



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139716 - West Fork's TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 2:23 PM

Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: West Fork Community School District

Organization Type: K-12 Education

DUNS: 01-026-3788

Organization Website: www.westforkschool.org

Address: 504 Park Street
PO Box 617

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Vendor Number

Cover Sheet-General Information

Authorized Official

Name Stacey Ubben
Title High School English Teacher
Organization West Fork Community School District

If you are an individual, please provide your First and Last Name.

Address 453 North 5th Street

City/State/Zip* Sheffield Iowa 50475
City State Zip

Telephone Number 641-892-4461

E-Mail stacey.ubben@westforkschool.org

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Stacey Ubben
Title High School English Teacher
Organization West Fork Community School District

Address 453 North 5th Street

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County(ies) Participating, Involved, or Affected by this Proposal	Cerro Gordo County, Franklin County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R), 4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	27
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	53, 54
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons.

Yes

If YES, describe the positive impact expected from this project

West Fork's vision is to help every student to become a life long learner and leader. With this grant, it will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices leading to student achievement.

Indicate the group(s) positively impacted.

Blacks, Latinos

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Darrin Strike

Title of Person Submitting Certification

Superintendent

Recipient Information

District

West Fork Community School District

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

County-District Number

35-5922

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Mr.

Name of Superintendent

Darrin Strike

Telephone Number

641-892-4160

E-mail Address

darrin.strike@westforkschool.org

Street Address

504 Park Street

City

Sheffield

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50475

TLC Application Contact

Honorific

Mrs.

Name of TLC Contact

Stacey Ubben

Telephone Number

641-892-4461

E-mail Address

stacey.ubben@westforkschool.org

Street Address

453 North 5th Street

City

Sheffield

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50475

Demographic Profile

October 2014 Certified Enrollment

694

October 2014 Free/ Reduced Lunch %

33

AEA Number

267

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

TLC Model Number

Model 3 Comparable Plan

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)

Narrative

Abstract/Execute Summary

The TLC vision of West Fork Community School District is to “help every student to become a lifelong learner and leader.” At West Fork, we will empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement. WF Teacher Leadership and Compensation Plan includes a minimum of 14.5 teacher leadership positions, allowing for 25% of our 58.3 teachers to hold leadership roles including the following:

Leadership Role
TLC District Leader 1 position per district at .5 FTE, additional days: 6, supplement: \$6,000.00
Instructional Coaches 3 positions per district, 100% out of the classroom, additional days: 6, supplement: \$4,000.00
Model Teachers 7 positions, 100% in the classroom, additional days: 4, supplement: \$1,500.00
Mentors Teachers 3-6 positions depending on need, 100% in the classroom, additional days: 2, supplement: \$500.00

The plan is to enhance current district initiatives which are as followed: full implementation of the Iowa Core, Early Literacy initiative, and infusion of the Multi-Tier System of Support. With these initiatives in place, we strongly believe the addition of TLC will assist us in reaching teachers and students in a more effective and lasting manner. We have seen positive evidence of this in the district where PLC has been in place for two years. With the use of data, embedded PD, MTSS, curriculum alignment, and model classrooms, we are finding gaps in curriculum and student achievement. Through our PLC, we have worked through modeling to close the gaps. The district is anxious to scale up these efforts into all PreK-12 buildings and believe the TLC funding would allow us to do so.

Training was a significant topic in our planning because we recognize the need to develop a strong foundation for teacher leaders on working with adult learners, understanding the complexities of multiple curriculum, instruction, and assessments, and honing their professional leadership expertise. Funds will be used to support trainings provided by the AEA, SAI, ASCD, and also relevant trainings offered by other professional educational organizations.

A rigorous selection process has been designed to secure the best candidates for the teacher leadership positions. The annual review will incorporate the Teacher Leadership Standards and peer input. As a community of educators, WF has embraced a culture of teacher leadership and an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. WF sees our proposed TLC plan as an opportunity to improve upon and formalize our current system. As a district, we are striving to get better. Our district-wide goals include increasing student proficiency in reading, math, and technology. As a district, we believe strongly that improved instruction leads to improved student achievement. The proposed TLC plan aligns with district improvement goals and supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority.

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 previous application? **No**

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

Please include the following information in your narrative:

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

Deciding to Apply

Our process began two years ago when our administrative team spent time collecting and gaining knowledge through attending The Governor’s Symposium, AEA 267 Professional Learning Network, and viewed the webinars presented by the Department of Education. They received information, planning documents, and benefits of the Teacher Leadership Compensation System. They gathered information about the TLC Grant at The Iowa State Dept. of Ed Symposium in Cedar Falls from districts already implementing the TLC plan. The district held monthly SI meetings and presented updates on the TL program to stakeholders which included staff, community, and board members. This information was to educate all stakeholders. Researched based information was shared through collaborative meetings with the district’s AEA representatives. It was decided that it would be a positive program towards helping improve student achievement through enhanced instruction and to help retain quality teachers. The group decided to apply. The TLC Writing Grant was utilized to involve teachers in devising a plan, attending grant writing classes, and attending state-wide conferences.

Educating Staff and Community

The teachers, parents, school board, students, and additional administrators were educated about the benefits of the grant and the district transformation that would take place. The TLC committee presented an overview by Mr. Strike to the West Fork staff. Other committee members were available to answer questions. Parents and students were informed in September. Parents and students were present and became a part of the advisory committee. Brenda VanHorn, a parent, commented, “This is a very positive move for our children by raising all teachers to a higher level, which in turn, should raise our students’ achievement scores.” A draft plan was shared with the community in September through the school web page and the school newsletter. The WF School Board was presented with our TLC plan in September. Board members and all committee members were present to discuss the model. The board unanimously supported the plan.

Focusing on the District’s Needs

The committee began by focusing on the district’s data through PD days from September 2014 through May 2015. SIT also held monthly meetings. The data directed our focus to Early Literacy, Multi-Tiered System of Supports, and the Iowa Core. This process was used as the conduit to create a flow of information to the teaching staff and community to share the initiative. Due to the support of the stakeholders, the planning committee elected to follow model 3.

