusively on what would be most beneficial to improvement.

TLC ENHANCEMENT: For 2013-2014 we created a full-time literacy **COACH** at the elementary, a part-time data **COACH** at middle school and a part-time student mentoring **TEAM LEADER** at the high school. Student data and teacher feedback have shown these positions effective, but time constraints prevent fully realizing the potential of these positions. The TLC system would enable us to continue and expand these successful practices in order to improve instructional practices.

- CURRENT STATUS: Teachers have expressed support of the PLC process and through it have been empowered to determine what professional development is needed to improve student achievement. However, it is difficult to coordinate all PLC teams so that we can leverage the collective capacity and to provide research and resources to identify and implement best practices.

TLC ENHANCEMENT: Identifying **MODEL** teachers to demonstrate best practice, **COACHES** to research and model the newest information on effective practices, and **TEAM LEADERS** to assist with data analysis and differentiated professional development, would increase the power of the PLC model.

- CURRENT STATUS: We have identified best practices in literacy and have provided professional development. However, implementation is inconsistent, and recent focused observations by our literacy coach show need for improvement.

TLC ENHANCEMENT: **MODELS, MENTORS, and COACHES** would provide opportunities for teachers to observe how

their peers effectively implement practices learned and would empower teachers to learn most effective strategies by learning from each other in a systematic way. This is important for all teachers, but for new teachers in particular. In addition our **COACHES** and **TEAM LEADERS** will help identify barriers to implementation and design supports and solutions.

•CURRENT STATUS: The instructional rounds process is being used to determine what areas of professional development are needed regarding Characteristics of Effective Instruction. Evidence shows that some teachers are highly skilled in certain areas of CEI, others are not.

TLC ENHANCEMENT: The TLC system would provide a systematic way for all teachers to identify **MODEL** teachers who are particularly skilled in one or more components of CEI and observe them teaching. **COACHES** can extend the learning and modeling opportunities, and both **COACHES** and **TEAM LEADERS** will use the information about teacher needs to design professional development. **MENTORS** will have a robust system for providing new teachers with concrete examples of best practice.

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)

TLC Vision: In order to enhance student learning through improved instructional practices, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.

Key Initiative #1: Professional Learning Communities (PLC): All teachers function as members of a PLC, using the four PLC questions regarding student learning to guide their work and improvement practices. The focus this year is on Assessment for Learning. Teachers will utilize a data focus protocol to improve instruction using formative assessments.

TLC Connect, Support, and Strengthen: TEAM LEADERS will lead PLC teams in analysis of student work and identifying research based instructional practices differentiated to meet the needs of students at varying levels of growth. COACHES and MODEL TEACHERS will model effective instructional techniques and provide feedback for improvement based on evidence of student learning.

Key Initiative #2: Challenging Academics: Fully Implement the Iowa Core: Full implementation of the Iowa Core includes alignment of curriculum, instruction and assessment. We have one Literacy COACH at the K-4 building to provide model lessons, observe lessons and provide feedback, and use implementation data to design professional development for teachers.

TLC Connect, support and strengthen-Additional COACHES at all building levels will lead the work with TEAM LEADERS, MODELS, and MENTORS expanding the learning to support all teachers. The COACHES will guide TEAM LEADERS in identifying, development and delivery of professional development. COACHES will coordinate the gathering of implementation data as well as student achievement data and lead the analysis with the TEAM LEADERS. Ongoing peer observations of high quality lessons will be coordinated and reflections shared.

Key initiative #3: Challenging Academics: Multi-Tiered Support Systems: All buildings use MTSS to move toward the district goals that all students should grow at or above expected levels on the Iowa Assessments. All three buildings identify students at risk; collaboratively identify teaching strategies using best practices and Characteristics of Effective Instruction and collect data on improvement. The elementary and middle school use building systems called SST; high school uses a mentoring council.

TLC Connect, support and strengthen-COACHES will organize a more comprehensive collection of data on students who aren't improving at expected levels. Resources include: Teacher Leadership That Strengthens Professional Practice by Charlotte Danielson and Instructional Coaching A Partnership Approach by Jim Knight. The TEAM LEADERS will help teachers improve skills by working with them in the PLC structure. The COACHES will research best-practice skills and locate best assessments, technology and other resources and organize the work for the TEAM LEADERS.

STRUCTURES:

School Improvement Advisory Council: facilitated by the Superintendent, includes community members, students, staff and administrators who meet 3-4 times per year. They review data on achievement, bullying and school climate. They recommend improvement goals to the school board annually.

TLC Connect, support and strengthen- One TEAM LEADER from each building will become a member of the SIAC to share information about the building data analysis. They will bring that analysis to the SIAC to review in their work.

District Improvement Team: Facilitated by the Superintendent includes teachers and administrators. It analyzes district data, learns state initiatives and sets local initiatives and goals for the District Professional Development Plan.

