



Application

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

94253 - West Hancock CSD: Teacher Leadership and Compensation System

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: West Hancock CSD

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

Address:

510 9th Ave. SW
PO Box 278

Britt Iowa 50423
City State/Province Postal Code/Zip

Phone:

641-843-3833
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Benefactor

Vendor Number

Recipient Information

District

West Hancock Community School District

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

County-District Number

41-0819

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

Honorific

Name of Superintendent

Wayne Kronemann

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TLC Application Contact

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Narrative

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

West Hancock TLC Vision: First and foremost, our vision for TLC is to improve student achievement and lessen the achievement gap by strengthening instruction. Purposeful and extensive collaboration opportunities will not only attract new and promising teachers to our district, but will increase retention of quality instructional staff. By providing multiple levels of leadership and rewarding professional growth through compensation, our district will retain effective teachers and return full circle to impacting student achievement.

West Hancock TLC Goals: (aligned with State's TLC System and district 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 Hancock Teacher Leadership and Compensation Plan includes three levels of teacher leadership that we believe will positively impact student achievement and will best meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles; TLC Coordinator/Instructional Coach, Building Level Coordinator/Mentors, Model Teachers.

West Hancock TLC Roles:

TLC Coordinator/Instructional Coach (1)

50% coordination of TLC program and 50% instructional coaching 10 additional contract days \$10,000 supplement

Summary of Position: The **TLC Coordinator** will contribute to the growth of the district by overseeing implementation of the teacher leadership system and serve as the liaison between teachers and the administrative team. The **Instructional Coach** will provide support and knowledge that encourages professional growth of teachers for enhancement of student learning.

Building Level Coordinator/Mentor (7) at least 1 per building

100% of time in the classroom 6 additional contract days \$5,000 supplement

Summary of Position: **The Building Level Coordinator** will enhance professional growth in the district through their guidance of Professional Learning Communities. They will facilitate ongoing communication between PLC's, teacher leaders, and administrators in order to support building and district goals. **Mentor Teachers** contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators. The mentor teachers are also responsible for supporting improved entry into the profession.

Model Teacher (6) 2 per building

100% of time in the classroom 3 additional contract days \$2,000 supplement

Summary of Position: **The Model Teachers** contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high-level of instructional practice and implementing district initiatives.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Once West Hancock received the planning grant for the Teacher Leadership and Compensation System, we created a TLC committee consisting of the superintendent, three administrators, four teachers (representative of elementary, middle school, and high school), and two parents. At that time, the committee decided to move forward cautiously to ensure creating a plan that all stakeholder groups would be invested in and one that would have the largest impact on student achievement.

The committee met throughout the year to explore the process of creating a TLC plan and research successful plans being implemented in other states. There was also a consensus to wait until the second round of grant submissions in order to garner support and input from all stakeholder groups. At that time, a lead person was appointed to oversee the planning process. This person was chosen from the TLC committee and we felt it most appropriate that it be a teacher. From the onset, West Hancock has wanted this process to be truly *about* and *for* teachers and their impact on student achievement.

In the late summer, three teachers attended the Iowa Teacher and Principal Leadership Symposium in Ankeny. Our goal, as well as the purpose of the symposium, was to “continue the conversation about the critical role teacher leadership will play as lowans work to give students a world-class education.” This was an excellent opportunity to hear first-hand how teacher leadership systems were structured and what they were doing to be successful. The teachers who attended the symposium were prepared to have meaningful conversations with other teachers in the district plus the other stakeholder groups.

While small-group conversations were taking place among teachers, the TLC committee felt that teacher in-service would be the most advantageous time to bring the entire staff up-to-date on the process. The lead person presented an overview of what the Teacher Leadership and Compensation System is, the goals of the system, how those correlate to our district’s goals and vision, and the next steps. A question and answer time followed the presentation.

The next step was administering a short survey to the entire teaching staff. This allowed the TLC Committee to measure the commitment of teachers and determine that we should move forward. As one of the administrators said early in the process, “If we have an opportunity to positively impact student achievement, why would we wait?” This comment has acted as our banner of sorts and embodies how West Hancock views education and the change process.

With the teaching staff committed to the TLC process, members of the TLC committee attended workshops hosted by the AEA. These training sessions were a valuable resource in the planning process. With the knowledge from these sessions, the previous research into successful plans, and input from stakeholders, a team of teachers drafted West Hancock’s TLC Leadership Roles and corresponding responsibilities. Once this draft was complete, the TLC Committee met to review the plan. Most notably about our planning process is the continued opportunity for input from all stakeholder groups. We have been, and will continue to be, committed to transparent planning and open dialogue.