Creating a Plan

The TLC planning committee consisted of two teachers, three administrators, and district stakeholders. They studied model 3, attended The TLC Workshop in May and June 2015 at the AEA267 to gather information to support the writing process. These meetings provided useful information and resources for creating a plan allowing for collaboration with other districts. Members attended the Second Annual Leveraging Teacher Leadership in July, AEA 267 PLN for a training on Barbara Sweeney’s coaching model in June 2015, and Iowa ASCD institute on June 2015.

Survey

A teacher survey was created and given to the entire staff at the beginning of the required professional development days. The survey included the following questions:

Questions	Results
Do you understand the TLC plan?	81% understood
Are you in support of a TLC program at West Fork?	100% support
Would you consider applying for a leadership position?	64% would apply

Support and Commitment

There was 100% commitment of the TLC grant by all teachers, administrators, and board members. The proposed TLC plan supports a commitment made by the school board to provide resources that makes a collaborative culture as a priority. The overall goal is for students to reach their potential by having the most experienced teachers available to meet their needs. The grant was written by the TLC committee and stakeholders. Each section was developed, discussed, and revised as a team. The grant was reviewed by AEA 267 administrative staff. The TLC team presented a draft to the board in September 2015. The TLC grant writers accepted feedback and then reviewed for a final approval in October 2015.

Use of Planning Grant Funds

TLC Program Planning Grant Budget	Available Funds= \$7630	
Substitute Reimbursement		\$1200
Salaries for Non-Contract work	\$30 per hour X 3 people X 40 hours	\$3600
Salaries for Committee Members	\$30 per hour X 6 hours X 10 people	\$1800
Meeting Cost / Food	Food / Drinks/ Travel meals	\$300
Travel Cost	Cedar Falls/ Des Moines	\$441
Total Cost Estimate		\$7341

Narrative

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

TLC Vision

The WF vision is to help students to become lifelong learners and leaders. To provide high quality instruction, we provide teachers opportunities to reflect and improve practices. The vision of our TLC program is to develop the skills of new/career teachers through trainings/coaching opportunities. The TLC program will provide additional funding/trainings to accomplish our vision. The variety of leadership roles will enhance staff and improve student achievement by providing collaboration on best practices, reflection of lessons, and data analysis to drive instruction.

TLC Goals:

- 1. Improve student achievement by strengthening instruction**
- 2. Promote collaboration opportunities**
- 3. Attract new teachers**
- 4. Provide multiple levels of compensation to retain effective teachers**
- 5. Reward professional growth**

The WF TLC includes 4 levels of teacher leadership opportunities that will impact student achievement and meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles.

Goal 1: Increase student achievement by improving instructional practices (Align to State Goal 5)

Preparing students to acquire 21st Century Skills is our goal. The leadership team will meet quarterly to analyze formative and summative data. Iowa Assessments indicate that we are proficient in reading and math. Our goal is to increase the proficiency level to 100%. The additional expertise will provide support to classroom teachers through lesson planning, using research-based strategies, interpretation of data, and reflection on best practices.

District Goals:

- increase proficiency in reading/math/science
- close achievement gap

Evaluation of Goals:

- Comparison of IA Assessments & MAP
- meeting CSIP goals
- IPI observational data
- Iowa Youth Survey

Goal 2: Promotes purposeful collaboration opportunities (Align to State Goal 3)

WF has had district wide PLCs for 2 years and will continue to improve the effectiveness of PLC groups. Our PLCs developed Power Standards aligned to the Iowa Core. These are written to support our district goal and to provide smaller measures of success. Our areas of focus are improving instruction, aligning curriculum, and using data to drive instruction. The School Improvement shares information with other colleagues and provides communication within our district.

District's Goals:

- implement a PD plan

Evaluation of Goals:

- analysis of ICPD by each building principal according to The Iowa Professional Development Model
- analysis of PLC logs to ensure purposeful collaboration

Goal 3: Attract new teachers (Align to State Goals 1 and 2)

Our plan is to attract and retain the best candidates for teaching positions. The development of beginning teachers will be nurtured through complementary supports including mentoring and modeling. These supports along with our starting salary of \$34,709 will attract and retain teachers to our district.

District Goals:

- 100% vacancies filled by highly qualified teachers

- 100% beginning teachers complete Standard License requirements

Evaluation of Goals:

- retention rate over five years
 - exit interview by Superintendent
 - information will be reviewed
- new teacher support
 - provide ongoing support to new teachers
- Iowa Teaching Standards
 - provide guidance to help understand and implement Iowa Teaching Standards
 - support new teachers in developing a portfolio that proves proficiency
- annual reflection of the Mentoring & Induction Program
 - mentors & mentees will reflect on needs/areas of improvement

Goal 4: Provides multiple levels of compensation to retain effective teachers (Align to State Goal 2)

Our goal is to develop a system of leadership roles designed to improve professional practices and retain effective teachers. This program will help provide additional compensation. Over 25% of our staff will be in one of these leadership roles: TLC District Leader, Instructional Coaches, Model Teachers, and Mentors Teachers. Teachers will undergo a selection process to ensure that we have the highest quality teachers for these positions.

District Goals:

- install leadership roles for teacher leaders-fall of 2016
- job description, with role functions and criteria for evaluation, implemented Individual Career Professional Development Plans, orientation/training for administrators

Evaluation of Goals:

- Teacher Retention Tracking
 - district leader-track retention of new staff
- analysis of ICDP
 - principals-collect ICDPs and monitor progress and growth

Goal 5: Reward professional growth (Align to State Goal 4)

This plan recognizes that leadership takes many forms in a successful school. Leadership positions are designed to provide support to our teaching staff by evaluating data, collaborating, and modeling strategies in the district's efforts to ensure high quality instruction in all classrooms.

District Goals:

- include 25% of teachers in leadership
- 2016, fill 100% of the teacher leadership roles
- 2015, begin providing coaching literature that will begin to explain the responsibilities and benefits of a teacher leadership system of support
- after establishing roles, district will provide coaching for TLC leaders
- teachers that take advantage will be compensated

Evaluation of Goals:

- reapplication of leadership positions
- analysis of coaching logs/peer reviews, collaborative team meetings, and student achievement data
 - coaching logs/peer review: provide teachers with needed materials and instruction that will enhance their teaching and coaching abilities
 - collaborative team meeting: meeting logs reviewed by the district leader that will provide feedback to ensure a growing culture of our teaching professionals
 - student achievement: teachers gain a better understanding of Iowa Core and become proficient in best practices to increase student achievement

Using Part 3 application narrative from previous submission? **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)

The WF CSD TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school culture. District initiatives include Literacy, MTSS, and Iowa Core implementation.

