



Application

70554 - Teacher Leadership and Compensation (TLC) System

73200 - West Des Moines TLC grant application January, 2014

Teacher Leadership and Compensation System

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Organization Type: K-12 Education
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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Our vision of the **West Des Moines Community Schools (WDMCS)** is that we are a caring community of learners that knows and lifts every child; inspires joy in learning; and excels at preparing each student for his or her life journey. This vision was set by our Board of Education with extensive community involvement and has been a beacon for our work. Our plan for a new teacher leadership & compensation (TLC) system--which also was crafted with extensive stakeholder input--will transform the culture of learning and teaching in our schools to accelerate progress toward achieving our vision.

This plan will help us tackle our most persistent challenge: We have struggled to improve student achievement while closing gaps. 31% of our students lives in poverty, 10% have IEPs, 9% are English language learners; 30% are students of color. With few grade-level exceptions, these subgroups have not consistently made AYP the past 2 years; our ELLs have barely met safe harbor.

To overcome this challenge, we will transform the way we organize teaching as a profession and the way we support the ongoing professional growth of our educators.

Our TLC system is a critical component of our action plan. The 1st component of our plan is a **District Instructional Framework**, which we believe every teacher must master to support student learning. We studied the research behind our most promising district-level initiatives--formative assessment, personalized learning, differentiated instruction, the Iowa Core, Authentic Intellectual Work, Multi-Tiered Systems of Support, literacy programs, and the Iowa Teaching Standards--and distilled the best of what we learned into 6 questions to drive instruction. We call this framework the "Essentials of Effective Instruction" or EEI. We then invested in the process of helping teachers understand and incorporate EEI into their daily routines.

The 2nd component of our plan is our **professional learning community (PLC)** infrastructure, which we decided last spring to implement districtwide to increase opportunities for teachers to collaboratively study our data, identify problems of practice, conduct research on cutting edge practice, and support individuals and groups to improve instruction. The power of PLCs lies in the fact that it pulls together peers in the same context over time, to achieve job-embedded, continuous professional development. Last fall, we began the process of implementing PLCs in every building; by fall 2014, each building will have implemented this infrastructure. PLCs are our main delivery system in our new system of ongoing professional learning and support.

The 3rd component of our plan is effective and engaged **teacher leaders (TLs)**. The EEI and PLCs require significant time and resources to fully implement with fidelity. The most trusted and acceptable sources of support are colleagues with expertise, intellectual curiosity, and the time, motivation, credibility, trust, and capacity to support their peers. A cadre of effective teacher leaders will provide "boots on the ground" needed to support instructional improvement and innovation districtwide.

To grow this leadership cadre, we will implement Model 3, a system comparable to those set out in HF 215, in which we recognize and provide salary supplements to several new TL positions: Demonstration Teachers; Mentor Teachers; Building Leadership Team Members; Instructional Coaches; MTSS/Early Literacy Coordinator; Learning Supports/Family School Engagement Coordinators; Curriculum and Professional Development Teacher Leaders; and District Leadership Team Members.



With the resources provided through a grant for our TLC system, WDMCS will cultivate student growth by selecting individuals among our excellent teachers to grow and share their expertise through enhanced career opportunities, using a clear and transparent system that fosters and compensates a continuum of multiple teacher leadership roles. We will transform the way we invest in teacher professional growth in our district. WDMCS is prepared to bring a significant amount of our resources for substitutes to bear in allowing new and career teachers access to their TL colleagues in pursuit of instructional improvement. Our sense of urgency for this level of change is spurred by the fact that we have four Schools in Need of Assistance and we recently were identified as a District in Need of Assistance. Through the SINA/DINA processes, we have learned it is possible to close gaps while increasing student achievement, but it takes a sustained, continuous investment in teacher capacity and a culture of collegial support and internal accountability.

We have an opportunity to change our culture and our stakeholders are partnering in this change. Our union (West Des Moines Education Association [WDMEA]), school board, administrators, professional development (PD) partners, and teachers were deeply engaged in our TLC system planning process. Our TLC plan is so powerful we garnered the support necessary to our success.

- WDMEA leadership endorsed our plan
- Our Board of Education voted to endorse and support the plan
- Our Administration Leadership Team (ALT) enthusiastically agreed with the plan
- Our districtwide parent organization indicated support of our application
- Drake University wrote a letter of support, including their intention to support implementation

With their support and with the capacity and commitment we have districtwide--along with a TLC system grant--we will reorient the way we invest in PD and school improvement, effectively using our TLs and PLC infrastructure to implement our instructional framework, build connections among our key initiatives, particularly Multi-Tiered Systems of Support (MTSS) and early literacy, improve instruction, and ultimately increase student achievement while closing achievement gaps.

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

Narrative

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

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

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

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

We assembled a TLC planning committee comprised of 19 members, including 4 elementary teachers, 1 jr high teacher/504 coordinator, 3 high school teachers, 1 instructional coach, 1 elementary principal, 1 high school assistant principal, the school board president, superintendent, 2 associate superintendents, Director of Human Resources, School and Community Relations Director and Board Secretary, 1 community member, and 1 representative of Drake University.

Among our committee members are our current Beginning Teacher and Mentor Coordinator, 4 parents of current students, WDMEA members, and the WDMEA negotiator.

Because the input of practicing teachers was so important to our committee, most of our planning grant covered the cost of substitutes when committee members met during the day. Teachers on the committee received a stipend to recognize time spent outside of contract hours. We hired a grant writer to put the finishing touches on our application and purchased non-instructional supplies.

We did not spend the full planning grant; if we are awarded an implementation grant, we will use unspent funds to monitor and adjust our plan.

In Phase 1 of our planning work, we met with Ryan Wise from the DE to understand the grant purposes and application process. From Sept to mid-Dec, we researched TLC system models. We interviewed instructional leaders in 4 districts and schools across the nation with TLC systems. We attended AEA trainings, DE webinars, IASB sessions, and SAI meetings. Committee members reviewed research from the DE website and led full committee discussions. We had a conference call with Dr. Jim Knight, Director of the Kansas Coaching Project, Univ. of Kansas, about instructional coach program implementation and coaching at different levels of the system. We initiated stakeholder engagement.

In Phase 2, from mid-Dec to mid-Jan, we defined specific teacher leadership (TL) roles for our TLC system and conducted stakeholder focus groups.

In Phase 3, from mid- to late-Jan, we ensured everything was in the final application and sought formal stakeholder support. The committee spent approximately 1,000 hours in meetings. In addition, subcommittees met and each committee member was involved in both formal and informal stakeholder engagement.

The TLC Committee recorded a video that we emailed to staff and put on our website. The video explained the TLC system grant opportunity and why WDMCS is applying. We developed a Teacher Leadership Study page on our website and encouraged viewers to use our feedback form. These resources created a districtwide buzz and generated further discussion and support.

We encouraged teachers and administrators to talk with committee members in their own buildings and made the list of committee members readily accessible. We also carried out targeted engagement:

- **Teachers and Administrators together:** In Phase 1, the committee chartered a Speaker's Bureau, comprised of 7 committee members and the superintendent. The Bureau held building-level meetings in Oct and Nov in every school building in the district.

- **Teachers:** We worked with WDMEA Leadership when we first considered applying. Nearly 50% of our committee was comprised of teachers, including WDMEA members and their chief negotiator. The WDMEA President and Vice President communicated the intent of and progress on the TLC system planning to WDMEA membership. We held 2 teacher focus groups.

Teachers were most interested in roles, vision, and the selection process. Verbatim comments from teachers were provided to the full committee and teacher concerns are addressed in the final product.