After the leadership roles and responsibilities were approved by the TLC Committee, yet another stakeholder group began their work on the needed contract hours to fulfill these roles successfully. This included setting the supplemental salaries. Members of the education association’s bargaining team met to complete this work. Again the TLC committee met to review and approve the assigned contract days and additional pay. This was also overwhelmingly approved by the association members.

Not only were the stakeholder groups of teachers, administrators, and parents included in this process, students and community members were involved as well. Presentations and Q&A sessions were given to the School Improvement Advisory Committee (SIAC) and the school board; feedback from both of these groups was positive.

The entire process and our TLC plan has confirmed West Hancock’s commitment to teacher and student excellence. It has reaffirmed our belief that a Teacher Leadership and Compensation System will improve student learning through improving the instruction they receive each day and that there is no better way to do this than to empower our best teachers to lead the effort.

Planning Grant – Usage

- TLC Committee Members (hourly rate for meetings outside of contract time)
- TLC Lead Person (hourly rate for planning, writing, and overseeing outside of contract time)
- Iowa Teacher and Principal Leadership Symposium (registrations, mileage, hourly rate)
- AEA TLC Workshops (sub pay, mileage)
- TLC Plan Draft Committee (hourly rate outside of contract time)

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Our districts vision is, "West Hancock School District – Empowering all students to thrive in an ever-changing world." We understand that in order to empower our students we must first embrace our own ever-changing world of education and transform the environment and structure of the traditional school. As one of the beginning districts to implement a one-to-one laptop initiative, we are not strangers to innovation or systemic change. With this background and the support of multiple stakeholder groups, West Hancock has a solid, results-oriented vision for what our Teacher Leadership and Compensation Plan can do for our teachers and more importantly, our students.

West Hancock TLC Vision: First and foremost, our vision for TLC is to improve student achievement and lessen the achievement gap by strengthening instruction. Purposeful and extensive collaboration opportunities will not only attract new and promising teachers to our district, but will increase retention of quality instructional staff. By providing multiple levels of leadership and rewarding professional growth through compensation, our district will retain effective teachers and return full circle to impacting student achievement.

West Hancock TLC Goals: (aligned with State's TLC System and district goals)

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

State TLC System Goals:

- Improve student achievement by strengthening instruction.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Attract able and promising new teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

West Hancock District Goals:

- Improve academic performance of all students
- **All students will show an increase in their RIT score on the math and reading MAP test. *see achievement data below**
- **Engage and motivate students through instructional strategies that meet the needs of the 21st century environment.**

Academic Achievement 2013-14 RIT Scores

Grade	Math		Reading	Science	
	District avg	Norm avg		District avg	Norm avg
1	district avg	norm avg	k	144.0	143.7
	145.6	142.5		NT	
3	169.3	162.5	2	164.8	160.0
	NT			185.7	178.7
5	185.9	175.9		NT	
	191.7	192.3	4	193.4	190.2
7	194.2	189.2		205.6	203.5
	199.9	199.6	6	198.9	196.2
9	206.1	212.7		198.6	207.1
	199.0	201.1	8	222.5	220.1
11	215.2	212.5		209.8	205.2
	226.9	225.7	10	217.6	216.6
13	211.3	208.1		234.2	230.0
	222.2	219.5		217.4	210.8
15	237.1	233.2		219.4	221.8
	217.5	213.2		237.9	235.3
17	224.7	222.9		220.7	215.0
	234.8	NA		220.0	NA

Leadership Positions

Although the district currently provides a number of leadership opportunities including professional development teams, multiple committee chairs, and SIAC, these are not opportunities for advancement outside of the salary schedule. There is also not a structure for rewarding teachers for serving as model teachers, PLC leaders, or even as an instructional coach.

Our TLC plan will provide that reward structure for teacher leaders. 14 teachers (over 25%) will fill leadership positions with extra days, responsibilities, and compensation. These teachers will be hired through a rigorous selection process. The selection committee will be created by the TLC committee and consist of multiple stakeholder groups. This rigorous selection process provides an excellent foundation for the implementation of our TLC plan. As we know from Jim Collin's book, "Good to Great", it is crucial to not only get the right people on the bus, we must get them in the right seats.

Collaboration/Professional Growth

The district's current PLC time allows teachers to meet in grade level and content alike groups to discuss student needs and ways to impact student achievement. Our goal is to use the TLC plan to develop alternate time structures that allow teachers to work with the instructional coaches, grade level coordinators/mentors, and model teachers. This will include purposeful and extensive collaboration opportunities.