TLC Connect, support and strengthen- The Director of School Improvement will now facilitate and COACHES from each building will serve as members to assist with agendas, data organization and research. The TEAM LEADER who serves on the SIAC will also be a member, providing cohesiveness.

Building Leadership Teams: Facilitated by the building principal and team representatives, this group decides building goals and professional development.

TLC Connect, support and strengthen-The COACH will now lead the BLT in designing a "just-in-time" building professional development model that changes with teacher needs identified through PLC work and MODEL/MENTOR teacher input. The TEAM LEADERS will make up the staff representation and provide the leadership to operationalize the work.

Teacher Evaluation Team: Evaluation is currently handled exclusively by the principals who review every teacher's Individual Career Development Plan and conduct all on-cycle evaluations.

TLC Connect, support and strengthen- Teachers may choose to work with the COACH on an intensive improvement plan during off years in order to receive more personalized help with strategies and resources. In addition, COACHES will set up peer review cycles so that off-cycle teachers can continue to work on improvement goals and receive non-evaluative peer feedback. Principals will have more time to work with on-cycle teachers.

The Teacher Mentoring and Induction System: is led by the Director of School Improvement who assigns each new teacher a MENTOR. Keystone AEA provides the training. Currently minimal school time is scheduled for observation, modeling or reflection.

TLC Connect, support and strengthen- MENTORS will be assigned by a LEAD MENTOR and there will be scheduled observation and reflection times embedded into the school day. The LEAD MENTOR will coordinate and organize monthly meetings for all MENTORS and New Professionals and provide an introduction to school initiatives before school starts. Finally, MENTORS will schedule New Professionals to observe and work with MODEL Teachers throughout the program.

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)

Analysis of Effectiveness of the WD Mentoring and Induction Program

As part of our design process, our TLC planning Committee engaged in a review of 10 years' worth of data related to our Mentoring and Induction program. We included teacher retention data, informal survey information and program evaluation data. We included all new teachers and mentors in this process and were able to identify several meaningful data points that helped us consider both the areas of effectiveness in our mentoring and induction program as well as areas of needed improvement.

Retention data: 40 new teachers were hired in this time period.

- 30% resigned after 1 year:
- 10% resigned after 2-5 years
- 5% resigned 6+ years
- 55% remain WD teachers:

Areas of Effectiveness

- 90% of our mentees felt their mentor modeled the value of continuous improvement and helped them understand the relationship between the Iowa Teaching Standards and comprehensive evaluation.
- 90% of our mentees felt that they experienced a safe and supportive relationship with their mentor.

Targeted Areas of Improvement

- 50% of mentors and mentees did not feel they had adequate time together **(See ACTION #1)**
- 100% of veteran mentors have not been provided release time to engage in non-evaluative observation and feedback conferences with mentees and 100% of the mentors currently in training were provided only minimal release time and only on training days to observe mentees. **(See ACTION #1 and ACTION #2)**
- 55% of mentors and mentees felt that the learning opportunities offered were only somewhat useful **(See ACTION #4)**
- 65% of mentors felt they did not receive adequate training to support their mentees in all areas of need **(See ACTION #3)**

How our TLC Plan helps us to Close our Gaps

In response to the identified areas of improvement, we set four actions for how the TLC system would improve entry into the teaching profession through our system of mentoring and induction.

Action #1: Prioritize and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning.

The TLC funding will be used to provide release time to a LEAD MENTOR, MENTORS and 1st and 2nd year teachers to meet and engage in job-embedded professional development during the school day. MENTOR Teachers will be required to support New Professionals through quarterly non-evaluative observation cycles per year at minimum. More time will be provided as needed by individual MENTOR/Mentee teams. This support will include modeling and co-teaching. It will also provide non-evaluative feedback learned through a coaching model. This shift will ensure the mentoring relationship is focused on improving instructional practice directly in the classroom.

Action #2: Create two levels of mentoring supports (MENTORS and within that group a LEAD MENTOR) to ensure that novice teachers receive the collaboration necessary to improve entry into the teaching profession by building confidence, competence and reflective practice.

The district will have an assigned LEAD MENTOR who will coordinate the mentoring supports for MENTORS and New Professionals. This person will collect, analyze and respond to formative feedback from mentoring pairs to ensure the effectiveness of the program. This person will serve as a leader of our MENTORS to ensure high quality support for our new teachers. The LEAD MENTOR will foster the development of competence, confidence and genuine reflection between the pairs as a part of induction learning. This will allow MENTORS to focus on both job-embedded professional development and non-evaluative observational cycles. Release time will be offered to the LEAD MENTOR and MENTORS to ensure the flexibility of schedules needed to meet with the new professionals.

Action #3: Articulate clear learning outcomes for induction, provide professional development and align them to the Iowa Core, the Characteristics of Effective Instruction, and the Keystone AEA supported programming.