- **Building and District Administrators:** We presented to all school district administrators at regular ALT meetings in Nov, Dec, and Jan. We received informal feedback through conversations with individual committee members.

Building and district administrators were most concerned about pulling effective teachers out of classrooms, equity among buildings, cultural changes they will need to support, the selection process, professional development, the budget, and the TLC system's potential for improving student achievement. Their concerns are addressed in the final product.

- **Parents:** The Speaker's Bureau met with our School/Community Network, which includes parent representatives from each school building. We also held a focus group in Dec.

Parents were most concerned about the number of substitutes that will be instructing their children's classes, such as when teachers are observing Demonstration Teachers. To respond, one of our administrative functions will be coordinating Demonstration Teacher schedules to minimize the use of subs. We also will expand our pool of teacher emeritus substitutes who are familiar with WDMCS for when we do need subs.

Similarly, the idea of job-sharing at the elementary level to free up time was not popular among parents. To respond, we

defined instructional coaches at the elementary level as full-time positions so we would not have part-time instructional coaches who job-share in elementary schools.

•**Higher Education:** Drake University's Director of Extension Education served on our planning committee. He was deeply involved in planning for our Mentor Teachers and Coordinator and for PD overall. The Extension Ed director will serve on our District Leadership Team to ensure alignment with and between Drake's offerings and our district's goals.

All the stakeholder groups we engaged endorsed our TLC plan:

- WDMEA leadership endorsed our plan
- Our Board of Education voted to endorse and support the plan
- Our Administration Leadership Team (ALT) enthusiastically agreed with the plan
- In their January meeting, our districtwide parent organization supports the application
- Drake University wrote a letter of support, including their intention to support implementation

Narrative

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

The West Des Moines Community Schools' (WDMCS) vision is that *we are a caring community of learners that knows and lifts every child; inspires joy in learning; and excels at preparing each student for his or her life journey*. This vision was set by our Board of Education with extensive community involvement and has been a beacon for our work. Our plan for a new teacher leadership and compensation (TLC) system--which also was crafted with extensive stakeholder input--will transform the culture of learning and teaching in our schools to accelerate our progress toward achieving our vision.

Frankly, we have struggled to achieve our shared vision and goals in the face of changing demographics and socio-economic disparities. 1 in 3 of our students lives in poverty, 1 in 10 has an IEP, 1 in 11 is an English language learner. While some indicators are positive--we have an average daily attendance of 96%; 1 in 17 students is in our Extended Learning Program--not all of our students have found success in school or perform on expected levels on assessments. Our data shows that, with few exceptions, by grade-level, students in poverty, students of color, and special education students have not consistently made AYP the past 2 school years. Our ELL students barely met safe harbor.

These data fuel a sense of urgency for change, as does the fact that we are a District in Need of Assistance (DINA) and we have 4 Schools In Need of Assistance. Our DINA plan focuses on professional development, personalized learning plans, and transition planning for students. Building school improvement plans are aligned to the district plan.

By providing the resources and structure to build capacity, culture, and common understandings, a TLC system grant will help us to overcome our persistent problem of practice while transforming the way we organize teaching as a profession and the way we support the ongoing professional growth of our educators. Enhancing and compensating teacher leadership will take the best of what we have done over the past 5 years and help us to do it more effectively. With empowered and supported distributed leadership, we can ensure our improvement initiatives are coherent and support instructional improvement. The implementation of Professional Learning Communities (PLCs) was an important first step; even PLCs will be enhanced by more teacher leaders who are prepared to facilitate the work.

Because we already have a starting teacher salary that is above the minimum required for a TLC grant, we are in the fortunate position to be able to use a grant to directly support teacher leadership. We will be able to quickly implement this new system and reap benefits because it is designed to strengthen work we already have begun. This system builds on the culture of collaboration we have planted, but have not had the resources to grow, and allows us to achieve a vision that we have struggled to achieve.

We have chosen to implement Model 3, a model comparable to those set out in HF 215. Our specific goals for the TLC system are:

1. To embrace a transformative system that will lead to student growth and social-emotional well-being.
2. Improve instructional practice through collaboration, sharing of instructional practices, and the implementation of our district instructional framework (EEI).
3. To create enhanced and fluid career options with flexible yet limited years of service that are annually reviewed, supported with appropriate compensation, and are accompanied by ongoing professional development.
4. To increase induction and mentoring support for teachers in the district.
5. To better serve our diverse student population by improving teachers' capacity to build on student strengths and respond to students' social, emotional, and academic needs.

Through the supports they will receive from their teacher colleagues, all of our teachers will grow confident in their planning and instruction. They will have high knowledge and understanding of the standards for teachers in the State of Iowa. They will have found a passion for their students and their instruction and will be not only lifelong learners but also career teachers who will make the instruction of WDMCS students their long term career objective. WDMCS students will have current instructional strategies used in their classrooms. They will have teachers who have been supported in their first years of teaching as they continue to learn and grow in this profession. A TLC grant will help us to select individuals from among our excellent teachers to grow and share their expertise through enhanced career opportunities, using a clear and transparent system that fosters and compensates multiple teacher leadership roles. We will continue to recruit, mentor, and promote excellence for all staff and provide ongoing support for collective collaboration and professional learning. This in turn will have a positive impact on student achievement.

We have confidence in our ability to move toward transformation because our district's guiding principles—continuous improvement, personalized learning, optimum use of resources, integration, and diversity—dovetail so well with the TLC system vision. Looking to our own teachers to provide leadership, professional development, coaching, and innovation, we are re-orienting the way we invest in job-embedded planning, professional development, and collaborative instructional improvement.

This is nothing less than a transformation of how we are approaching learning and teaching. Not only does research tell us that this approach to instructional improvement will lead to increased student success, it also suggests our TLC system will help to make teaching in WDMCS a long-term career choice for effective and committed teachers.

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

We have invested significant time and energy on school improvement to meet the needs of all learners in the school district, including not only our students but also the adults serving our students. We have adopted many school improvement initiatives:

- The Iowa Common Core
- Authentic Intellectual Work
- Instructional Coaching in 3 elementary schools
- Mentoring and Induction
- Peer Review processes
- Transition Planning and Personalized Learning Plans for all students
- K-6 reading system
- K-3 literacy program (we recently received a grant to implement SF 224)
- Professional Learning Communities (PLCs)
- Instructional Rounds
- Multi-Tiered System of Support (MTSS)

Each of these initiatives is yielding good outcomes, but we have pockets of energetic change that have not had the districtwide impact we need. A review of our work shows the initiatives are disconnected from one another, making the process of supporting each of them difficult. We need a coherent framework within which all initiatives work together and distributed leadership to help ensure implementation.