Initiative 1: Literacy

The Instructional Coaches will focus on student learning in the areas of literacy and STEM. They will review assessment data and plan activities to help guide instruction. The coach will formulate an action plan to improve instruction through best practices. The K-6 instructional coach for literacy support will be responsible for the implementation of the PreK-3 Early Literacy Program. The instructional coach will guide the staff in data analysis of the FAST/IGDI summative assessments. The K-6 instructional coach will work with the 7-12 instructional coach to implement and support the Model literacy framework by Lucy Caulkins that the district has begun implementing in 2015.

How the TLC plan will connect, support, strengthen

Instructional Coaches:

- model, attend professional workshops, research best practices, and support teachers with the implementation of the Gold curriculum and Iowa Core
- assist in the interpretation of summative and formative assessments that will direct instruction and interventions of support
- coach 5-8 teachers with workshop strategies as well as 9-12 teachers with digital writing

Model Teachers:

- open their classrooms to provide colleagues the opportunity to observe effective instructional practices
- provide opportunities for co-teaching within their classrooms

Mentor Teachers:

- reflect on lesson implementation, Iowa Core Standards, lesson planning, best practices, differentiation strategies, and data to help support and improve new teacher's skills.

Initiative 2: Multi-Tiered System of Supports

Our TLC leaders will assist in implementing supports to improve our MTSS system and instruction time. They will help teachers use assessment information to drive instruction towards proficiency.

How the TLC plan will connect, support, strengthen

Instructional Coaches:

- attend coaching/instructional workshops, research best practices, and support teachers with implementation of Iowa Core
- assist in data analysis of assessments and tiered interventions of supports

Mentor Teachers:

- support new teachers to analyze student performance and create plans to meet student needs

Model Teachers:

- open classroom to provide colleagues the opportunity to observe effective instructional practices and structures

Initiative 3: Iowa Core

Our TLC plan will allow Instructional Coaches to develop instructional strategies for individual teachers to implement the Core, focusing on instructional shifts within the classrooms. After reviewing district-wide data, the coaches will meet with faculty members and discuss changes to improve instruction and student learning.

How the TLC plan will connect, support, strengthen

Instructional Coaches:

- attend professional workshops, research best practices, and support teachers with implementation of the Iowa Core
- help in the analysis of summative and formative assessments
- assist in the planning and delivery of PD focused on the Iowa Core

Mentor Teachers:

- assist in the planning and delivery of professional development focused on the Iowa Core
- assist colleagues in the implementation and alignment of the Iowa Core

Model Teachers:

- open classrooms to observation of effective instructional practices and structure that have met expectations of the Iowa Core Structures

Structure 1: Professional Learning Communities

PLC teams meet to strengthen practices and focus on student achievement. Our TLC provides support for PLC teams by encouraging staff to research new ways to meet additional goals to ensure student success

How the TLC plan will connect, support, strengthen

Instructional Coaches:

- gather information from PLC sessions and structure PD

Mentor Teachers:

- support the facilitation of PLC meetings and ensure discussions are focused on student achievement

Model Teachers:

- active participants in PLC meetings

Structure 2: Teacher Induction System

To effectively coach new teachers, we are currently a part of the AEA 267 Induction Consortium. The mentor and mentee meet to reflect on teaching, analyze student performance, and providing additional support the mentee requires.

How the TLC plan will connect, support, strengthen

Instructional Coach:

- actively participate in School Improvement Team meetings, analyze district student achievement data to drive direction of PD

Mentor Teacher:

- actively participate in SIT meetings and carry out the professional development plan

Model Teacher:

- open their classrooms to provide beginning teachers the opportunities to observe and reflect upon effective instructional practices

Using Part 4 application narrative from previous submission? **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)

Current Mentoring and Induction Program

Our current mentoring program works independently during the school year. The new teachers meet for one full day prior to the school year to discuss initiatives and complete necessary paperwork. Mentors and Mentees are required to meet monthly at AEA267 as part of their Mentoring Program. The district requires that the mentors meet with mentees weekly to discuss and reflect on their teaching practices. Time for mentors and mentees to observe each other is supported by the district.

Philosophy

Our district currently uses teachers who have been in the district for a number of years and have vast experience in implementing district initiatives. All teachers with a provisional license go through induction as a way to connect initiatives with the current work of the district and with the Iowa Teaching Standards.

Improved Requirements

The District Leader will use a deliberate approach to pairing mentees and mentors by pairing PreK-4 with grade alike teachers and pairing 5-12 with content alike teachers. The district will provide rigorous, focused mentor training provided by the AEA or other educational organizations. Together they will work collaboratively to reflect on program effectiveness for going review and revision. For the experienced teachers hired in our district, we will have the mentors available to provide support and background knowledge of our district. Through the TLC program, the mentors and mentees would have more time to collaborate instead of traveling to outside meeting venues.

The mentors will exhibit the following qualities:

- A minimum of four years of exemplary teaching
- Strong interpersonal/communication skills
- Effective coaching skills
- Ability to work with adults effectively
- Positive role model
- Practices the Iowa Teaching Standards
- Have completed, or are currently enrolled in mentor training

In-Service Requirements

District Leader

- Communicates with administration about new teachers
- Gives mentees the beginning teacher needs survey
- Deliberately pairs mentees/mentors
- Assists in enrolling teams in AEA mentoring classes

Mentor

- Makes initial contact with mentee
- Available to answer mentee questions
- Attends "New Teacher Workshop" w/mentee

Semester 1

District Leader

- Helps with data collection and analysis
- Plans meeting for veteran teachers who are new to the district
- Plans a meeting for mentees
- Collects mentee/mentor meeting logs
- Compiles Mentor Program Facilitator Portfolio data

Mentor

- Guides mentee in creating professional goal(s)
- Follows up after staff meetings
- Helps prepare for open house, conferences/IEP meetings
- Helps with data collection and analysis
- Explains grading and reporting process
- Meets at least weekly
- Maintain meeting logs
- Guides in document collection for professional teaching portfolio
- Guides mentee in preparation for district assessments
- Ensures best practices