New Teacher Retention

New teachers to the profession are assigned a mentor within the district and participate in the Mentoring and Induction Program through the AEA. While this has provided a base for beginning teachers, the TLC plan will create a strengthened support system for not only beginning teachers, but teachers new to the district.

Through the TLC plan, the mentoring process will begin immediately after hiring. Beginning and new teachers will also be supported during the crucial weeks leading up to the start of school. At the beginning of each year, new teachers to the district spend additional days of in-service prior to veteran staff; this time has traditionally been spent with the building principal. New staff will be allotted their per diem rate for two additional days prior to the school year. The mentors will work closely with their mentees during the new teacher in-service days on curriculum, district technology, student and curriculum management systems. The TLC plan addresses the need for a mentor to be facilitating and smoothing the process of assimilation to the district.

Our plan clearly aligns with the goals of Iowa's TLC program.

- All teachers are currently paid at least \$33,500.
- Retention of teachers will be impacted through the creation of 14 leadership positions and access to continued mentoring.
- Collaboration is paramount in the plan and essential to teachers improving pedagogy.
- Professional growth and leadership will be rewarded through increased compensation.
- Leadership positions have been created to impact student learning.

Using Part 3 application narrative from Year 1?

No

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

Students at West Hancock are overall successful, yet we continue to strive for increased excellence. We have adopted Professional Learning Communities at all building levels and focus on improved student instruction and improved student learning. Along with PLC's, we continue to focus on reading/literacy, math, curriculum alignment, and Iowa Core.

We are fortunate to offer a wide range of programs and curriculum for our students. Through the TLC plan, our teachers will be able to share their expertise and impact multiple curricular areas. The Teacher Leadership program will also provide teachers with continued support and increased resources to deliver instruction and increase student achievement.

The TLC plan will support and strengthen three key priorities of the West Hancock School District. These priorities include:

- 1. Iowa Core Implementation, Alignment, and Assessment**
- 2. Early Literacy Development and Implementation**
- 3. Creation and Promotion of a Safe and Positive School Environment**

Our TLC plan includes the following leadership roles: TLC Coordinator/Instructional Coach (1), Building Level Coordinator/Mentor (7), Model Teacher (6).

These leaders will connect to, support and strengthen these initiatives in the following ways.

Iowa Core Implementation, Alignment, and Assessment (WH Key Priority #1)

The TLC Coordinator will be co-facilitating/co-planning training, implementation, and monitoring of the instructional elements of West Hancock's PD initiatives and adopted curricula. S/he will also assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core. The full-time TLC Coordinator/Instructional Coach, will be able to reach all teachers within the district. The Building Level Coordinator/Mentor will also provide support in this area by providing demonstration lessons to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings. In addition to the above leadership roles supporting this district priority, there will be six Model Teachers sharing implementation, alignment, and assessment of Iowa Core.

Early Literacy Development and Implementation (WH Key Priority #2)

Part of the TLC Coordinator's role includes partnering with the curriculum coordinator, principals, building level coordinators/mentors, and model teachers. Through this partnership, the TLC Coordinator will assist in long-range planning of curriculum and professional development that will support district goals and priorities. West Hancock's TLC plan includes Building Level Coordinators; these teachers will play an integral part in supporting Early Literacy Development as they work side by side the teachers within this curricular area. One of their roles is to provide and record lessons that improve instruction and support building and district goals. The teachers developing and implementing Early Literacy will also have access to Model Teachers who have participated in content specific professional development and are trained to model best practices. The district already employs an Early Literacy Coordinator and all leadership roles will collaborate with and utilize her expertise.

Creation and Promotion of a Safe and Positive School Environment (WH Key Priority #3)

The creation and promotion of a safe and positive school environment is not and cannot be created by one person alone. This culture and climate must be created through the work of many and with a commitment by all. The district is currently involved with the Safe and Supportive Schools grant. Four members of the Safe and Supportive Schools Team are also on the TLC committee. Both committees understand the correlation between a safe and supportive school environment and academic achievement. For that reason, our TLC plan completely supports and strengthens this district priority. Each of the leadership roles has a listed *responsibility* and *expectation* to establish positive relationships with students, parents, other staff members, and the community.

Using Part 4 application narrative from Year 1?

No

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

Although West Hancock currently utilizes the mentoring and induction program provided through our local AEA, review of the current program led us to create leadership positions focused heavily on mentoring. Through the current program, new teachers are most often assigned a mentor within their building and within similar content; the building principals generally assign these. Mentors and mentees are asked to meet on a regular basis throughout the school year and focus on the Iowa Teaching Standards. There is one full day and one half day session required during the first year and additional meetings are recommended. These meetings continue into the second year of the mentoring program.