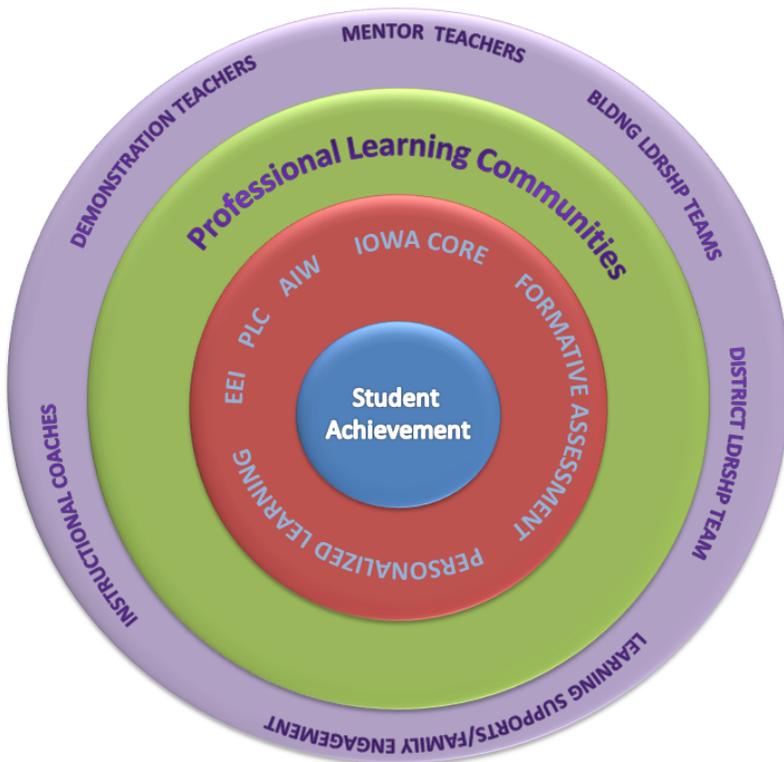
We have a foundation for this in our research-based **district instructional framework** that draws on the core components of our school improvement initiatives. We designed this framework after studying the research behind all our initiatives and distilling the best of what we learned into six questions to drive instruction. We call this the Essentials of Effective Instruction or EEI:

1. How will my students know what they will be learning today?
2. What research based instructional strategies am I using today?
3. How will I ensure that my students are engaged in higher order thinking today?
4. How will I connect today's lesson to past and future learning?
5. How will I check for understanding today?
6. What will I do when:
 1. students are already proficient in today's lesson?
 2. students did not learn during today's lesson?

Our framework is aligned to the Iowa Core's Characteristics of Effective Instruction and the Iowa Teaching Standards. By grounding the implementation of all initiatives in the EEI, we can communicate the relationship of the various initiatives to our common goals. We began districtwide EEI training for teachers in 2012-13, with an intensive focus on question 1 and 6. Our TLC system will allow us to expand PD to address the full EEI framework, make connections, and strengthen our school improvement initiatives.

The second aspect of our work that will support our goals is using our **PLCs as the infrastructure** for making connections across initiatives. Through the PLC infrastructure, teachers will connect with TLs who are steeped in each initiative to learn more about their purposes and strengthen their own practice. Last fall, we began the process of implementing PLCs in every building; by fall 2014, each building will have implemented this infrastructure.

The third component of our plan is the lynchpin for success--a cadre of **teacher leaders (TLs)** to be our "boots on the ground." Each of our TL roles was designed to ensure we have embedded capacity to support implementation of *individual* initiatives, while the TLs as a group work to build connections *across* initiatives. For example, our new MTSS/Early Literacy TL will facilitate the district's MTSS support team, including the train-the-trainer sessions, helping TLs explain how to use universal screeners and understand research-based literacy interventions across the grade levels.



The unique contribution of each TL role to achieving our vision is outlined in more depth in Part 5, but 2 roles are critical to supporting coordination among initiatives:

1. Our Building Leadership Teams (BLTs) will ensure program implementation is coordinated and is happening with fidelity in each of the buildings. Our BLTs will receive training on the instructional framework, the intent and practices of the various initiatives, PLCs, data analysis, and the design and implementation of feedback loops between and among teachers, administrators, programs, and the district.
2. Our District Leadership Team will analyze how well the initiatives work together and what district resources can be brought to bear when we discover missing links.

A TLC system grant will provide the resources we need to boost connections. While many teachers currently exercise leadership, they do not receive additional compensation for their work and other than in individual PLCs, there is not a coordinated way for career teachers to benefit from our internal leadership capacity. Their impact is studied at the district level, but it may not trickle down to building level. Further, opportunities for career advancement tend to pull our best teachers out of classrooms, meaning our students no longer benefit directly from their expertise, these teachers miss the opportunity to deepen their teaching capacity, and they miss the part of their jobs that brings them the most joy--working directly with students.

A TLC system grant will provide up-front resources to build the system we envision: a pathway for career advancement without removing our best talent from our buildings, an infrastructure for job-embedded PD, and feedback loops among initiatives and across buildings to ensure initiatives are coordinated and efficient. Our TLC plan will not only support and enhance district initiatives but will provide fair compensation to TLs taking on new roles and responsibilities.

Ultimately, and most importantly, our enhanced TLC plan will result in significant student achievement gains and social and emotional well-being.

Part 4) Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Our TLC vision is to employ and retain teachers who are confident in their planning and instruction, familiar with current instructional strategies, and have high content knowledge and understanding of the Iowa standards for teaching. They have a passion for their students and their instruction, they are lifelong learners, and they make the education of WDMCS students their long-term career objective. When we achieve this vision, students will be taught by teachers who continue to learn and grow in their profession and who are directly supported in their first years in the field, which will have a positive impact on student achievement.

While WDMCS does not have a high new teacher turnover rate (our rate is below national averages at 12% over the last 5 years combined), support of the TLC system will help more new teachers both stay in teaching and become stronger teachers. Teachers in their first 2 years are assigned a Mentor and teachers who are 1st-year employees entering the district with experience are assigned a Colleague Coach for their first semester. This helps them adjust and get quick answers to questions as new employees of the district.

In their 3rd year, teachers work with a site coordinator as they prepare and implement their Individual Professional Development Plans.

Teachers are provided reflection work in their first 2 years of teaching and through our partnership with Drake University can receive 2 hours of graduate credit toward recertification.

All new certified staff receive 4 days additional training before school starts in the fall and 1 day broken into 2-hour meetings throughout the year. These trainings address teaching standards, district curriculum, and the district Instructional Framework/EEI.

Mentors have 3 main roles: offer support, create challenge, and facilitate professional vision. First year teachers go to Mentors when they have questions or need information. Mentors assist 1st year teachers through tough times and help them grow. They help them look beyond this year and the next 5 years so new teachers can see what doors will open as they gain confidence.

All Mentors go through training before school begins in the fall and participate in ongoing training throughout the year while they are mentoring. The site coordinator oversees the program and the training of mentors and performs non-evaluative observations of both 1st and 2nd year teachers.

While the current Mentor program has been quite successful, the last 5 years of needs assessments show several areas for program improvement, including:

1. More time for 1st and 2nd year teachers to observe practice.

** A TLC grant will allow us to identify 40 Demonstration Teachers and a Demonstration Coordinator to meet this need.*

2. More time for teachers to meet with mentors.

** We will redirect time and resources currently allocated for PD "events" to cover the costs of substitutes to allow new teachers time to work with their Mentors. This is a transformation in the way we invest in teacher professional growth. The TLC system planning process also helped our principals realize they need to address these issues in other ways. They will rework scheduling to provide more time and encourage their mentors and new teachers to meet more frequently without pulling teachers out of their classrooms. This is especially important at the elementary level, where parents want us to minimize the amount of time substitutes fill in for regular teachers.*

3. More training for Mentors, particularly to deepen their understanding of new teachers' needs and the Iowa Professional Development Model (IPDM).