Currently, there are only opportunities for ongoing support for day to day issues that arise for New Professionals. The District is in need of a more comprehensive induction/mentoring approach. With TLC funding, it is our intent to provide induction learning before the school year starts as well as during the school year that supports New Professionals in becoming a part of our learning community. Having a LEAD MENTOR facilitate the induction learning will allow MENTORS to extend their training alongside their Mentees and follow up with job-embedded coaching and feedback which will improve the transfer and implementation of the new skills. The LEAD MENTOR will have training to ensure they develop learning targets that support new teachers in implementing both the Iowa Core and the Characteristics of Effective Instruction.

Action#4: Ensure that every MENTOR is trained in highly effective mentoring and coaching strategies and routines (for example, Journey to Excellence and Cognitive Coaching).

Data collected from the MENTORS indicated that they did not feel that their training adequately prepared them to be MENTORS. The LEAD MENTOR will be responsible for providing coaching and instruction to MENTORS to ensure that they feel prepared to be effective MENTORS. This work will be included in the job-embedded professional development. The district will continue to use Journey to Excellence training provided by Keystone AEA as the foundation of the mentoring training but will use Cognitive Coaching to supplement and extend learning opportunities. The LEAD MENTOR will have the opportunity to create induction work designed to meet the needs of individual MENTORS if necessary.

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.

In designing and refining each of the teacher leadership roles, our committee referred to the following questions to help guide our decisions:

- Does the teacher leader role meet our stated objective? **In order to *enhance student learning through improved instructional practices*, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.**
- Does the teacher leader role support our District Vision, Strategic Objectives, and Building Goals and our current initiatives under each of these areas?
- Does the system work in a synergistic fashion?

The leadership positions are designed to work in coordination, providing multiple and varied types of support to meet varying needs of teachers.

The **MODEL TEACHER** demonstrates exemplary practice in one or more very specific areas, and others learn by observing and having focused conversations with this leader.

The **TEAM LEADER** analyzes multiple sources of data, including needs identified by the **MODEL**, **MENTOR** and **COACH** to design differentiated professional development.

The **COACH** is a liaison to match the needs of staff with current research into best practices in order to help design effective professional development that meets the needs as well as moves the district forward with new innovations.

The **MENTOR** develops an individual relationship with the professional who is new to the teaching profession or new to the district, assisting him/her to access the resources of the other positions to address specific needs at just the right time.

The **LEAD MENTOR** coordinates the mentoring supports by collecting, analyzing, and responding to formative feedback from the mentoring pairs to ensure the effectiveness of the program. This role serves as a leader of the **MENTORS** to ensure high quality support for our improve entry into the professional for our new teachers. The **LEAD MENTOR** also ensures a high quality intensive induction prior to the start of the school year. Together, the leadership positions provide a broad system of support and access to innovative practices that enhance student learning through improved instructional practices.

MENTORS:

- Assist teachers to gain confidence, competencies, experience, and grow into a fully-functioning and competent professional,
- Share insight and guidance on district initiatives and curriculum
- Cultivate a collaborative culture
- Develop a close professional relationship with new teacher.
- Provide support by building trust and providing a confidential and safe environment to share challenges.
- Encourage self-reflection
- Support a commitment to the profession
- Meet weekly with new professional to discuss professionalism and ethics, classroom management, lesson planning goal-setting and pacing, model problem-solving, finding and using resources.
- Arrange for new professional to observe **MODEL TEACHERS** as they are defined in this plan.
- Facilitate a relationship with the **COACH** in order to access teaching strategies that will allow the new professional to implement the state teaching standards.
- Assist with reflection and understanding any professional development provided by **TEAM LEADERS**.
- Full time teacher with a supplementary salary assigned.
- Two additional contract days to develop mentoring skills and to collaborate with other teacher leaders.
- Six release days within the school year will to participate in additional learning, reflection, modeling, peer coaching, and skill development with the new professional.

LEAD MENTOR:

- Serves as a Leader to the mentoring pairs to ensure high quality mentoring support of the new professional
- Coordinates the mentoring supports for **MENTORS** and teachers new to the profession.
- Fosters the development of competence, confidence, and professional reflection within mentoring pairs
- Facilitates induction learning prior to the start of the school year and ongoing throughout the year to enable the new professional to become a contributing member of the teaching staff with full knowledge of the district initiatives and priorities
- Develops a close professional relationship with mentoring pairs.
- Provides support by building trust and providing a confidential and safe environment to share challenges and by modeling effective coaching techniques..
- Assists teachers to gain confidence, competencies, experience, and grow into a fully-functioning and competent professional.
- Shares insight and guidance on district initiatives and curriculum
- Cultivates a collaborative culture
- Encourages self-reflection
- Meets regularly before the school year begins and continuing throughout the year with mentoring pairs transfer to discuss professionalism and ethics, classroom management, lesson planning goal-setting and pacing, model problem-solving, finding and using resources.
- Arranges for new hire/transfer to observe **MODEL TEACHERS** as they are defined in this plan.
- Facilitates a relationship with the **COACH** in order to access teaching strategies that will align with current district initiatives and allow the new hire/transfer to implement the state teaching standards.
- Assists with reflection and understanding of professional development provided by **TEAM LEADERS**.
- Full time teacher with a supplementary salary assigned.
- Three additional contract days are awarded to develop additional mentoring skills and to collaborate with other teacher leaders.
- Eight release days will be provided throughout the school year to provide job embedded learning to mentoring pairs.