Not all mentors, however, are meeting on a frequent basis with the mentees and not all active mentors have been formally trained. Mentors need training on coaching and observation in addition to time for collaboration. Mentees are also not meeting their mentor until the first week of school; this lack of initial support was noted as an area of weakness during the analysis of the current program.

In addition, the mentoring program is only available to beginning teachers and does not include those teachers new to West Hancock or new content area who may be vulnerable to leaving the profession or the district. We have numerous staff that would benefit from a mentoring partnership such as this. It is with a desire to train and retain these teachers that we incorporated this need into the TLC plan.

The new mentoring program will begin with mentors assigned by the TLC Coordinator/Instructional Coach with collaboration with administration if believed to be appropriate. The beginning and new teachers will be paired with highly trained and qualified mentors. Through the TLC plan, the mentors will be provided with rigorous and relevant training as well as continued professional development. Beginning and new teachers will have access to not only their assigned building level mentor, but multiple teachers in the district who are trained in the areas of coaching, observation, collaboration, and effective teaching practices.

Through the TLC plan, the mentoring process will begin immediately after hiring. Beginning and new teachers will also be supported during the crucial weeks leading up to the start of school. New staff will be allotted their per diem rate for two additional days prior to the school year beginning. The mentors will work closely with their mentees during the new teacher in-service days, including acclimating them to the district policies and procedures. There will be frequent communication between the TLC Coordinator/Instructional Coach, Building Level Coordinators/Mentors, and mentees in order to gather data and ensure accountability for the program.

West Hancock's Teacher Leadership and Compensation Plan provides a tiered approach to mentoring and includes the following, all of which lead to improved entry into the teaching profession for new teachers and support for teachers new to the district or content area.

TLC Coordinator/ Instructional Coach	Building Level Coordinator/ Mentor	Model Teacher
Partner with building principals to facilitate new teacher orientation	Serve as a mentor to new teachers (initial license, new to district, and new content area)	Serve as a teacher whom others can go to when they are struggling with a certain subject, classroom management, time management or to observe effective practices
Coordinate beginning and second year teacher mentoring programs roles for each building and ensure process is implemented with fidelity.	Mentors will initially meet with their mentees in early August to cover logistics of building schedules and procedures	Serve as models of exemplary teaching practice and will lead by example
Assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core	Responsible for supporting improved entry into the profession. They will act as a critical friend, listening and supporting the new teacher, but also ensuring their focus is on the teaching and learning cycle.	Be available for teachers who want to watch specific interventions/strategies being taught, or be available to work with teachers in the building on any instructional practice of interest.
Support teachers implementation of Individual Career Development Plans	Support teachers in the development and implementation of Individual Career Development Plans	
	Provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning	

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

The West Hancock Teacher Leadership and Compensation Plan includes three levels of teacher leadership that we believe will positively impact student achievement and will best meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles; TLC Coordinator/Instructional Coach, Building Level Coordinator/Mentors, Model Teachers.

Through outreach and consultation of multiple stakeholder groups, identifying the needs of the district, and researching successful leadership systems, we decided that three levels of entry would have the largest and most positive impact on students and teachers. During this evaluative time, there was overwhelming feedback for establishing teacher leadership roles that allowed teachers to remain in the classroom as much as possible. Each of the roles has specific responsibilities and duties, yet all will work as a cohesive team.

TLC Coordinator/Instructional Coach (1)

50% coordination of TLC program and 50% instructional coaching 10 additional contract days \$10,000 supplement

Summary of Position: The **TLC Coordinator** will contribute to the growth of the district by overseeing implementation of the teacher leadership system and serve as the liaison between teachers and the administrative team. The **Instructional Coach** will provide support and knowledge that encourages professional growth of teachers for enhancement of student learning.

Responsibilities and Duties:

- Lead program evaluation of the TLC grant to include the collection of all documentation and data related to TLC program.
- Co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of WH PD initiatives and adopted curricula
- Assist in the long-range planning of curriculum and professional development including implementation of Iowa Core
- Partner with building principals to facilitate new teacher orientation
- Facilitate the creation and maintenance of a repository of exemplar lessons and classroom-instruction videos.
- Create a referral process for struggling teachers to observe the Model Teacher
- Collect grade-level data to support building and district data analysis
- Partner with the Building Level Coordinators and curriculum director to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, parents, and community.
- Coordinate teacher visits to Model Teacher classroom
- Coordinate beginning and second year teacher mentoring programs roles for each building and ensure process is implemented with fidelity.
- Assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core.
- Provide lessons to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings.
- Provide in-class support through demonstration, co-planning, co-teaching, and observations
- Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional best practices.
- Assist with using summative and formative assessment results to refine professional development and assist teachers in making data-driven instructional decisions.
- Support teachers implementation of Individual Career Development Plans