** Our TLC budget includes mentor salary supplements to provide this added time. We will explore the use of Teacher Quality funds to cover the cost of Mentor trainers.*

4. More PD for new teachers and enhanced supports for new certified staff and 3rd year teachers.

** A TLC grant allows us to select additional Mentors and Demonstration Teachers, the full-time equivalent of 17.5 Instructional Coaches, and the full-time equivalent of 8 Curriculum and Professional Development teacher leaders who will provide direct PD and supports to all teachers and certified staff.*

5. New teachers need more opportunities in their residency year.

** In addition to Mentor supports, teachers in their residency year also take part in guided observations of Demonstration Teacher Leaders with their Mentors and/or Instructional Coaches.*

Investing in our TLC system plan will allow us to enhance and move a good program to one that meets all of high quality mentoring and inductive practices of The "New Teacher Center." Their "gold standard" for a mentor program includes:

Rigorous mentor selection: *The concept will be enhanced by the new site based review committee.*

Ongoing PD for mentors: *The additional training time for Mentors will allow mastery of adult learning theories and the IPDM.*

Sanctioned time: *The TLC system provides significantly more sanctioned time for mentors and new teachers to focus on understanding and implementing the district instructional framework.*

Multi-year mentoring: *The addition of Demonstration Teachers and Instructional Coaches will enhance this.*

Intensive and specific guidance for teaching practice: *Through a deeper understanding of the Standards, we will guide new teachers and Mentors to improved practice.*

Professional teaching standards and data driven conversations: *Our district-provided PD and PLCs will help teachers collaborate and discuss data with others.*

Ongoing professional development: *All our new teachers must take 4 credits of PD in the first 3 years in the district. They will also have opportunities to take classes with their Mentors.*

Clear roles for administration: *Current practice will change as administrators take on new roles in support of new staff induction.*

Collaboration with all Stakeholders: *The plan has support from all stakeholders in the district.*

Narrative

Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

a)Description of the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

We reviewed research and had conversations with leaders in different schools to determine the most important Teacher Leader (TL) roles for student growth. Each TL will have specific roles to play, but all will prioritize supporting implementation of our district instructional framework (Essentials for Effective Instruction) using our new PLC infrastructure.

Our new teacher leader roles include:

- District Leadership Team Members
- District Curriculum and Professional Development Teacher Leaders
- Instructional Coaches
- Multi-Tiered System of Support (MTSS)/Early Literacy Coordinator
- Building Leadership Team Members
- Learning Supports/Family School Engagement Coordinators
- Demonstration Teachers and a Demonstration Teacher Coordinator
- Mentor Teachers and a Mentor Coordinator

Secondary Instructional Coaches can either be full-time or part-time positions. If all secondary coaches are filled by part-time TLs, 173 teachers will have TL responsibilities, which would be 27% of the WDMCS teacher workforce. If all secondary coaches are full-time, 159 teachers would have TL roles, which is 25% of our teacher workforce.

130 TLs will hold TL roles that allow them to stay in the classroom 100% of the time and receive support to exercise leadership within their buildings. 25 TLs will have full-time responsibilities for teacher leadership instead of direct instruction. Between 9 and 18 instructional coaches at the secondary level will either be in the classroom part-time or they will not be in the classroom. All TLs will receive a salary supplement as compensation for their additional days.

All TLs have some common responsibilities, such as supporting implementation of the Iowa Core and ensuring PD follows the Iowa Professional Development Model (IPDM).

Role, Time Allocations, and Number to be Selected	Roles, Responsibilities, and Duties
<p>Building Leadership Team Members (70) 100% delivering instruction 2 additional contract days</p>	<p>Assists in identifying needs and plans for building PD to help maximize effectiveness of teaching and learning and increase student achievement.</p> <ol style="list-style-type: none"> 1. Collect, analyze, and evaluate data regarding building goals. 2. Identify/develop PD trainings based on building goal data.
<p>Demonstration Teachers, including one Demonstration Teacher Coordinator (40) 100% delivering instruction 2 additional contract days</p>	<p>39 Demonstration Teachers: Plan, demonstrate, and discuss the effective use of evidence based instructional practices and strategies to increase student achievement.</p> <ol style="list-style-type: none"> 1. Demonstrate effective implementation of the 8 Iowa Teaching Standards and 43 criteria and the Iowa Core. 2. Demonstrates new methods, materials, and instructional strategies that, through research, have proven to increase student achievement. 3. Demonstrate the development of lesson plans and effective classroom management and motivation techniques. <p>1 Demonstration Teacher Coordinator: Serves as a liaison between Demonstration Teachers and the Assoc. Sup. of Teaching and Learning.</p> <ol style="list-style-type: none"> 1. Serve as a Demonstration Teacher. 2. Coordinate demonstration teaching visits and follow-up dialogue.

<p>District Curriculum and Professional Development Teacher Leaders (13) Elementary level (2):100% TL Duties Secondary level (11): 50% Instruction / 50% TL 2 additional contract days</p>	<p>Provide leadership, vision, organization, and coordination in developing and implementing PLCs as well as improvements in instruction, curriculum, and materials. Assist in identifying/developing/providing PD to help maximize effectiveness of teaching and learning and increase student achievement.</p> <p>Among this subgroup of TLs will be teachers with expertise in ELA, World Languages, Social Studies, Math, Science, Performing Arts, Visual Arts, Tech/Applied Arts, special education, ELL/At-risk, and ELP.</p> <ol style="list-style-type: none"> 1. Provide knowledge base, expertise and leadership for assigned curricular area(s). 2. Analyze data regarding implementation of a coherent curriculum for K-12. 3. Identify instructional materials necessary to support implementation of assigned curricular area(s); assist in the coordination and development of new instructional materials and the training of staff in their use. 4. Collaborate to design rigorous and authentic formative and summative curricular assessments. 5. Collaborate with building and district administration and teachers to identify needs. 6. Collaborate with experts in other fields as well as District Directors and Associate Superintendents to provide an integrated curriculum.
<p>Learning Supports and Family School Engagement Coordinators (2) 100% TL (50% learning supports / 50% family school engagement) 2 additional contract days</p>	<p>To help overcome achievement gaps as identified in our district vision, this TL identifies specific family conditions that can support or impair learning, provides support to teachers and families, and utilizes resources of the community to support student learning.</p> <ol style="list-style-type: none"> 1. Participate in developing and implementing family service policies and procedures. 2. Promote involvement of immigrant families. 3. Collaborate to plan, implement, and evaluate effectiveness of learning supports. 4. Identify specific family conditions that can impact learning and share insights with school personnel. 5. Serve as liaison to community groups. 6. Provide ongoing assistance to build capacity for family engagement across the district.