MODEL TEACHERS:

- Enhance specific building priorities by sharing specific expertise relative to Vision, Strategic Objectives, Building Goals, Characteristics of Effective Instruction (CEI), or other identified state or district priority.
- Demonstrate a willingness to develop new knowledge and provide leadership for other teachers to develop new strengths based on building/district/state needs identified above.
- Model effective use of specific strengths/strategies as they relates to characteristics of effective instruction.
- Are comfortable sharing an identified strength through real time classroom observations, personal dialogue and through media.
- Work with the **COACH** to build upon current strengths and further develop additional exemplary practices.
- Work with **MENTORS** to provide modeling experiences for new professionals, new hires, and transfer teachers.
- Work with **TEAM LEADERS** to implement professional development with fidelity.
- Full time teacher with a supplementary salary assigned.
- Additional release day is awarded to develop additional skills in pedagogy and effective leadership, and to collaborate with other teacher leaders.
- **MODEL** teacher position will be assigned for one year.

TEAM LEADERS:

- Demonstrate specific expertise needed to support specific building priorities relative to Vision, Strategic Objectives, Building Goals, Characteristics of Effective Instruction (CEI), or other identified state or district priority.
- Serve as a member of a Building Leadership Team.
- Collaborate with other Leadership Team members including principal to develop and monitor Building Goals and plan and deliver professional development.
- Represent building on the District Leadership Team.
- Demonstrate leadership skills and has developed high quality relationships with peers.
- Analyze data at the team level and provides that analysis to the **COACH** so that instructional practices, content and assessment can be improved.

- Collaborate with the **COACH** to design and deliver professional development.
- Represent team members to the larger leadership team but also leads team members through work identified by the larger leadership team.
- Full time teacher with a supplementary salary assigned.
- Four additional contract days to analyze data, assist with the building improvement plan and design professional development to meet identified priorities.
- Two release days and time outside of contract to analyze data to design professional development.
- TEAM LEADERS** will be assigned for one year. Initial appointment may be longer to support staggered movement within the teams.

-
COACHES:

- Demonstrate specific expertise needed to support specific building priorities relative to Vision, Strategic Objectives, Building Goals, Characteristics of Effective Instruction (CEI), or other identified state or district priority.
- Demonstrate interpersonal skills, evidence of building or district leadership, specific skills related to data analysis, content expertise.
- Can be accessed by all teachers; but also provides directive support without invitation
- Act as “Lead **MODEL** Teacher”
- Serve as a liaison between classroom teachers, **MENTORS, LEAD MENTOR, MODEL TEACHERS, TEAM LEADERS**, and administrators to coordinate the system and more effectively use knowledge of student learning outcomes and pedagogy to identify district and building needs and design professional development to address those needs.
- Serve as the district liaison for Department of Education initiatives and provides leadership in effective implementation.
- Serve as a resource and a leader and provides guidance in achieving district-wide or building goals.
- Provide models for differentiating instruction and planning lessons in partnership with fellow teachers.
- Support ongoing collective learning so teachers focus on practices that directly improve student learning. Works with **MODEL TEACHER, MENTORS, LEAD MENTOR** and **TEAM LEADER**.
- Facilitate/participate in the analysis of student data.
- Assist colleagues in accessing and using research to select appropriate strategies to improve learning.
- Collaborate with other teacher leaders to design and provide professional development that is differentiated based on the needs of the teachers.
- Annual appointment based on building needs and priorities, but may apply for renewal. Role is designed to be fluid and responsive to changing context, demographics, and building, district and state priorities.
- Full time release position with supplementary salary assigned.
- Ten additional contract days to develop skills, collaborate with other teacher leaders and Administrators, learn and assist with implementation of new Department of Education initiatives, current research, and state of the art instructional practices.

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

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.**

To realize the potential of our TLC plan it is of critical importance that we select teacher leaders who have:

- pedagogical expertise
- drive to continually improve their own professional practice
- ability to develop and maintain strong positive professional relationships
- leadership skills to leverage these strengths to assist colleagues in improving their own professional practices

All TLC positions will require a minimum of three years' experience, at least one year of which is in the West Delaware district.