Building Level Coordinator/Mentor (7) at least 1 per building

100% of time in the classroom 6 additional contract days \$5,000 supplement

Summary of Position: **The Building Level Coordinator** will enhance professional growth in the district through their guidance of Professional Learning Communities. They will facilitate ongoing communication between PLC's, teacher leaders, and administrators in order to support building and district goals. **Mentor Teachers** contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators. The mentor teachers are also responsible for supporting improved entry into the profession.

Responsibilities and Duties:

- Facilitate professional learning communities (PLC)
- Implement research based strategies according to data analysis from instructional coach
- Work with other Building Level Coordinator/Mentors during the first year of TLC implementation to determine if the program meets all the needs of the district. If gaps are identified, Building Level Coordinators will assist in the identification of an alternate program
- Partner with the TLC Coordinator to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, parents, and community.
- Meet and collaborate with Model Teachers (discuss data, strategies, and PLC direction)
- Provide and record at least one demonstration lesson to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings.
- Serve as a mentor to new teachers (initial license, new to district, and new content area)
- Mentors will initially meet with their mentees in early August to cover logistics of building schedules and procedures
- Support teachers in the development and implementation of Individual Career Development Plans
- Provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning.
- Serve as a resource to ensure effectiveness of lessons and strategies.

Model Teacher (6) 2 per building

100% of time in the classroom 3 additional contract days \$2,000 supplement

Summary of Position: **The Model Teachers** contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high-level of instructional practice and implementing district initiatives.

Responsibilities and Duties:

- Serve as models of exemplary teaching practice and will lead by example.
- Welcomes other educators into their classroom to observe best practices in instruction.
- Serve as a teacher whom others can go to when they are struggling with a certain subject, classroom management, time management or to observe effective practices
- The model teacher will participate in additional contract days during the summer to work with Building Level Coordinators and the instructional coach to align professional development plans with our district initiatives.
- Be available for teachers who want to watch specific interventions/strategies being taught, or be available to work with teachers in the building on any instructional practice of interest.
- Model, record, and share a minimum of two exemplar lessons per quarter that apply best practices, educational innovations, and Iowa Core to improve instruction.
- Provide examples of student work and student learning as a result of the model lessons. These examples will be utilized with PLC's.

Using Part 6 application narrative from Year 1?

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

For West Hancock Community School District's teacher leadership program to be successful, it is vital to find teachers who demonstrate strong teaching practices, are reflective of their instructional practice, have a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders. Our TLC plan recommends and provides the resources for ongoing professional development to each of the leadership positions. We have outlined a rigorous selection process not unlike the district's current hiring process.

Selection Process

- Each position will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment.
- Candidates will submit a resume. This resume should provide evidence of continued growth as a professional. It should also include documentation of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously held.
- The candidate will submit written responses to several questions. These questions will be developed by the TLC committee and center around the candidate's written communication and philosophy as an educator and leader. 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.
- Candidates will submit a video of their teaching practice. This observation will focus on the teacher's classroom practice. Can the candidate create a well-crafted lesson plan, effectively engage students, differentiate instruction, use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning?
- Finally, candidates will be interviewed. The interview will be two-fold; seeking to evaluate the candidate's teaching practices and understand the candidate as a leader. What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to positively impact student achievement?

Selection Team

Due to the structure of the leadership roles and accountability of each position, we have decided to tier the hiring process. The **TLC Coordinator/Instructional Coach** will be hired first, then the **Building Coordinator/Mentors**, and finally the **Model Teachers**. Each committee will be comprised of equal administrators and teachers. The TLC Committee will monitor the process and ensure its fidelity. This structure also provides a larger representation of teacher voice in the decision making process.