Mentee

- Contributes to weekly meeting logs
- Collects artifacts for portfolio

Semester 2

District Leader

- Helps with data collection and analysis
- Collects mentee/mentor meeting logs
- Compiles Mentor Program Facilitator Portfolio data and shares w/admin.
- Plans formal meetings for mentors
- Plans formal meetings for mentees
- Meets with administration to discuss program changes

Mentor

- Checks mentee's professional goal(s) progress
- Follows up after staff meetings
- Helps prepare for open house, conferences/IEP meetings
- Helps with data collection and analysis
- Meet weekly
- Maintains logs of meetings
- Guides mentee for end of year assessments
- Assists with completing end of year check out requirements
- Completes program survey to share with District Leaders

Mentee

- Meets weekly
- Maintains logs of meetings
- Complete program survey and share with District Administration
- Continue completing professional teaching portfolio

Year 2:

Repeat requirements from year 1. Additional requirements for the mentee include the completion of the professional teaching portfolio by March. The Mentor Program Facilitator will also meet with mentee/mentor pairs to discuss future changes. If an additional year of mentoring is required, the district will extend the mentoring requirements to Year 3.

Narrative

Using Part 5 application narrative from previous submission? **No**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

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

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

A Coherent Instructional Improvement Strategy to Improve Teaching and Learning

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

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

This proposal has been developed to increase the likelihood that a teacher leadership system at WF will match the right people. The WF CSD proposes TLC Model 3 comprised of teacher leadership roles built on a practice of professional learning and supported by an ongoing needs assessment process. This Model is intended to be flexible and responsive. We propose to create 1 District Leader, 3 Instructional Coaches, 7 Model Teachers, and minimum of 4 Mentor Teachers which support the district’s goals in literacy, STEM, and are aligned to ongoing district initiatives and PD. They will collaborate to provide timely PD and support for individual teachers in order to increase student achievement.

TLC Program Positions

Title	Classroom Time	Position Needed	Additional Time	Stipend
District Leader	0%	.5 position	6 additional days	\$6,000
7-12 Instructional Literacy Coach	0%	1 FTE	6 additional days	\$4,000
K-6 Instructional/Literacy Coach	0%	1 FTE	6 additional days	\$4,000
K-12 Instructional STEM Coach	0%	1 FTE	6 additional days	\$4,000
Model Teachers	100%	7	4 additional days	\$1,500
Mentor Teachers	100%	3-6 depending on need	2 additional days	\$500

District Leader

Qualifications

A District Leader must meet WF’s requirements of a career teacher. The teacher assigned to the district leader role must have at least three years of teaching experience and at least one year of experience in the school district.

- actively participate in and implements PD
- demonstrates learning and continuous improvement in teaching
- demonstrates gains in student achievement
- demonstrates skills in data analysis
- use of data to determine student need
- design and implement interventions
- use of data to evaluate effectiveness of interventions (MTSS)
- possesses the skills and qualifications to assume the leadership role
- evaluated by the school district as demonstrating the competencies of a District Leader

This person will demonstrate all of the eight Iowa Teaching Standards by creating a teacher portfolio that exhibits proficiency in all standard areas and having positive teacher evaluations completed by the WF administrators.

Selection and Evaluation

Interested candidates will go through an interview process by submitting a professional resume and cover letter. The TLC Selection Committee will review applications and conduct interviews to determine the best candidate.

Length of Assignment

The District Leader position will be a 1 year position. At the end of 1 year, the District Leader’s position will be evaluated to determine the current leader’s effect on our TLC plan. The position will be reopened for all interested candidates to apply. A District Leader in good standing through the annual evaluation process will have a streamline application process. If a District Leader moves back into a teaching position, he/she may request to be reassigned to his/her previous teaching position, and the district will make a good faith effort to do so.

Duties and Responsibilities

- provides oversight for district-wide efforts related to curriculum, assessment, professional development, and related issues, including monitoring and evaluation of the teacher leadership system
- meet monthly after school to facilitate communication between the Instructional Coaches and the staff
- provide oversight of the district’s TQ, PD including needs assessments, Iowa Core implementation, and TLC budgets
- assist in the development and analysis of rigorous assessments that require students to demonstrate high levels of reading, writing, and mathematics and critical thinking
- facilitate peer observation and will collaborate on reflective feedback
- collaborate with administrators to set goals and identify priorities

Student Engagement	Classroom Time	Additional Time	Stipend
0%	0%	6	\$6,000

Instructional Coach

Qualifications

The Instructional Coaches lead a process of collaborative inquiry with teachers and administrators to improve student learning at WF. They will use multiple sources of information to analyze student learning and teacher practice in support of teachers’ individual professional growth and systemic improvement. They have to have taught for a minimum of three years including one year in the district unless they have had previous Instructional Coach experience.

Selection and Evaluation

Interested candidates will go through an interview process by submitting a professional resume and cover letter. The TLC Selection Committee will review applications and conduct interviews to determine the best candidates.

Length of Assignment

The Instructional Coaching positions will be 1 year positions. At the end of 1 year, the Instructional Coaches positions will be evaluated to determine the current coaches’ effect on our TLC plan. The positions will be reopened for all interested candidates to apply. An Instructional Coach in good standing through the annual evaluation process will have a streamline application process. If an Instructional Coach moves back into a teaching position, he/she may request to be reassigned to his/her previous teaching position, and the district will make a good faith effort to do so.

Duties and Responsibilities

- develop and nurture peer relationships with colleagues to engage in conversations, share experiences and

- knowledge, and collaborate to find ways to improve instructional strategies to meet the needs of our students
- observe teachers to gain an understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom
- analyze data and student work with teachers to identify areas of strength, isolate areas of need, determine trends, and highlight effective instructional strategies used within the classroom
- interpret data to develop MTSS with plans to address needs in literacy, technology, and math
- provide content knowledge and pedagogical expertise through constructive feedback, modeling lessons, co-teaching, and professional development

Classroom Responsibilities	Leadership Duties	Additional Time	Stipend
0%	100%	6	\$4,000

Model Teacher

Qualifications

The Model Teacher will work with the Instructional Coaches to plan, deliver, and implement PD in the areas of literacy, technology, and math instruction, with a strong emphasis on implementing the Iowa Core. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback, and reflection. They provide an additional layer of support between classroom teachers and Instructional Coaches to ensure teachers' needs are identified and supported through the TLC plan. They have to have taught for a minimum of three years including one year in the district unless they have had previous TLC experience.