Selection: All application materials will include:

- A statement of interest which details the teacher's experience, skills, and proposed contributions to the team relative to the position
- A copy of two most recent Individual Professional Development plans
- Letters of support from two colleagues
- A videotape of the candidate modeling effective instructional practices within the classroom
- For coaches, a videotape of a collaborative process between the candidate and a colleague which focuses on improvement of professional practice

Application materials will be reviewed and interviews of qualified candidates will be conducted by the Selection Committee and scored based on a rubric that includes the following components:

- Evidence of skills and expertise necessary for the particular position, based on detailed job descriptions for each position
- Evidence of previously demonstrated effectiveness, which will include:
 - evidence of support from colleagues who have worked with the candidate
 - evidence that colleagues are committed to working with the Teacher Leader candidate to improve practice and are confident in the candidate's ability to support and improve their work
 - evidence of effective instructional practices as documented through peer observations and PLC Data Focus documentation, including selection of effective instructional strategies and student post assessment data.
- Evidence indicating a professional philosophy and demonstrated practice of growth and improvement will include:
 - evidence of active participation in district professional development
 - detailed examples of active participation in continuing education or self-selected PD
 - participation in AEA and other PD opportunities
 - membership in professional organizations
 - other evidence of scholarship
- Indications of capacity for leadership and contributions to the team structure and process will include evidence of previous leadership positions within the district including leadership/membership in:
 - PLC
 - BLT
 - PBIS
 - SST/Mentoring Council
 - SIAC
 - other leadership work

The members of the selection committee will be differentiated based on the specific teacher leader position.

- A district-level approach will be utilized for **MENTORS** and **COACHES**. This committee will be comprised of three administrators (including the Director of School Improvement), and three teachers.
- A site-based approach will be utilized for selection of **MODELS** and **TEAM LEADERS**. These committees will be comprised of a minimum of three teachers and one administrator from the building to be served by the position.

Qualified candidates will be recommended to the Superintendent, who will make the final selection based on the recommendation of the selection committee, completed rubrics, and supporting evidence from previous evaluations.

Annual review

Annual review will be conducted by representatives from the original selection committee. The focus of the review will be

structured self-reflection, peer feedback, and administrator evaluation of the effectiveness of the teacher leader in the same priority areas identified in the selection process:

- pedagogical expertise
- the drive to continually improve their own professional practice
- the ability to develop and maintain strong positive professional relationships
- the leadership skills to leverage aforementioned strengths to assist colleagues in improving their own professional practices

Our process will be based on Charlotte Danielson's work and "A Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria." All components will be based on evidence of successfully fulfilling the requirements detailed in the job description, as well as evidence of work supporting the goals of our TLC plan, work toward the District Vision, Characteristics of Effective Instruction, Iowa Teaching Standards, and Individual Professional Development Plan.

The documentation of evidence of growth and skill include:

- artifacts from a colleague, a student, and a parent
- the IPDP plan and assessment of progress
- formal observation of instructional practice
- formal observation of TLC practices detailed in the job description for the particular role

This evaluation will place particular emphasis on supporting the professional growth of colleagues in ways that impact classroom instructional practice and enhance student learning. Evaluation criteria will address the individual's growth in terms of improved professional practice for the teacher leader and the extent of improved professional practice of colleagues as a result of the work of the teacher leader. The measures used will be both qualitative and quantitative:

Qualitative measures:

- Input from teacher colleagues who work with the teacher leader
- Input from families and students regarding the teacher's instructional experience in the classroom
- Input from administrators
- Reflective dialogue with the teacher leader

Quantitative measures:

- Improvements in the use and quality level of Characteristics of Effective Instruction as defined by the Iowa Department of Education Innovation Configuration Maps
- The frequency and nature of support and follow up provided to colleagues
- Evidence of meeting the specific components of the job description for the particular role

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.

Our Teacher Leadership Plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through 2 hour early dismissals for PD twice a month and weekly 60 minute sessions during the contracted day.

Our professional development is aligned with IPDM and begins with the COACHES guiding teachers in collecting and analyzing quarterly screening data. These individuals will look for data trends and discuss them with the TEAM LEADERS to develop student learning goals. The TEAM LEADERS will use this data and additional formative assessments during the weekly professional development time to make instructional decisions with their Professional Learning Communities. This will occur in a collaborative environment led by TEAM LEADERS and MENTORS. Our Teacher Leadership Plan will also allow for a tier of teacher leaders who can act as peer observers in order to get further implementation data. A detailed look at this process is included in the following table:

Iowa Professional Development Model	Teacher Leader Roles
Establish PD Leadership Teams	<ul style="list-style-type: none"> • In May of every school year, principals will meet with their BLT (TEAM LEADERS, COACH) to review building level student data to determine areas of strength and need and recommend a PD plan for the following school year. The results will be shared with the District Leadership Team. • The District Leadership team will review district data to identify PD needs and plans for the following year. Data reviewed will include C-Plan goals, AYP, AMO's and district goals. • The Teacher Quality committee provides additional oversight of building and district professional development to ensure alignment of PD with TQ funds.
Collect/analyze student data	<ul style="list-style-type: none"> • All West Delaware teachers are responsible for collecting and analyzing a variety of student data. • MENTORS will help our new teachers learn data analysis methods. • COACHES will assist in training TEAM LEADERS in data analysis. • TEAM LEADERS will support their PLC's in data analysis. • COACHES will also assist individual teachers and PLC's with data analysis as needed. • COACHES will lead TEAM LEADERS in facilitating collection of building level-data and analysis. • COACHES and selected TEAM LEADERS (1 per building) will assist with the district-level data analysis as part of the District Leadership Team.
Goal setting and Student Learning	<ul style="list-style-type: none"> • After reviewing the building data, the TEAM LEADERS will work with their principal to set building goals for the year. They will also lead the process to develop PLC and Individual Career Development Plan goals that address improvement in student learning. • The District Leadership Team will determine the district professional development targets.
Selecting content	<ul style="list-style-type: none"> • Once the principal, BLT (which include COACH and TEAM LEADERS) have set student learning goals, they will select research-based PD that addresses the identified need and align with District initiatives.

Designing Process	<ul style="list-style-type: none"> •The principal and BLT will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goals for their building. •As part of the District Leadership Team, COACHES and assigned TEAM LEADERS will also have an active role in the design of the district PD. Included in this design process will be theory, demonstration, practice, and collaboration.
Training and Learning Opportunities	<ul style="list-style-type: none"> •Building and District PD may be delivered by COACHES, TEAM LEADERS, MENTORS and/or MODEL TEACHERS or others who have the necessary expertise. Training must align with the district initiatives.
Collaboration	<ul style="list-style-type: none"> •COACHES, TEAM LEADERS, MODEL and/or MENTORS will be actively involved leading the PLC work which addresses the four questions of student learning.
Implementation	<ul style="list-style-type: none"> •TEAM LEADERS will support their colleagues in the implementation of research-based practices that are determined to be areas of focus and need by the District and Building Leadership Teams. •MODEL TEACHERS will welcome observers in their classrooms as they demonstrate instructional practices. •MENTORS will collaborate with new teachers by, modeling observing, and providing feedback. •The LEAD MENTOR will be available to collaborate with any teacher who requires or requests more support. •LEAD TEACHERS will work with their PLCs to plan for implementation. They will model, observe, reflect and support teachers in efforts to implement instructional practices with fidelity.
Formative Evaluation	<ul style="list-style-type: none"> •Principals, COACHES and TEAM LEADERS will review student data on a regular basis to make adjustments in their year-long plans, as needed. •District Leadership Team will also review student data to refine PD plans during the year as needed.
Program Evaluation	<ul style="list-style-type: none"> •Principals and BLTs will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs.
Developing Individual Career Development Plans	<ul style="list-style-type: none"> •Principals and COACHES will provide guidance and support as teachers and PLCs develop and implement their Individual Professional Development Plans.

Using Part 8 application narrative from Year 1?

Yes

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.

The Teacher Leadership Compensation Plan will be embedded into our District Vision and evaluated using evidence that we are, in fact, meeting our stated objective of:

*In order to **enhance student learning through improved instructional practices**, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.*

Our building improvement goals, based on the strategic objectives that will lead to realization of our Vision, are developed by analyzing multiple sources of data and evidence of our current state as well as progress toward our desired state. The evidence we analyze is extensive, and includes every source of data we can access. Some examples of evidence we have used in developing annual goals includes:

- Multiple sources of student achievement data
- Iowa Assessments in the aggregate and disaggregated by subgroup
- Fountas and Pinnell
- DIBELS
- Scholastic Reading Inventory
- Gold Assessment
- ACT reports
- College credits earned while in high school
- Classroom assessments
- TAG identification rates
- Scholastic Reading Inventory
- Special education data:
 - Least Restrictive Environment data
 - Special education progress toward IEP goals
 - Special Education identification rates
 - Scholastic Reading Inventory
- Graduation rate
- Attendance
- Social/Emotional/Behavior
- Bullying data
- Discipline data
- student to student, staff to student, and staff to staff relationship data
- Program implementation evidence
- Characteristics of Effective Instruction monitoring
- student to student, staff to student, and staff to staff relationship data
- Teacher retention and satisfaction data
- Community feedback

We will evaluate the effectiveness of the TLC system based on evidence of improvements in the above that provide evidence that we are meeting our goal of improved student outcomes through improved instructional practices. Specifically, we will measure:

- Increasing professionalism of teachers (measured through focus groups and surveys)
- Increased teacher satisfaction with their job and their opportunities
- Increased teacher engagement and commitment to continuous improvement and professional growth
- successful retention of quality teachers
- Frequency and nature of support and follow up provided by teacher leaders to colleagues

- Improved instructional practices: (measured by structured observations, student and parent feedback, PLC agendas and minutes)
- Instructional rounds process using Characteristics of Effective instruction protocol and Innovation Configuration Maps developed by the Iowa Department of Education
- Input from classroom teachers as to specific improvements made as a result of work with a Teacher Leader
- Input from students and parents as to noted changes in instructional practices
- Student outcomes
- Results of common formative assessments through the PLC process
- Over time, improvements in cohort group assessment data from multiple sources listed above

We will evaluate and revise our TLC plan as a whole by the measures above using a three pronged approach:

1. Regular meetings throughout the year of the Teacher Leaders to discuss and plan for ongoing improvement, identification of barriers, and plans to overcome those.
2. The TLC design committee will meet two times a year to evaluate the extent to which we are implementing our plan as designed, and determine adjustments that are necessary to improve the design based on current implementation progress.
3. Annual review of the plan's alignment to the annual building improvement goals and progress measures, especially to determine if a revised criteria of the Leadership position selection is necessary to adjust to changing demographics, Department of Education direction, and evidence of student progress.

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)

West Delaware has the Vision, infrastructure, and cultural foundation necessary to move forward with meaningful change in ways that ultimately benefit students. We are on the cusp of great advancement. We fully intend to continue with the important work that has been happening in the district regardless of the outcome of this application; it is simply too important not to do so. The TLC system will enable us to do so much more quickly and robustly and that is why we are very hopeful that we will receive approval in the first year. The additional funding allows us to continue to build a culture of differentiated teacher leadership roles and to do so quickly.

We have established systems that support the work of the Vision, and these are also critical for the success of the TLC system. The most important of these is our development as a Professional Learning Community. We have purposefully taken the time and the planning necessary to become a PLC in philosophy and action, and our teachers have embraced this. Over 70% have voluntarily attended a three day summer institute for focused study to learn more, nearly all have committed to further learning through their professional development plans, it is part of our strategic objectives within the Vision, and all staff formally meets to collaborate weekly or biweekly. The collaborative culture, along with teacher empowerment created by the PLC have prepared our staff for supporting and leading one another with the goal of improved student learning, and creating differentiated professional development as needed by each team.

Beyond the PLC, other teacher leadership teams are already in place. These include a Building Leadership Team at each building that analyzes student data and determines the building improvement goals aligned with the Vision and the professional development necessary to reach them. Additionally, all buildings have a lead team focusing on social/emotional needs. At the K-8 levels, we have Positive Behavior Intervention Supports (PBIS) and at the High School we have the Mentoring Council. Both are led by teachers who work collaboratively to analyze data, identify areas for improvement, and design professional development to address the needs.

All three buildings also have an established **COACH** position. At the elementary, this takes the form of a full time release literacy **COACH**. At the middle school, this is a part time release data **COACH**, and at the high school a part time release mentoring **COACH**. All have been met with documented success and support among staff, but so much more would be accomplished if we had the resources to support these positions full time, with additional time for more professional development for the **COACHES**. The TLC would enable us to do this.

We also have strong supportive relationships among many stakeholders. The relationship between the Teacher Association and the Administration is strong. The Association has been a part of the discussions before planning even began, and members make up 2/3 of the planning committee. The Executive Board of the WDEA gave unanimous approval to this plan. The Board of Education also gave unanimous approval through formal action in support of this plan. We have had regular meetings, both formal and informal, to share progress and request input from staff not directly involved in the committee. The committee itself has met multiple times to develop the plan, and after each meeting members are asked to share progress and gather feedback with as many people as possible so that we can consider the input at the next meeting. Our community has a history of supporting the work of the schools with both resources and time. We have strong booster organizations for academics, music, and athletics; our volunteer program continues to break records for participation each month, and school staff sits on numerous boards throughout the community and county. Community input was sought before we even began planning. The TLC work has been shared throughout the process through newspaper articles, presentations to Lions and Rotary, and Board presentations.

We have done other ground work to prepare us to take the next step through the Teacher Leadership system. We have a strong retention rate of new teachers, and we meet with our mentors and mentees to determine what more can be done to support them. We have also created data management systems to enable us to better analyze data to serve students, and our current teacher leaders are modeling how to effectively utilize these for other staff. We are now using technology and focused instructional rounds to gather information on the current implementation of Characteristics of Effective Instruction so that we can use the information to determine needed professional development.

The TLC will allow us to build on our foundation and further improve. We are excited to be able to do the following:

- Expand the current coaching roles in the district and provide more professional development for **COACHES**

- Improve our **MENTORING** system in ways identified by mentees
- More effectively coordinate the work of the PLCs
- Improve classroom instruction through emphasis on Characteristics of Effective Instruction through our **MODEL** and **COACH** positions

We have designed a system that will meet these goals within the funding available through the TLC. We have retained enough carryover to address the possibility of reduced funds due to declining enrollment and increased costs of salaries.