TLC Coordinator/Instructional Coach (1) – (hired first)

4 administrators (superintendent, 3 principals)

4 teachers (4 chosen by TLC committee –*minimum one from each building.*)

Building Coordinator/Mentors (7) – (hired second)

3 administrators (building principals)

3 teachers (2 chosen by TLC committee, TLC Coordinator/Instructional Coach)

Model Teacher (6) – hired third

2 administrators (building principal and one other administrator)

2 teachers (1 chosen by TLC committee, TLC Coordinator/Instructional Coach)

*None of the teacher members can be applying for the position

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Teacher leaders, in collaboration with administrators and the curriculum coordinators, will be primarily responsible for planning and implementing professional development. Teacher leaders will have an integral role in the delivery of professional development. The purpose of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and directly supports student achievement. Four operating principles are found in the IPDM: focus on curriculum, instruction, and assessment; participative decision-making; leadership; and simultaneity. We believe our TLC plan *cohesively blends teacher leadership and professional development.*

West Hancock has incorporated the seven principles of the Iowa Professional Development Model in the TLC plan and leadership roles/responsibilities. Our plan includes the following leadership roles: **TLC Coordinator/Instructional Coach (1), Building Level Coordinator/Mentor (7), Model Teacher (6)**

Collect and Analyze Student Data

The **TLC Coordinator** will collect grade specific data to support building and district analysis. S/he will then partner with the **Building Level Coordinators** and administration to analyze, communicate, and implement usage of the data to positively impact student achievement. In turn, the **Building Level Coordinators** will implement research based strategies according to the data analysis and collaborate with the **Model Teachers** to discuss data, strategies, and PLC direction.

Goal Setting and Student Learning

The **Instructional Coach** will assist both new and career teachers to plan learning (including content, instructional strategies, and assessment) and align with district outcomes and Iowa Core. S/he will also support teachers in meeting the goals of their Individual Career Development Plans which will then impact student learning. The **Building Level Coordinators/Mentors** play a vital role in goal setting and student learning through their support of teachers' development and implementation of Individual Career Development Plans.

Selecting Content

West Hancock's current curriculum coordinators are responsible for researching and selecting relevant and innovative curriculum for the district. Through the implemented plan, the **TLC Coordinator/Instructional Coach** will co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of WH PD initiatives and adopted curricula.

Designing Professional Development

The **TLC Coordinator/Instructional Coach** and **Building Level Coordinators/Mentors**, and **Model Teachers** will all play integral roles in designing professional development in their specified field through planning and facilitation of new and ongoing training.

Training/Learning Opportunities

Training and learning opportunities will be planned through a collaborative effort of the **TLC Coordinator/Instructional Coach**, curriculum coordinators, and **Building Level Coordinators**. The **Building Level Coordinators** will serve as a liaison to the instructional coach as they personalize PD opportunities for the learning communities.

Collaboration/Implementation

The **TLC Coordinator/Instructional Coach** will be instrumental in ensuring all training/learning is being implemented with fidelity. This person will be observing in the classroom and attending PLC meetings. The **Model Teacher** will play a role, providing examples of student work and learning for use in the PLC groups.

Ongoing Data Collection (Formative Evaluation)

The **TLC Coordinator/Instructional Coach** will assist the team with analyzing formative data. Team members working in the same content area will share data from their common assessments. The **TLC Coordinator/Instructional Coach**, in collaboration with the district's curriculum coordinator and **Building Level Coordinators** will interpret the data and create a plan of action for the teachers and students involved based on data trends.

Program Evaluation (Summative)

One of the responsibilities of the **Instructional Coach** is to assist with using summative and formative assessment results to refine professional development and assist teachers in making data driven instructional decisions. The **TLC Coordinator/Instructional Coach**, curriculum coordinators, and superintendent will work together to evaluate data from West Hancock's summative assessments (NWEA MAP, Iowa Assessments). Trends from this data will be shared with the staff. The **Instructional Coach** will be responsible for having conversations about and helping to make instructional decisions based on results.

Using Part 8 application narrative from Year 1?

No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

West Hancock will use the following measures to determine the impact/effectiveness of the TLC plan. The goals of the district will be revised based on information gathered from multiple stakeholders, self-assessments, student achievement data, and observations. The TLC Committee and local association will review and revise the leadership roles and responsibilities based in-part on on-going feedback from stakeholders. Surveys will be created with the help of the AEA to gather meaningful and measurable data about the effectiveness of the leadership positions and resulting impact on student achievement. Open communication will be paramount among administration, teacher leaders, and staff. The TLC Coordinator will be a vital component in working as a liaison to gather feedback from informal conversations, surveys, and meetings.

District Program Goal #1 By June 2015, West Hancock will offer enhanced career opportunities to all eligible teachers and select 25% of the teaching staff to serve in these teacher leader roles. 14 positions will be filled through a rigorous selection process.