Selection and Evaluation

Interested candidates will go through an interview process by submitting a professional resume and letter of intent. The TLC Selection Committee will review applications and conduct interviews to determine the best candidates.

Length of Assignment

The Model Teachers will be 1 year positions. At the end of 1 year, the Model Teachers will be evaluated to determine the current effect on our TLC plan. The positions will be reopened for all interested candidates to apply.

Duties and Responsibilities

- challenge, encourage, and motivate teachers to develop skills and strategies that enhance professional practice and improve student learning
- demonstrate exemplary teaching practices
- work with the Instructional Coaches to plan, deliver, and implement PD in the areas of literacy, technology, and math instruction with a strong emphasis on implementing the Iowa Core
- collect samples of exemplar lessons and student work for the District Leader and Instructional Coaches to review monthly

Classroom Responsibilities	Additional Time	Stipend
100%	4	\$1,500

Mentor Teacher

Qualification

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

including one year in the district unless they have had previous mentor experience.

Selection and Evaluation

Interested candidates will submit a letter of intent that will include knowledge of The Iowa Core, research based teaching strategies used in the classroom, and The Iowa Teaching Standards. The TLC Selection Committee will review applications to determine the best candidates.

Length of Assignment

The Mentor Teachers will be 1 year positions. At the end of 1 year, the Mentor Teachers will be evaluated to determine the current effect on our TLC plan. At this time, the positions will be reopened for all interested candidates to apply.

Duties and Responsibilities

- act as a consultant for student needs, standards, curriculum, instruction, and assessments
- provide infrastructure support to new teacher to the district
- serve as a collaborative partner, developing ideas, solving challenges, applying ideas, and learning together
- provide feedback on classroom management and instruction
- participate in classroom observations of other teachers' classrooms with beginning teacher and reflect together on their observations
- focus on The Iowa Teaching Standard, alignment of The Iowa Core, MTSS supports, literacy, understanding the components of becoming a part of a PLC and other evidence-based district work.

Student Instruction	Additional Time	Stipend
100%	2	\$500

Summary

The District Leader, Instructional Coaches, and Model Teachers, will work together to improve instructional practices by frequent collaborative meetings to discuss formative and summative data collected by the classroom teachers and district summative assessments. By analyzing data and establishing a focus, these leaders will provide classroom support to the entire staff by modeling, researching best practices, and assisting teachers to better understand and implement The Iowa Core.

Using Part 6 application narrative from previous submission? **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.

Selection Process

The WF TLC Selection Committee will follow current practices of internal posting for Teacher Leadership opening at WF. These positions will be posted annually. The TLC Selection Committee will include an equal number of teachers and administrators representing each building that will review applications and make recommendations to the Superintendent. If a member of the TLC Selection Committee is interested in a position, he/she will be replaced by the Superintendent. Each position will be posted with information about the minimum requirements: three years of teaching experience and one year of experience in the district. Information will be included about the duties/responsibilities, extra contract days, salary supplements, and requirements to complete an annual review of the assignment.

Initial Application for District Leader and Instructional Coaches

Each applicant will submit a resume and cover letter. The resume will be screened for evidence of growth and prior leadership experiences. The candidates will submit written responses to several questions.

- How would you define teacher leadership?
- What contribution have you made as a teacher leader in your school, district, and community?
- What are some examples of good leading?
- What challenges have you observed or experienced as a leader?
- What inspires or encourages you to lead? Include specific experiences.

The questions will help solidify that the candidate has a strong teaching pedagogy, is a reflective practitioner, and understands the essential skills of teacher leaders. These skills include collaboration, relationship building, and working as a change agent. The TLC Committee will review application materials using a rubric to assess candidates.

Interview

The interview process will be two-fold: seeking to evaluate the candidate's teaching practices and understanding the candidate as a leader. Candidates will respond to the same questions from a bank created for each leadership role. Candidates will be asked to respond to a realistic situation pertinent to the leadership position. Candidates may respond to any questions regarding materials submitted in the initial application. Interviewers will be listening for evidence of effective teaching practices and the willingness to take on the rigors of the learning required for a position.

Due to the structure of the leadership roles and accountability of each position, we will tier the hiring process. The TLC District Leader and Instructional Coaches will be hired first, then Model Teachers, and Mentor Teachers.

District Leader (1)

- 3 administrators
- 3 teachers (each building represented)
- teacher members cannot be applying for the position

Instructional Coaches (3)

- 3 administrators
- 3 teachers (each building represented)
- teacher members cannot be applying for the position

Model Teachers (6)

- 3 administrators
- 3 teachers
- teacher members cannot be applying for the position

Mentors (3-6)

- 2 administrators
- 2 teachers
- teacher members cannot be applying for the position

Yearly Review and Reapplication

The annual review of teacher leadership assignments will measure effectiveness of each leader and the program.

- peer review and feedback from teacher surveys
- review of teacher interactions and time spent in leadership roles
- administrative review and evaluation
- self-evaluation

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

Initial Application for Model Teachers

Upon conclusion of the district-wide assessment process each spring, the district will post a call for Model Teachers to support areas of identified focus. WF Selection Committee will review application materials and may use a brief interview process to identify promising candidates to recommend for appointment.

- Applicants must submit a written narrative that explains why he/she is likely to be successful in the role and includes supporting evidence that demonstrates teaching effectiveness relevant to the identified area of focus and demonstrates a successful history of collaboration with peers that resulted in professional growth and improved student learning.

Teachers serving as Model Teachers must reapply each year. Model Teachers in good standing during the annual evaluation process who continue to represent a strong match for an identified focus area may have a streamlined re-application process. Model Teachers will be evaluated by their respective building principals.

Initial Application for Mentor Teachers

A call for Mentor Teachers will be posted each spring upon completion of new teacher hiring. Teachers who are interested as serving as a Mentor may self-nominate, be nominated by a colleagues, or by the building principals. The WF Selection Committee will review nominations and recommend a list of teachers who may be assigned.