<p>Instructional Coaches (8.5 FTE elementary, 9 FTE secondary) Elementary: 1 coach at each of our eight K-6 schools (100% TL) (1 part-time coach at our PK-3 school also serves part time as MTSS/Early Literacy Coordinator, described below) Secondary: Between 9-18 individuals will fill the equivalent of 9 full-time coaching positions. Some will be 100% TL & some will be 50%TL and 50% instruction. These numbers allow for 1 coach per attendance center and 1 coach for every 500 students in an attendance center. New coaches have 3 additional contract days for initial coaching training; all coaches have 2 additional days for WDMCS TL training.</p>	<p>Works to increase teachers' use of evidence based instructional practices and strategies to increase student achievement.</p> <ol style="list-style-type: none"> 1. Observe and coach teachers on their instructional practices. 2. Help teachers develop rigorous lesson plans and effective classroom management and motivation techniques. 3. Help teachers analyze problems of practice, find and implement solutions. 4. Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase student achievement. 5. Model lessons for teachers when appropriate. 6. Disaggregate assessment data to inform instruction. 7. Help teachers incorporate technology into instruction. 8. Assist with PD at the district and building level.
<p>MTSS/Early Literacy Coordinator 100% TL 5 additional contract days in year 1 (2 for TL training and 3 for instructional coach training). This TL also serves as part time instructional coach, described above.</p>	<p>Ensure district implementation of MTSS and Early Literacy effective practices. Provide Instructional Coaching for the Phenix Early Childhood Center, serving 6 to 8 PK-3 teachers.</p> <ol style="list-style-type: none"> 1. Coordinate train-the-trainer PD on universal screeners. 2. Train other TLs to support the use of research-based literacy interventions across the grade levels. 3. Provide instructional coaching to teachers in the PK-3 early childhood center.
<p>Beginning Teacher Mentors 100% delivering instruction 2 additional contract days</p> <p>Mentor Coordinator (1) 50% instruction / 50% TL A considerable amount of work during the summer is necessary 2 additional contract days + 5 days of flexible scheduled days</p>	<p>Mentors: Provide expertise and ongoing support and professional growth opportunities to enhance the skills and effectiveness of beginning teachers.</p> <ol style="list-style-type: none"> 1. Visit new teacher's classroom and provide feedback. 2. Provide expertise and ongoing support to new teachers. <p>Mentor Coordinator: Provides leadership, expertise, and ongoing support to administrators, mentors, and beginning teachers.</p> <ol style="list-style-type: none"> 1. Provide training and support to mentors. 2. Help design and implement the district induction program for new teachers. 3. Support arrangements for classroom visits among mentors and beginning teachers and schedule conferences with mentors, beginning teachers and administrators. 4. Monitor and report on the Mentor program throughout the year, including collecting and analyzing quantitative and qualitative data. 5. Enhance communication about the Beginning Teacher Mentor Program. 6. Serve on the District Leadership Team.

<p>District Leadership Team Members (14) 100% delivering instruction Each building has one BLT representative on the DLT; those representatives will receive 2 additional contract days by virtue of their BLT membership. DLTs will not have additional contract days; the salary supplement compensates for time spent outside the contract day. DTL selected from the BTLs; 1 rep from each attendance center BLT</p>	<p>Assists in identifying needs and plans for professional development to help maximize effectiveness of teaching and learning and increase student achievement.</p> <ol style="list-style-type: none"> 1. Maintains up-to-date knowledge base on curriculum and instruction in the assigned curricular area(s). 2. Analyzes data regarding implementation of professional development for K-12. 3. Identifies/develops professional development training.
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Coherence of Roles

We believe the district instructional framework—the Essentials of Effective Instruction (EEI) will lead to improved instruction and student achievement. The heart of our TLC plan is helping every teacher incorporate EEI into daily routines.

Training alone is not sufficient to do this task; it takes job-embedded coaching, modeling, feedback, and supports over time.

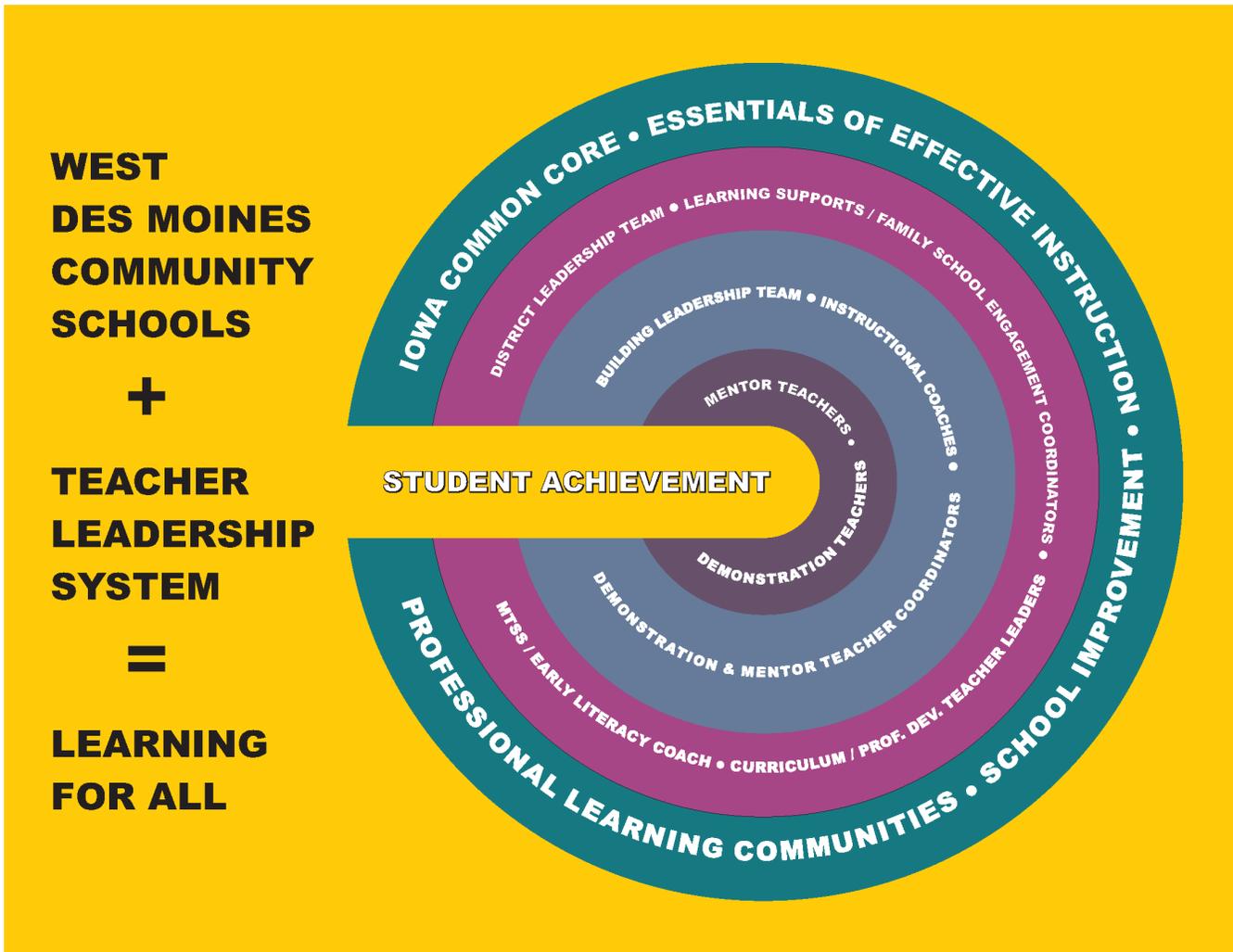
Our TLs will provide that ongoing support to individuals and groups. They will model effective practices and help teachers reflect on their practice. TLs will support PLCs and offer the teacher perspective to building- and district-level administrators about innovations and needed PD. TLs will gather data to ensure PD translates into changes in instruction. They may deliver PD.

TLs will achieve this goal by working with new and career teachers individually, in small-groups, at the building level, and at the district level. While every TL will have a role at each of these levels of our system, each TL role has a primary locus of support.

Individual and Small-Group Levels: Mentors, Demonstration Teachers, and Instructional Coaches will work primarily at the individual and small-group levels.

Building-Level: Building Leadership Team members and Learning Supports/Family School Engagement Coordinators will work primarily at the building level. Curriculum and Professional Development TLs will provide significant supports at the building level.

District-Level: District Leadership Team members and Curriculum and Professional Development TLs will work districtwide. The key at each level is to focus TL energies on supporting ongoing, job-embedded professional growth.



Several factors will be important to the success of our TLs. First, they must receive PD so they develop competency in their roles. Second, their colleagues must accept their leadership. Third, they must have opportunities to collaborate with one another to grow in their roles and to inform teachers and administrators about needs.