Short Term Measures of Impact/Effectiveness

- Job descriptions generated
- Selection criteria established
- Application process in place
- Leadership opportunities posted
- Interviews scheduled
- Hiring process complete

Long Term Measures of Impact/Effectiveness

- Number of teachers serving in a leadership role each year
- Job descriptions and selection criteria revised based on yearly feedback
- Salaries paid at intended levels and monitored/adjusted based on yearly feedback

District Program Goal #2 During 2015-16 the district will have placed 14 teacher leaders, trained them in roles and responsibilities, and is supporting the teachers' professional growth. Each building will have, at a minimum, 3 teacher leaders. These positions are: TLC Coordinator/Instructional Coach (1), Building Level Coordinator/Mentor (7), Model Teacher (6)

Short Term Measures of Impact/Effectiveness

- Teacher leaders hired
- Training and initial professional development completed
- Documentation (ie: minutes) from PD planning, collaboration logs
- Self-evaluation of teachers' professional growth
- Reviews by Building Level Coordinators/Mentors of TLC implementation determining if program meets the needs of district

Long Term Measures of Impact/Effectiveness

- Annual district evaluation of TLC System completed by TLC committee
- Review of data and documentation collected by TLC Coordinator
- Completion of TLC Survey Effectiveness Survey by multiple stakeholder groups

District Program Goal #3 During 2015-16 all career teachers and mentees will receive ongoing feedback and meaningful support through the TLC system.

Short Term Measures of Impact/Effectiveness

- Collection of frequency and type of collaboration teachers and mentees are receiving
- Self-evaluation of teachers professional growth
- Data from referral process created for struggling teachers to work with Model Teachers

Long Term Measures of Impact/Effectiveness

- Mentee survey data on perception of effectiveness of mentoring
- Teacher survey data on perception of effectiveness of TLC plan

District Program Goal #4 The % of effective teachers (new & veteran) retained by district will increase.

Short Term Measures of Impact/Effectiveness

- Assessment of mentees' feeling of support and increased confidence in teaching abilities
- Number of veteran teachers in leadership roles
- Number of teachers applying for leadership roles

Long Term Measures of Impact/Effectiveness

- District teacher retention data
- Exit interviews detailing reason(s) for leaving district
- Number of teachers increasing collaboration work
- Teacher survey data on perception of effectiveness of TLC plan

District Program Goal #5 Student achievement in reading, math, science will increase.

Short Term Measures of Impact/Effectiveness

- Annual Iowa Assessment achievement and growth data
- Fall to Spring MAP growth data
- Other district formative and summative assessments

Long Term Measures of Impact/Effectiveness

- Iowa Assessment achievement data compared to previous years
- AYP/SINA status

Using Part 9 application narrative from Year 1?

No

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

West Hancock is committed to the success of TLC implementation and ensuring its sustainability. We have created an inclusive and transparent planning process and will continue that model into and through implementation. From multiple stakeholders comprising the TLC Committee to varied teacher groups designing the leadership roles, open communication has been present from the onset. Teachers provided feedback on surveys and hosted their own Q&A sessions, the Board of Education has continued to receive updates, and parents, students, and community members have been engaged in the process. With an overwhelming positive culture for teacher leadership, at every level, we have the **support and capacity to implement and sustain our TLC plan with fidelity and success.**

We are fortunate to have had multiple, successful, district-wide initiatives and the experience of those is a tremendous benefit as we move toward implementing and sustaining our TLC plan. One we are most proud of is our one-to-one laptop initiative. In November of 2010, the final decision was made to implement the laptop initiative. By mid-January 2011, the entire middle school was utilizing the laptops and the high school joined them in August 2011. Since that time, we have added multiple labs and iPad sets in our elementary. The entire process was thoughtful, transparent, and included informational meetings for students, parents, and community. During the planning process, a team of teachers and administrators visited several districts in their first year of a one-to-one initiative. This is just one example of the commitment West Hancock has to exploring all levels of any adopted initiative.

Sustainability of the one-to-one laptop initiative has included: initial and ongoing professional development for teachers; hiring a district-wide technology integrationist, administrative commitment to incorporating new technologies and strategies, and school board commitment to continued funding for technology resources and support. West Hancock has an understanding of what successful implementation and sustainability looks like; we *know* we have a district primed for the successful implementation and sustainability of a TLC system.