- demonstrate measure of teacher effectiveness through his/her most recent evaluation
- demonstrate evidence of professional growth through his/her most recent ICDP evaluated yearly by their respective building principals

Narrative

Using Part 7 application narrative from previous submission? **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 description of the role teacher leaders will play in the creation and delivery of professional development.**
- 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.

Teacher Leaders' Roles in Creating Professional Development

Each leadership role in our TLC plan will be responsible for delivering PD on some level. The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices leading to increased student achievement. The teacher leaders have an extensive role in the development and delivery of WF PD Plan. The WF aligns their planning phases and incorporates the key elements of the IPDM.

Teacher Leadership Positions/Roles in the Creation and Delivery of PD

- District Leader provides insight district-wide to determine the areas of need and assist in the development of a district-wide PD plan.
- Instructional Coaches lead a collaborative inquiry with teachers to improve student learning, use sources of information to analyze student learning, teacher practice, systemic improvement, and lead PD.
- Lead Teachers serve as a support for the annual needs assessment process, liaison between teachers and instructional coaches, and to ensure teachers' PD needs are supported.
- Model Teachers will demonstrate research-based strategies during PD to the staff, take strategies to classrooms, assist the teachers in implementation, and reflect on implementation.
- Mentor Teachers provide support to teachers who are new to the profession. They will observe, critique, provide advice on effective teaching practices and provide new teachers with support in developing a portfolio with evidence of the 8 Iowa Teaching Standards.

WF's teacher leadership system is a set of defined teacher leadership roles, guided by a needs assessment process in the IPDM designed to ensure teacher leadership meets individual teacher's needs.

IPDM Elements/TLC Plan Alignment/Collecting and Analyzing Student Data

- ICs will lead their PLCs by content/grade level, in analyzing student data, and planning instruction
- growth plan will be different for each team depending on the trend the data suggest
- teachers will analyze student data according to the WF Assessment Plan
- data will be used to monitor the level of learning by students in classrooms
- collaborate to increase cognitive complexity within their lessons

Goal Setting and Student Learning

The DL and the IC will assist all teachers in setting SMART goals based on data collected from district-wide assessments. The Model Teacher will serve as an exemplary icon of how instruction is to be focused in order to attain these goals. The Instructional Coaches will coordinate observations and conversations between the Model Teacher and the Career/Initial Teacher to ensure staff are immersed in best practices.

Selecting Content

The Instructional Coaches will review resources to select the most effective, evidence-based materials to increase student achievement. Model Teachers will demonstrate lessons using best strategies. The TLC team will re-evaluate to ensure all the Iowa Core Standards are implemented.

Designing Process for Professional Development

The district will monitor the delivery of PD through the existing PLC structure. The District Leader and the Instructional Coaches will design PD according to the IDPM. ICs will differentiate the needs of the individual teachers and teaching teams by assisting in the implementation of PD initiatives. They will work with the Instructional /STEM Coaches to design lessons using technology to enhance learning.

Training and Learning Opportunities

The District Leader, Instructional Coaches, and the PLC Leaders will deliver PD and align it with current initiatives including MTSS, K-12 Literacy, and the Iowa Core. ICs will provide ongoing opportunities for teachers to engage participate.

- Providing content knowledge through constructive feedback, modeling lessons, co-teaching, and PD
- Challenging teachers to develop skills and strategies that enhance practices and improves student learning
- Strengthening PLCs by providing access to resources and encouraging reflection.

Model Teachers will support opportunities for demonstration, practice, and collaboration through modeling lessons, co-planning, and co-teaching.

Collaboration

- The ICs will ensure training/learning is being implemented. Coaches will be observing in the classroom and attending PLC meetings.
- The Model Teacher will showcase the initiatives in action.
- ICs will meet with the DL to reflect and ensure alignment. Instructional Coaches and Model Teachers will engage in collaborative conversation and share experiences and knowledge.

The Study of Implementation

Teacher leaders will focus on the district's TLC Plan to improve teaching and learning by monitoring student achievement data. The district can create professional learning delivered through our existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.

(Formative) Data Collection

The Curriculum Coordinator, District Leader, and teachers will use Power Standards for student evaluation. The Instructional Coaches will analyze data and student work with teachers to identify strengths, needs, and effective instructional strategies.

Program Evaluation (Summative)

The Instructional Coaches, PLC Leaders, and Mentor Teachers will use the following data to measure the effectiveness of the district's professional learning plan, which includes student achievement data, scores from the IPDM District Profile, implementation data from the PLC teams, and IPI data from building principals. The information will be shared with the district SIAC, school board, SIT, and the public. The District Leader, Curriculum Coordinator, and Instructional Coaches will meet to evaluate summative assessments and the progress monitoring of the district's Power Standards to evaluate TLC Plan effectiveness and to make instructional decisions based on results.

Using Part 8 application narrative from previous submission? **No**

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

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

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

Measuring effectiveness of the WF plan will be 2-pronged: program evaluation and teacher-leader evaluation. The aim of the evaluation is to determine the effectiveness of our TLC plan. The following goals will be used to measure the overall impact and effectiveness of implementing TL roles into our district:

1. Improve student achievement by strengthening instruction
2. Promote purposeful and extensive collaboration opportunities
3. Attract new and promising teachers
4. Provide multi-levels of compensated leadership opportunities to retain effective teachers
5. Reward professional growth

Goals	Short-term Measures of Impact and Effectiveness	Long-term Measures of Impact and Effectiveness
<p style="text-align: center;">1</p> <p>Improve Student Achievement by Strengthening Instruction</p>	<ul style="list-style-type: none"> • District initiative implementation of Instructional Practices Inventory • District mentoring observations completed to provide focused feedback to new teachers • DL Team meetings to review data/plan PD to meet learning needs • Bi-annually Peer Observation/Reflection of all staff to provide focused feedback on best practices • Teacher participation in PLC workshops focusing on aligning/developing curriculum with the Iowa Core • Principal meetings to develop and update ICDP Plans • Data will be evaluated through the work of PLCs (EdInsight, TIER database, and NWEA) 	<ul style="list-style-type: none"> • Teacher survey data on perception of effectiveness of TLC program • EdInsight/TIER database/ NWEA will be used to evaluate data through the work of PLCs • Effectiveness of teacher leaders will be evaluated 4 ways: data from administrator walkthrough using IPI, performance evaluation based on district Teacher Evaluation System, amount of time teachers and instructional coaches spend collaborating, and results of teacher survey based on set criteria.
<p style="text-align: center;">2</p> <p>Promote Purposeful and Extensive Collaboration Opportunities</p>	<ul style="list-style-type: none"> • PLC agendas/minutes will be used to measure impact and effectiveness along with frequent and type of collaboration with teachers and mentees 	<ul style="list-style-type: none"> • teacher survey data to measure the impact and effectiveness along with the number of teachers increasing type of collaboration with Instructional Coaches