All TLs will work as a team throughout the year. Building Leadership Team TLs must communicate with all TLs in their buildings and convene them as a group as needed. District Leadership Team TLs will convene all TLs periodically to support collaboration and common learning. TLs will support each other's growth by engaging actively in training and PD, encouraging self-assessments, and providing a "critical friend" sounding board to encourage growth.

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Measures of effectiveness

b) Professional growth

Site Based Review Councils will coordinate the process of selecting teacher leaders (TLs) and recommend TL candidates to the superintendent for approval.

There will be a balance of teachers and administrators on each Review Council, selected by WDMEA leadership and the Administrative Leadership Team (ALT) from a list of those who indicate interest on a survey distributed and compiled by staff. The Review Councils will be selected from this pool of candidates appointment by the school board. We will maintain a significant pool of names to accommodate those within the pool who may wish to apply for specific TL roles.

Teachers interested in a TL role will complete an internal electronic application, which includes the electronic screening tool, a listing of their preferred roles for consideration, certification, experience, professional development/growth, leadership opportunities, and content and instructional expertise.

HR administrators will conduct initial screening of applications using criteria described above and work with the Review Council and building and district administration, as appropriate, to review applications and determine those to interview. Review Councils will help to craft interview questions and conduct interviews, with assistance from HR and Teaching and Learning staff. HR, Teaching and Learning Services, and/or other administrators in the district will facilitate the interviews and the collection of feedback regarding strengths and best fit of candidates. The Review Councils will consider all evidence and recommend a slate of teacher leaders to the Superintendent for approval.

Qualifications

All TLs will go through a rigorous selection process and annual review. All TL roles have some common requirements, including a valid teacher license, a minimum of three years of successful teaching experience, with at least one year in the WDMCS, **attainment of their Individual Professional Development Plan goals, and a "meets" or "exceeds" district standards rating on their most recent evaluation.**

All candidates must have effective oral and written communication skills, demonstrated skill in applying the district instructional framework, capacity to integrate technology into the instructional program, strong interpersonal skills, certification, and meet district standards as set forth in the Certified Staff Performance Evaluation Handbook. They must work collaboratively and communicate effectively with administrators, teachers, and district staff, and they must attend all TL training specific to their roles. All must have strong knowledge of the Iowa Teaching Standards and how they apply to their role, as well as the Iowa Professional Development Model.

In addition to the common criteria, each role has specific requirements.

Building Leadership Team Members

1. Ability to recognize and articulate effective teaching practices
2. Understanding of the structures and processes of PLCs
3. Knowledge of developmental characteristics of students at their building's level

District Leadership Team Members

1. All qualifications of Building Leadership Team Members
2. Skill in data analysis
3. Ability to use the IPDM in PD planning and decision making

Demonstration Teachers

1. Expertise in data driven decision making and evidence based instructional practices that lead to strong student growth
2. Ability to apply PD in instructional skills and strategies
3. Skills in the implementation of standards-based classroom planning, assessment, and instruction
4. Collaborative skills in co-teaching situations
5. Ability to modify/enhance curriculum to meet diverse needs of all students

Demonstration Teacher Coordinator

1. All qualifications of Demonstration Teachers and a demonstrated skill in leadership and planning

District Curriculum and Professional Development Teacher Leader

1. Knowledge of DE curriculum requirements for subject area(s) assigned; and Professional Learning Communities (PLC)
2. Knowledge of K-12 Core Curriculum Standards, curriculum resources, instruction and assessment across all levels, curricular programs, and curriculum structure for subject area(s) assigned
3. Knowledge of standardized tests and ability to interpret data and make application to PD needs

Learning Supports and Family School Engagement Coordinators

1. Understanding of diversity and how it positively impacts a school community

2. Knowledge of effective Character Education programs
3. Knowledge of district and community programs/services available for families
4. Second language preferred
5. Two years experience serving diverse student population preferred
6. Knowledge of Iowa Sustaining Parent Involvement Network (I-spin) and Parent Information Resource Center (PIRC) preferred

Instructional Coaches

1. Proven ability to work with diverse groups; including teachers, administrators, students, and parents
2. Expertise in data driven decision making and evidence based instructional practices that lead to strong student growth
3. Skills in implementing standards-based classroom planning, assessment, and instruction
4. Collaborative skills in co-teaching situations
5. Ability to modify/enhance curriculum to meet diverse needs of all students

MTSS/Early Literacy Coordinator

1. Qualifications of Curriculum and PD TL and Instructional Coach
2. Experience with the MTSS and Early Literacy pilots
3. Knowledge of universal screeners
4. Knowledge of research-based literacy interventions

Beginning Teacher Mentors

1. Knowledge of research-based effective teaching strategies
2. Ability to model effective teaching strategies
3. Four or more years of successful teaching experience

Beginning Teacher Mentor Coordinator

1. Qualifications of a Mentor
2. Successful mentor and leadership experience and additional graduate work and/or PD are desired
3. A minimum of five (5) years of successful teaching experience is desired
4. A Master's degree is preferred

TLs will have an annual review. It is expected that each effective TL will reapply and serve for a total of 3 years.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

b)Description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Professional development (PD) is the heart of our TLC plan. By growing the capacity of and compensating our TLs, we support transformation in our approach to teacher professional growth. A TLC system grant will help us redirect resources we currently spend on PD “events” to invest in job-embedded, sustained professional learning.

Our plan is aligned with the IPDM, especially the process of establishing a PD Leadership Team, collecting and analyzing student data, establishing and monitoring goals, and supporting ongoing learning on multiple levels:

Individuals:

- Mentor teachers meet regularly with mentees. The Mentor Coordinator provides training as needed; new teachers who participate can receive graduate credit, including credit toward recertification.
- Teachers will work with Demonstration Teachers to identify instructional practices that meet their interests and needs, then demonstration teachers model the practices.
- Instructional coaches will help teachers develop PD plans, model instructional strategies, observe teaching, provide feedback, and help teachers use data to make instructional decisions.
- Learning Support/Family Engagement TLs will identify, model, and support strategies to improve school culture. They will help parents feel competent when engaging with schools and help establish, nurture, and sustain relationships between parents and school staff.
- Curriculum and PD TLs may work with individual teachers who have specific questions or interests related to their subject matter or when innovations, research findings, and other developments become available.

Small-groups: TLs will actively engage in PLCs, but they also may support departments or even self-organizing groups of teachers with common interests.

- Building Leadership Teams will help with implementation of standard PLC protocols and will help PLCs to identify common needs that can be met by other TLs.
- Instructional Coaches will support PLCs around effective instructional practices, including lesson design aligned to the Core, common formative assessments, and using assessment data to inform instruction.
- The District Curriculum and PD TLs will provide materials and systems supports to all PLCs; they can work with individual PLCs on specific interests and needs.
- Learning Supports/Family School Engagement Coordinators will work through PLCs to share strategies to engage families, motivate disengaged learners, and utilize community resources.
- Mentors work collaboratively with each other and with new teachers as a group.

Building-level:

- TLs can support analysis of implementation data from EEI walkthroughs, assist building leadership in determining common PD interests and needs, and help coordinate plans within buildings and at the district level.
- Building Leadership Teams will help ensure building-level PD is aligned to District goals, the instructional framework, and the IPDM.
- TLs may provide background support and occasionally deliver trainings.