Description of Key Staff Responsible for Sustaining the TLC Plan

- **Beginning educators and career teachers** (participation in on-going professional coaching and reflective practice; willingness to learn from teacher leaders; capacity to collect, analyze, and disseminate data)
- **Model Teachers** (participation in on-going professional coaching and reflective practice; willingness to be transparent with classroom practices, capacity to collect, analyze, and disseminate data)
- **Building Level Coordinators/Mentors** (participation in on-going professional learning; collaboration with TLC Coordinator and Model Teachers to collect and analyze data; willingness and ability to support improved entry into the profession by serving as a mentor to beginning and new teachers)
- **TLC Coordinator/Instructional Coach** (participation in on-going professional learning; accountability for monitoring the district TLC plan and ensuring quality implementation; capacity to provide support and knowledge that encourages the growth of teachers for enhancement of student learning; engagement in observation and coaching cycles to improve instructional practice and outcomes; accountability for co-designing/delivering professional development throughout the IPDM)
- **Curriculum Coordinators** (participation in on-going professional learning; collaboration with TLC Coordinator, principals, and district leadership to collect/analyze and disseminate data; accountability for co-designing/delivering professional development through the IPDM)
- **Principals** (collaboration with TLC Coordinator, curriculum coordinators, other principals, and superintendent to support alignment of curriculum, instruction, and assessment through data analysis; accountability for instructional support through PLCs and building/district goals; accountability for teachers actively participating in coaching throughout the IPDM)
- **Superintendent** (alignment of recruiting and hiring practices with opportunities for teacher leader positions; accountability for the evaluation of TLC vision/goals; accountability for communicating the results of the system to the stakeholders in order to elevate the status of the teaching profession with the community and beyond)

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	592.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$182,821.44
Total Allocation	\$182,821.44

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.	\$143,192.00
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).	\$12,595.00
Amount used to provide professional development related to the leadership pathways.	\$14,000.00
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>	\$9,074.06
Totals	\$178,861.06

Other Budgeted Uses - Description

Item description	Amount budgeted
Pay for committee work and teacher collaboration outside of contract time	\$5,829.00
New teachers collaboration time prior to school year (two days @ per diem rate)	\$1,245.06
TLC Coordinator/Instructional Coach office desk, chair, laptop	\$2,000.00

\$9,074.06

Total Allocation Budgeted

Total Projected Amount to be Expended \$178,861.06

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 \$3,960.38

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

West Hancock already provides a minimum salary of more than \$33,500 so we can direct the money toward other areas. The largest allocation involves the role of TLC Coordinator/Instructional Coach. This position is full-time and will require the district to replace this teacher in the classroom. The TLC Coordinator/Instructional Coach's teacher salary, TLC supplemental salary, and benefits (IPERS, FICA, district's contribution to health insurance) will be funded through the grant. Because this is a new position for the district, the TLC Coordinator/Instructional Coach will require a basic office space and equipment. The necessary items include a desk, chair, and laptop which will be used solely for the purpose of implementing the district's TLC plan. Any additional items required will be provided by the district. As for the other thirteen leadership positions, all of which are in the classroom 100% of the time, their supplemental salaries and corresponding benefits (IPERS and FICA) will be paid by the grant. Each teacher leader role has extended contract days for the use of planning, professional development, collaboration, and other work necessary for fulfilling their role and responsibilities. Through the TLC plan, the mentoring process will begin immediately after hiring. Beginning and new teachers will also be supported during the crucial weeks leading up to the start of school. New staff will be allotted their per diem rate for two additional days prior to the school year. The mentors will work closely with their mentees during the new teacher in-service days on curriculum, district technology, student and curriculum management systems. We budgeted for these additional two days for new teachers based on an average of three new hires per year. Teacher Leadership and Compensation Grant funds will also be used to provide substitutes for mentor/mentee pairs. This will allow for additional collaboration and provide time for Mentor Teachers to directly support initial teachers through observations, demonstrations, co-planning, and reflection. The grant will also allow us to hire substitutes so we can release teams of teachers to collaborate, grow professionally, and plan for the implementation of high-quality instruction. We have allocated funds to support the professional growth of our teachers. Each teacher leadership position has \$1000 set aside for professional development. This could be in the form of training provided by the AEA, attending conferences, purchasing materials such as professional books, and other training resources. Funds have also been assigned for material purchase, guest speakers, and other resources that will impact the professional growth of all district teachers and increase student achievement. Our goal is to use the TLC plan to develop alternate time structures that allow teachers to work with the instructional coaches, building level coordinators/mentors, and model teachers. This will include purposeful and extensive collaboration opportunities. A component of this alternate time structure includes collaboration outside of the master contract hours. To make this as successful and meaningful as possible, we are providing grant funds, at an hourly rate, for committee work and teacher collaboration outside of contract time. As a fiscally responsible district, we are conscious of using the TLC grant in a prudent manner. With fluctuating enrollment, we are also aware that the per-pupil-funding could impact our ability to fund the TLC plan while negatively affecting the districts' budget. Due to these reasons, we were cautious in allocating the entire amount and have provided a buffer to counteract enrollment losses. This will ensure that regardless of our enrollment, we will be able to implement the TLC plan with fidelity, sustainability, and success.

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