<p style="text-align: center;">3 and 4</p> <p>Attract New/Promising Teachers</p> <p style="text-align: center;">Provide multi-levels of compensated leadership opportunities to retain effective teachers</p>	<ul style="list-style-type: none"> • Principal will interview mentees' on support and increased confidence of teaching abilities • TL committee will look at the numbers of district staff applying for teacher leadership roles with the number of veteran teachers in teacher leadership roles • include teacher and student engagement percentages • reviewing PLC's agendas and minutes, monitoring frequency and type of collaboration with teachers and mentees • self-evaluation of teacher leaders' professional growth 	<ul style="list-style-type: none"> • compare biennium data of 2016-2018 to 2018-2020 • Exit interview data detailing reasons for leaving district • teacher survey data will be reviewed regarding the effectiveness of the TLC program • look at the number of teachers increasing type of collaboration with Instructional Coaches • mentee survey data measuring teacher mentor program • self-evaluation of teacher leaders' professional growth and satisfaction in the teacher leadership roles • evaluate annually the TLC program
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<p style="text-align: center;">5</p> <p>Reward Professional Growth</p>	<ul style="list-style-type: none"> • review the data of the number of position filled and the number of teachers applying • review surveys, logs, and self-evaluations 	<p>Teacher Leaders will annually complete/score themselves using the IPDM District/Building Profile. The district Curriculum Coordinator will manage the system program evaluation. Data gathered from formative and summative state and local student assessments, teacher and teacher leader self-assessments, implementation data as documented in PLC meeting minutes and implementation walkthroughs, survey and minutes from meetings with stakeholders, BLTs, and DLT will be use to do the following:</p> <ol style="list-style-type: none"> 1. Determine the level to which professional learning experiences are implemented in the classroom 2. Measure effectiveness and growth of teacher leader 3. Measure the impact and effectiveness of the TLC program 4. Revise TLC goals to align with current needs 5. Revise district PD plan to align with current needs 6. Update TLC plan annually to meet current goals <p>Communication between administrators, teacher leaders, and mentees will provide a way to monitor progress. District administrators will assess the needs of teacher leaders and provide supports to ensure success.</p>
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Monitoring, Evaluating, and Adjusting the TLC Plan

Teachers will use student mastery of district Power Standards for student evaluation and reporting out to parents. The District Leader, Curriculum Coordinator, and Instructional Coaches will meet quarterly to evaluate summative assessments such as NWEA MAP, Iowa Assessment, and the progress monitoring of the district’s Power Standards to evaluate TLC Plan effectiveness and to make instructional decisions based on results. The team will be in charge of tracking the impact of the TL program and quality of

implementation.

Meeting 1 (October)

- Plan to monitor progress
- Create data gathering tools and document
- Choose inquiry focus

Meeting 2 (February)

- Using an effective data teams process, analyze data
- Create a Plus Delta Plan
- Plan for problem solving

Meeting 3 (May)

- Problem solve
- Plan for next year implementation

Meeting 4 (August)

- Final preparation for implementation

Yearly Meeting (May)

- Share successes
- Collect input

Plan for next year's implementation

Using Part 9 application narrative from previous submission? **No**

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

Capacity to Implement Teacher Leadership Program

The process of designing the WF's TLC has been inclusive. Through faculty discussion and surveys, attendance at information sessions/training, and facilitation of parent focus groups, we gained clarity of district initiatives and how they align with our program. We encouraged open feedback with stakeholders. We have fostered a large-scale effort to make the program successful.

Success with our Past Infrastructure

1:1 Initiative: In 2011, we offered 1:1 iPads for our high school. The next year, we offered 1:1 iPads for our middle school. The PreK-5 have the availability for mobile carts and computer labs, plus several iPads designated to each classroom. Several teachers took the lead by providing PD to teach new ways to implement technology throughout the district. Technology has now become a part of what we do on a daily basis. The initiative proved to be positive for our district's overall growth.

PLC: An established and highly successful PD initiative has been the implementation of our PLC. Leaders were identified and attended AEA trainings to develop a PLC community. The entire staff has continued to work in collaborative teams, focused on instruction for the past 4 years. Teachers complete logs at the conclusion of each session that is reviewed by the Curriculum Coordinator. PLC meetings provide opportunities for investigating and implementing the Iowa Core. Adopting a PLC framework included emphasizing supportive and shared leadership, collective creativity, unified values and vision, and shared personal practice. Our proposed program will align with the PLC culture currently in place, while providing structural supports and improving student achievement.

MTSS: 5 years ago, a group of teachers noticed the need for intensive instruction. In order to meet their needs, they thought it was best to work with these students in small groups. This group of teachers researched different initiatives and decided to implement MTSS system. Our data shows positive correlation with this initiative.

The 3 examples demonstrate the commitment the school board, administration, and teachers have to improve the educational experiences for students. Even with new initiatives presented, these 3 will be refined and sustained in our district.

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

Key Staff and Responsibilities for Plan Sustainability

School Board	• Support district administrators in seeking multiple leadership opportunities for staff
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Administration	<ul style="list-style-type: none"> • Establish clear visions and goals for school improvement efforts • Oversee student data management system to ensure instructional coaches and co-teaching teams have the data needed to analyze student achievement and progress • Support alignment of curriculum, instruction, and assessments • Work closely with the SI leadership team and TLC teacher leaders to develop a process and identify the challenges with the implementation of the TLC Plan
School Improvement Leadership Team	<ul style="list-style-type: none"> • Work with the administrators and TLC teacher leaders to plan, facilitate, and evaluate PD • Communicate with the co-teaching teams on the TLC program and its effectiveness • Work with the TLC teacher leaders and the administrators to develop a process to identify challenges with the TLC plan.
TLC Teacher Leaders	<ul style="list-style-type: none"> • Work with the administrator and TLC teacher leaders to plan, facilitate, and evaluate PD • Serve as liaisons and communicate with the individual teachers, co-teaching teams, the staff, and the SI leadership team, and the administrators on the TLC program and its effectiveness • Work with the SI leadership team and the administrators to develop a process to identify challenges with the TLC plan.