District-level:

- Though the district will limit the time spent in districtwide PD events, when they do occur, TLs can help ensure they connect to ongoing professional learning. TLs may deliver trainings when new information or innovations would support all teachers districtwide or groups of teachers across buildings.
- TLs will serve as liaisons between buildings and the district administration
- TLs will support and ensure greater fidelity of implementation within curricular areas across the district
- The MTSS/Early Literacy TL will support a train-the-trainers model to help all TLs understand and support effective RTI and early literacy practices
- We are 1 of only 4 districts that partners with Drake University to provide job-embedded courses to teachers for graduate credit, which can be applied toward recertification. Drake allows teachers to organize their own course or a study group for PD and credit. Teacher-developed courses/study groups are audited for rigor by Drake professors. TLs will help ensure courses provided through Drake University are aligned to the EEI and IPDM.

Districtwide Coordination

WDMCS currently operates a District PD Committee that helps plan districtwide events and supports collaboration; a PD Advisory Committee--comprised of teachers, administrators, and higher education representatives--that analyzes and approves the courses we provide; and a DINA PD Committee that focuses on the transitions for each student and professional learning

plans for teachers. Each of these committees operates independently of one another.

In addition, the implementation of PLCs and weekly collaboration time occur at each building, independent of other buildings, in ways unique to the building culture and needs. While we will maintain building autonomy, we need to better support buildings as they make PD decisions and implement PLCs to contribute to improved student learning and equity across buildings and to support a coherent approach to learning and teaching districtwide.

With a TLC system grant, we will pull the 3 PD committees under 1 coordinating council, the District Leadership Team (DLT). The DLT will coordinate and align the committees; provide oversight to the TL PD plan; ensure that PD offerings are aligned to the district instructional framework (the EEI) and the IPDM; ensure that skills and strategies addressed in districtwide PD are implemented at the classroom level; support the operations of PLCs; and support weekly collaboration time. This umbrella committee will ensure we have a clear understanding and alignment across the district for PD.

With all of these new TL roles, we soon will have a significant cohort of teachers with the capacity and expertise to provide PD trainings, support ongoing professional learning, and who themselves will have deeper capacity, which they bring to all of their work.

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

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

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

Determining TLC Plan Impact/Effectiveness

The District Leadership Team (DLT) will provide oversight for the TLC system, including making final determinations about measures of the TLC system impact and effectiveness. The DLT will review outcomes of the TLC *system*, not of individual TLs; individual TL evaluation will remain the responsibility of teachers' assigned evaluators.

While the DLT will review a significant amount of data in determining the impact of the system, a summary report of the data is what would be submitted or shared publicly.

Following are the specific measures for each TLC system goal.

Goal 1: To embrace a transformative system that will lead to student academic growth and social-emotional well-being.

Short-term, we will use end of unit, teacher-developed, and district benchmark assessment data to measure student achievement. After three years, we will measure student growth and achievement gaps in reading and math using standardized test data.

Student perception surveys will be used to measure other outcomes, including hope, engagement, and well-being. We will review suspension, office referrals, dropout, graduation, and bullying prevention data.

Goal 2: To improve student outcomes, we will improve instructional practice through collaboration, sharing of instructional practices, and the implementation of our district instructional framework (the EEI).

To measure improvements in instruction and implementation of EEI, the DLT will review EEI walkthrough data, summary trends in teacher evaluation data, instructional artifacts, instructional rounds data, Professional Growth Option data, and school improvement plan mid-year and end-of-year review data as appropriate.

The DLT also will measure the effectiveness of our PLCs by reviewing PLC agendas and minutes, outputs and products of PLCs, SMART goal data, and results of teacher perception surveys.

To measure effectiveness of the TL roles, we will review feedback from teachers served by TLs, TL self-assessments, and occasional observations of TLs as they work with teachers.

Goal 3: To create enhanced and fluid career options with flexible yet limited years of service that are annually reviewed, supported with appropriate compensation, and are accompanied by ongoing professional development.

The DLT will track the number of TLs who apply for and accept positions each year and compare this to the system goals. The district will conduct surveys about teacher perceptions of whether career options are available to them. Our workplace survey measures teacher job satisfaction annually; we will compare satisfaction of TLs to results from previous years.

Goal 4: To increase induction and mentoring support for teachers in the District

We will review findings from new teacher perception surveys to determine the amount and quality of support they perceive they are getting; portfolios of Mentors' interactions with mentees; 1st and 2nd year teachers' portfolios; and observations by the Mentor Coordinator of Mentors' interactions with mentees. In the longer-term, the DLT will review how many mentees had successful performance evaluation at the end of their first two years in the district and the retention of new teachers over time.

Goal 5: To better serve our diverse student population by improving teachers' capacity to build on student strengths and respond to students' social, emotional, and academic needs.

The DLT will measure increases in family engagement and the quality of family engagement through family responses to a school climate inventory, data on participation rates in parent-teacher conferences and school events, and implementation of the district communications plan.

Student perception surveys will be used to measure student outcomes, including hope, engagement, and well-being. We will review suspension, office referrals, dropout, graduation, and bullying prevention data.

Monitoring and Adjusting the Plan

In addition to reviewing impact data, the DLT will examine implementation data, including whether supports in the TLC plan were provided as intended, whether the actual costs for implementing the plan matched the budget, and whether sustainability projections are still feasible. We will measure frequency counts of the number of teachers utilizing teacher leaders for individual supports, the number of observations of Demonstration Teachers, and the amount of substitute hours used to cover teachers who utilize TLs. Direct supervisors of each TL role will provide informal updates periodically and formal mid-year reports of effectiveness.

With these data in mind, the DLT will determine if adjustments to the TLC plan are needed. The DLT will work with the superintendency (the superintendent, associate superintendents, and CFO) and supervisors to analyze and evaluate the effectiveness of the system and determine needs for reallocation of funds for different roles, creation of new TL role(s), or short-

term assignments for new TLs (e.g., TL support with the infusion of technology). We will use the carryover of our planning grant funds to cover the DLT time and expenses for this work.

The DLT also will explore options for collaborating with external partners and other districts to determine additional ways to enhance leadership opportunities. Our goal will be to make lessons learned available to our colleagues statewide to deepen the body of knowledge of teacher leadership development. The DLT will initiate contact with the DE and AEA to help develop a Teacher Leader Cohort with other districts that have been awarded the grant. In collaboration with our own PD Teacher Leaders and our Drake University partners, we would offer options for continued learning to our statewide TL peers for Drake credit, including options such as online courses and seasonal retreats.

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

We are well-positioned to reap the benefit of our plan, as we are building on our current capacity in PD, PLCs, educator evaluation, and creating coherence, given our investment in teacher salaries and stakeholder engagement.

PD: We have a history of working with Drake University as our PD delivery system. Their PD courses will support our TLs. Further, we have a history of dedicating time for teacher collaboration, teaming, and PD. We invest in quality substitute teachers to provide teacher release time for professional growth opportunities and we will focus those investments toward job embedded, teacher-led supports as opposed to external, often disconnected, trainings.

PLCs: Each of our buildings participated in the AEA PLC training this year. Each team developed a specific plan for implementation. We will implement PLCs in all buildings in School Year (SY) 2014-15.

Evaluation: We have a systematic teacher evaluation process that is aligned to the Iowa Teaching Standards, so our administrators have experience identifying promising practices, areas for improvement, and other information needed to help improve practice. Administrators also participate in monthly PD aligned to the district instructional framework and leadership standards, so we have the capacity to regularly evaluate and support our TL program success.

Coherence: Our Teaching and Learning Department works closely with teacher groups, including curriculum committees, PD committees, building and district leadership, and instructional coaches to align learning and content development across the district. This experience with systems thinking will serve the new umbrella committee—our District Leadership Team—as they work to increase coherence across our initiatives and PD offerings.