We are very positive about the exciting opportunity to reach our goals and expand our work with the support of the TLC system.

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	1545.4
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$477,250.43
Total Allocation	\$477,250.43

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.	\$141,040.00
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).	\$314,259.00
Amount used to provide professional development related to the leadership pathways.	\$21,951.00
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	\$477,250.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$477,250.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.43

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)

Our vision for the TLC plan is: **In order to enhance student learning through improved instructional practices, we will design a robust and effective teacher leadership plan that aligns with the West Delaware Vision and meets the needs of the systems.**

The leadership positions are coordinated, providing multiple and varied types of supports to meet varying needs of teachers. Our system design includes multiple meaningful teacher roles that are differentiated both in responsibilities and compensation, supported by professional development opportunities specific to the needs of our Teacher Leaders. Our budget details supplemental salaries for leaders, costs to replace direct classroom instruction time, and costs of professional development.

The **COACH** leads all the Teacher Leader roles, helping to coordinate the needs of teachers with the support offered by the other positions within our TLC system. The COACH provides direct support of teachers as well as support of other Teacher Leaders, serves as a liaison to match the needs of staff with current research and modeling of best practices, and leads the design of effective professional development that meets the needs as well as moves the district forward with new innovations. The COACH is a full time release position, with 10 additional contract days.

The **MODEL TEACHER** demonstrates exemplary practice in one or more very specific areas, and others learn by observing and having focused conversations with this leader.

The **TEAM LEADER** analyzes multiple sources of data, including needs identified by the MODEL, MENTOR and COACH to design and deliver differentiated professional development.

The **MENTOR** develops an individual relationship with teachers new to the professional or new to the district, assisting him/her to access the resources of the other positions to address specific needs at just the right time. The **LEAD MENTOR** coordinates the mentoring supports for MENTORS and new professionals by collecting, analyzing, and responding to formative feedback from the mentoring pairs to ensure effectiveness of the mentoring relationship.

Together, the leadership positions provide a broad system of support and access to innovative practices that **enhance student learning through improved instructional practices.**

BUDGET

The **COACH** leads all other TLC roles, and is a liaison to match the needs of staff with current research into best practices to help design effective professional development that meets the needs as well as moves the district forward with new innovations.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for Coaches
4	\$30,310	\$292,000	\$322,310

The **MODEL TEACHER** demonstrates exemplary practice in one or more very specific areas, and others learn by observing and having focused conversations with this leader.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for MODELS
15	\$17475	\$1740	\$19,215

The **TEAM LEADER** analyzes multiple sources of data, including needs identified by the MODEL, MENTOR and COACH to design differentiated professional development.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for TEAM LEADERS
24	\$69,948	\$5595	\$75,543

The **MENTOR** develops an individual relationship with the new professional, assisting him/her to access the resources of the Model, Coach, and Team Leader to address specific needs at just the right time.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for Mentors
12	\$20,976	\$8400	\$29,376

The **LEAD MENTOR** provides coaching and instruction to mentors to ensure that they are prepared to be effective mentors. **LEAD MENTORS** also provide new teachers with comprehensive induction learning before the school year starts as well as throughout the year to support new professionals in becoming a part of our learning community.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for LEAD MENTORS
1	\$2331	\$932	\$3263

Other Costs associated with Teacher Leadership Roles

The **NEW PROFESSIONAL** will be provided with additional contract days as well as release days throughout the year to observe the MODEL and MENTOR TEACHER, engage in coaching conversations with MENTORS, and participate in professional development designed specifically for the induction and growth of new professionals. This will provide necessary support to enhance entry into the profession for new teachers.

Number	Salary Supplement district cost	Classroom Replacement district cost	Total Staff district cost for NEW PROFESSIONAL
12 per district	\$0 (Minimum salary requirements met through general fund; no TLC funds required)	\$5592	\$5592

Professional Development will be of critical importance to ensure that our Teacher Leaders in all roles develop and enhance their knowledge and skills in the areas of effective instructional practices, Iowa Core expertise, collaborative processes, peer coaching, and leadership. This professional development will be provided throughout the year by utilizing the following resources, differentiated by the requirements of each particular role:

- Keystone AEA Professional development
- Iowa Department of Education professional development supports
- Collaboration with other TLC districts, particularly those with more experience
- Professional Learning Communities Learning by Solution Tree
- Jim Knight coaching resources
- Fierce Conversations
- Other professional development opportunities as they become available that support the work of our Teacher Leaders in alignment with our TLC plan.

We are budgeting \$21,951 for professional development, but will supplement that with General Fund revenues if necessary to support our Teachers Leaders.



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