Furthering the training and collaborative atmosphere of the leadership in our program will ensure successful implementation. A PD plan for new leaders will focus on a book study by Diane Sweeney. Implementation can be affected by issues such as changing student needs, student enrollment numbers, and staff turnover. Through the support of the administrative team, collaboration among teacher leaders, program data analysis, and monitoring, we are confident in our ability to address challenges and ensure program sustainability.

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

Ensuring the Success of our Plan

In order to prepare teachers for their new leadership roles, the TLC plan allows for training by providing extra contract days to attend conferences and AEA workshops. Each new leader will receive a thorough job description with expectations and duties. To ensure the success of our plan, identify, address any problems that may occur, and evaluative processes will be used regularly.

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.

<u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.	Yes
<u>Selection Committee</u> 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
<u>Teacher Leader Percentage</u> 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
<u>Teacher Compensation</u> 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
<u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.	Yes

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.	\$65,556.90
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$139,358.47
Amount used to provide professional development related to the leadership pathways.	\$5,661.46
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>	\$6,423.09
Totals	\$216,999.92

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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 **694.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$216,999.92**

Total Allocation **\$216,999.92**

Other Budgeted Uses - Description

Item description	Amount budgeted
Supplies and Travel Expenses	\$2,236.63
Advisory Compensation	\$825.00
Open Enrollement	\$3,361.46
	\$6,423.09

Total Allocation Budgeted

Total Projected Amount to be Expended **\$216,999.92**

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 **\$0.00**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Budget Alignment

The district is strongly motivated and dedicated to the development of a high quality, sustainable TLC plan to meet the following goals:

1. Improve student achievement by strengthening instruction
2. Promote purposeful and extensive collaboration opportunities
3. Attract new and promising teachers
4. Provide multiple levels of compensated leadership opportunities to retain effective teachers
5. Reward professional growth

The West Fork Community School district believes that implementing the Teacher Leadership Compensation Plan will open the door to many more leadership opportunities and ultimately make a positive difference in our student achievement. This funding will allow us to create a system which compensates all teacher leader positions, trains and supports every teacher leader, and collects and shares data about the impact of all teacher leader positions on teachers and students. 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, cost to replace direct classroom instruction time, and costs of professional development.

TLC District Leader The District Leader assumes leadership roles that may include, but are not limited to the planning and delivery of professional development activities, the facilitation of Instructional Coaches and provide additional aspects of the teaching profession including, but not limited to literacy, technology, and math skills as they relate to Iowa Core. They will assist in the development and analysis of rigorous assessments that requires students to demonstrate high levels of reading, writing, and critical thinking, along with the facilitation of peer observation and reflective feedback.

Number	FTE	Extra Days
Stipend	Totals (FICA/IPERS)	1 (PreK-12)
.5	6	\$6,000.00
\$6,994.80		

Training and Materials	Goal Focus
*Workshops and Conferences *Materials (books, subscriptions, etc.) *AEA Instructional Coaching PD	*Provide ongoing PD experiences *Develop a culture of continuous learning *Build strong collaborative teams *Impact student achievement *Use of data to formulate effective instructional decisions *Mentoring educators to improve confidence and skills *Implement school reform priorities *Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice

Instructional Coaches The Instructional Coach will assist Model Teachers in interpreting data and developing Multi-Tiered System of Supports with plans to address needs in literacy, technology, and math. The IC will support, co-teach, and coach classroom teachers in best practices. These individuals will provide regular data analysis of district-wide literacy, technology, and math progress.

Number	FTE	Extra Days
Stipend	Total (Per Person) (FICA/IPERS)	3 (PreK-12)
3	6	\$4,000.00
\$4750.00		
Training and Material		Goal Focus
*Workshops and Conferences *Materials (books, subscriptions, etc.) *AEA Instructional Coaching PD *Middle School Literature Initiative Training		*Provide ongoing PD experiences *Develop a culture of continuous learning *Build strong collaborative teams *Impact student achievement *Use of data to formulate effective instructional decisions *Mentoring career teachers new to the district to support assimilation *Implement school reform priorities *Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice

Model Teachers They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback, and reflection. They will collect samples of exemplar lessons and student work for the District Leader to review at mid-term and the end of the quarter.

Number	FTE	Extra Days
Stipend	Total (Per Person) (FICA/IPERS)	1 (PreK-12) SPEC
NA	4	\$1,500.00
\$1,750.00	1 (PreK-1)	NA
4	\$1,500.00	\$1,750.00
1 (2-4)	NA	4
\$1,500.00	\$1,750.00	1 (5-6)
NA	4	\$1,500.00
\$1,750.00	1 (7-8)	NA
4	\$1,500.00	\$1,750.00
2 (9-12)	NA	4

\$1,500.00	\$1,750.00	Training and Materials-provided by instructional coaches, workshops, and materials
Goal Focus		
<p>*Develop a culture of continuous learning</p> <p>*Build strong collaborative teams</p> <p>*Impact student achievement</p> <p>*Use of data to formulate effective instructional decisions</p> <p>*Implement school reform priorities</p> <p>*Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice</p>		

Mentor Teacher The Mentor Teachers will share the responsibility of developing, implementing, and evaluating an effective mentoring program.		
Number	FTE	Extra Days
Stipend	Total (Per Person) (FICA/IPERS)	4
NA	2	\$500.00
\$583.00	Training and Materials-training provided by AEA	
Goal Focus		
<p>*Develop a culture of continuous learning</p> <p>*Impact student achievement</p> <p>*Use of data to formulate effective instructional decisions</p> <p>*Implement school initiatives (Iowa Core, MTSS, PBIS, PLC)</p> <p>*Provide opportunities for teachers to share knowledge to grow inquire and reflective practice</p> <p>*Mentoring beginning educators to improve confidence and skills</p>		

We are budgeting \$4,300.00 for professional development, but will supplement that with other resources if necessary to support our Teacher Leaders.