Investment: To remain competitive and attract effective teachers, we need to have the highest possible starting salaries. As such, our minimum teaching salary already is above the minimum required by the TLC system, so we are able to use all available TLC system resources to support salary supplements and replacement salaries, as well as PD for our TLs.

Stakeholder support: We have a history of participative management and shared decision making (as evidenced by Board policy 105), which contributed to our capacity to pull together stakeholders to develop our TLC system plan.

Sustainability

Our TLC System plan has been projected forward for 3 years, the length of time that funding is available via the TLC System legislation. In that time, we will change the culture of our district so that teacher leadership becomes a part of the day-to-day operation of schools. If we can invest smartly in TLs over 3 years, will create conditions in each building where collegial teacher support and ongoing professional learning and growth are organic and job-embedded.

Because we do not need to use TLC funding to increase our lowest teacher salary, we are not at risk of a dramatic funding cliff at the end of the TLC funding cycle. Many of the costs in our budget are focused on the initial investments to get a new system underway and infused into the culture of the district.

Our demographic trends and data suggest we will be able to free up at least 20% of our budget in 3 years through natural attrition or because initial investments are not recurring in nature. As current administrators retire or move, we will reassign central office staff to cover duties that must be covered by administrators and assign duties to TLs where possible. Given trends and current demographics, we expect to gain at least 10% of our TLC budget in this way.

The other 10% of our current budget, the up-front costs for TL training and indirect, will not be necessary again after the first 3 years of implementation. Given research on the length of time it takes to implement systems change initiatives, we expect each TL to reapply to serve in their role for 3 years, with a rolling selection process of 1/3 of the total TL workforce moving out of their TL positions each year. In SY14-15, we will train our largest cohort of teacher leaders in order to get the system up and running. In SY15-16 and SY16-17, we will train much smaller cohorts to cover open TL positions. After 3 years of training, we will have a large enough pool of TL candidates (at least 50% of our workforce) that we will not incur such large costs for training on an ongoing basis.

Beyond the 20% of our budget that can easily be recaptured, the most effective way to support investments in our TLs over time is to reorient how we use existing funding. Over the next three years, our planning committee will study our district priorities, budgets, salary schedule, and funding streams to determine ways to reallocate resources to support our system. We will work with the DE to find flexibility in the way we use federal program funds, such as outlined in the Council of Chief State School Officers' guidance document, "Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden." We will determine, with teachers, how to get the most out of our Teacher Quality funds. We will consider how we can use our local funds for PD to support the job-embedded ongoing professional learning that is supported by TLs. And we will seek external funding to support components of our plan.

A key step toward this goal is a continuous study of the impact of our TLC system and the ways the other districts have funded their systems. Because the TLC system will deepen work we already committed to, if the system lives up to its promise,

teachers and district leadership will be highly motivated to continue funding the system over time and multiple funding streams can be reoriented toward that end.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	9054.35
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$2,796,164.37
Total Allocation	\$2,796,164.37

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$310,050.00
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)	\$2,328,525.00
Amount used to provide professional development related to the leadership pathways	\$94,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$63,589.00
Totals	\$2,796,164.00

Other Budgeted Uses - Description

Item description	Amount budgeted
Indirect (2.3% of total)	\$63,589.00
	\$63,589.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$2,796,164.00

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

\$0.37

Budget Alignment

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

Our plan is to use TLs to strengthen our PLCs to ensure implementation of our district instructional framework/EEI and coordination across our school improvement initiatives. This will improve instruction and lead to better student outcomes. Our budget has been built to invest heavily in TLs, as they will provide “boots on the ground” needed to support instructional improvement and innovation districtwide. We will use our budget to staff the plan as described in Part 5. The following narrative explains each of the line items toward those ends.

Amount used to raise the minimum salary to \$33,500: \$0; WDMCS minimum salary is already over the minimum for the grant

Approximate salary supplements: \$310,050; Salary supplements from the grant cover added time needed for all TLs to receive training and PD.

The number of instructional coaches budgeted allows for a minimum of 1 coach in each attendance center and 1 coach for every 500 students in the larger attendance centers.

Position	Salary Supplement	Salary Supplement w/FICA/IPERS	Extra Days	Potential # of Ppl	Total
Building Leadership Team	\$ 500	\$ 585	2	70	\$ 40,950
District Leadership Team	1,000	1,170	2	14	16,380
Demonstration Teacher	2,500	2,925	2	39	114,075
Demo Teacher/Coordinator	3,500	4,095	2	1	4,095
Mentor Teachers	2,000	2,340	2	20	46,800
Learning Supports/Family School Engagement Coordinators	500	585	2	2	1,170
Curriculum & PD Teacher Leaders	500	585	2	13	7,605
MTSS/Early Literacy Coordinator	2,500	2,925	5	1	2,925
Instructional Coaches	2,500	2,925	5	26	76,050

Amount used 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).

Replacement Salaries:

Several of our TL positions remain in instructional roles 100%; their salaries are paid by the district. Thirteen of our TL roles will require a full-time replacement teacher for their classroom duties. Between 21 and 30 will require a part-time job share. These TL salaries are paid by the district. We will use grant funds to cover the costs of replacement teacher salaries for these TLs' classroom duties.

We will strive to hire teachers emeritus to fill these roles when possible. If replacement teachers' salaries are higher than the average WDMCS teacher salaries, the difference in cost would be covered by our contingency line item, which we budgeted at 2% of the replacement salaries.

TL Position Requiring a Replacement for Classroom Duties	Avg Salary	Benefits	FTE	Subtotals
Mentor Coordinator	\$ 60,529	\$ 21,002	0.5	40,766

Learning Supports/Family School Engagement Coordinators	"	"	2	163,062
Curriculum & PD Teacher Leaders	"	"	7.5	611,483
MTSS/Early Literacy Coordinator	"	"	1	81,531
Instructional Coaches	"	"	17	1,386,027
Contingency for higher salaries (2% of replacement salaries)				45,657

Substitute Salaries:

WDMCS is prepared to redirect time and resources we currently have allocated for professional development “events” to cover the costs of substitutes to allow career teachers time to observe Demonstration Teachers, work with Mentor Teachers and other TLs, and to release TLs to attend specialized PD opportunities that arise during the year. This represents no less than a transformation in the way we think about and invest in teacher professional growth in our district. With the support of a TLC system grant, we are prepared to turn upside down the way we use our resources for teacher release time, training, and PD, which should result in PD that is much more job embedded and effective. The way we provide professional development will look immensely different. Thus, substitute salaries are not included in this budget.

Amount used to provide professional development related to the leadership pathways: \$ 94,000

All 173 TLs will join in common pre-service training time in August, with a focus on communication, leadership, strengths training, and PLCs, as well as training on the district instructional framework, the intent and practices of school improvement initiatives, data analysis, and the design and implementation of feedback loops between and among teachers, administrators, programs, and the district. In addition, Instructional Coaches will take part in the 3-day off-site training provided by Jim Knight. Demonstration teachers, mentor teachers, learning supports and family/school engagement coordinators, and the curriculum and PD TLs each will attend specific PD opportunities targeted at their particular roles. A small amount of the remaining funding will be available for TLs to apply for either attendance at off-site PD or to bring onsite providers who can serve a larger number of TLs.

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan. These costs must be approved by the Iowa Department of Education prior to the implementation of your plan.

Other costs: \$ 63,589

Gearing up a new \$3 million program will require significant indirect investments, such as in infrastructure, secretarial support, accounting services, and teacher and student surveys to measure the impact of the system. We budgeted other costs at 2.3% of the total budget, to cover indirect. This is a very low investment in indirect costs as compared to the typical amounts needed to implement brand new grant programs.

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