



Application

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

93116 - Teacher Leadership and Compensation System Grant Request

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		
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Organization Information

Organization Name:	West Liberty Community School
Organization Type:	K-12 Education
Tax ID:	42-6004037
DUNS:	

Organization Website: www.wl.k12.ia.us
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Recipient Information

District West Liberty Community School District
Use the drop-down menu to select the district name.
County-District Number 70-6975
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.
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TLC Application Contact

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Zip Code

52776

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)

Teacher Leadership & Compensation Plan for West Liberty CSD

Vision

Teacher leaders will support colleagues as they collaborate and reflect on their practice. Teacher leaders will share their expertise, resulting in improved implementation of evidence-based instructional practices, which in turn will lead to improved student learning.

Goals

- 1) To promote collaboration among teachers and improve implementation of evidence-based practices;
- 2) To retain effective teachers by providing opportunities to share their knowledge and skills, and thus impact instruction in other classrooms, without having to give up their own classroom teaching assignment to do so;
- 3) To reward professional growth and provide opportunities for increased remuneration to teachers who have demonstrated their effectiveness;
- 4) To attract top tier teachers;
- 5) To improve student achievement.

Our district's certified enrollment on October 1, 2013 was 1203.85. For students in grades K-12,

•54.2% are **Hispanic**;

•42.2% are **White**;

•59.4% qualify for free-or-reduced-price lunch (**F/RL**);

•21.2% are English Language Learners (**ELL**).

At each grade level, our average proficiency in math is approximately 2% below the state average; our scores in reading hover 4-7% below the state average at each grade level. Our school board's student achievement goals include reaching the state average in reading and math for all students, as well as closing achievement gaps among subgroups. We have implemented a Title III correction plan, our elementary building is a SINA 2 school for reading and math, and we are a DINA district Delay-1 for reading and math. Our PD efforts since 2009-10 have been focused on improving core instruction, through the use of our district-adopted evidence-based instructional framework: **Sheltered Instruction Observation Protocol (SIOP)**.

The SIOP[®] model (Pearson Education) is an evidence-based instructional framework that has been shown to be effective with ELLs. SIOP requires all teachers to display content and language objectives in student-friendly language for every class. SIOP offers an empirically-validated approach that supports teachers in planning and delivering high-quality instruction for all students. There are eight interrelated components to the model, and each component is further broken down into "features," resulting in a total of 30 features.

Our TLC plan includes four different leadership roles: **Instructional Coach, Lead Teacher, Content Coach, and Model Teacher**. An instructional coach has no classroom assignment; a lead teacher is outside the classroom 50% of the day; a content coach will spend 40 – 60% of the day outside the classroom; and a model teacher is fulltime *in* the classroom. A "secondary coach" would be hired if we did not fill our quota of five content coaches for grades 6-12. The 25 teacher leadership positions will include one lead teacher for PK, one lead teacher for kindergarten, two instructional coaches for grades 1-5, five content coaches for grades 6-12, nine model teachers for grades 1-5, and seven model teachers for grades 6-12.

In a letter of application, a teacher leader applicant will discuss how he/she plans to address the required duties; he/she will also submit a résumé that includes a list of leadership experiences, as well as a list of courses, workshops and professional development activities that have enhanced his/her ability to fully and successfully implement the Iowa Core. A district selection and review committee, consisting of two teachers from each building plus each building administrator, will review applications, conduct interviews, and make recommendations to the superintendent.

We will determine the impact of our TLC plan based on data that reflect **teacher growth**, and data reflecting **student growth**. Successful implementation of SIOP will have occurred when 80% of the teachers are implementing SIOP with fidelity: when 80% of the 30 features of SIOP are implemented at a rating of "3" or "4" on the observation rubric that is provided by Pearson. We will follow a similar process to determine the fidelity of implementation of any initiative that is part of our PD program. The impact of the TLC plan on student achievement will be measured by results on various assessments (formative and summative), in addition to discipline data, graduation rate, grades and attendance.

In January each year, the selection and review committee will evaluate each teacher leader, using three data points to determine effectiveness: a peer review, a self-review and an administrator review. The evaluation tool will include numerical ratings of effectiveness for each category, as well as space for written feedback that the teacher leader might find useful when constructing his/her annual professional development plan.

Each year since 2009-10, WLCSD has deployed two or three fulltime instructional coaches (no classroom assignment); we are a district with more than five years' experience at utilizing teaching staff to improve instruction. Our TLC plan has built-in flexibility: if we do not get a sufficient number of acceptable candidates to fill the roles of content coaches, we will hire secondary coaches. Our administrative team and instructional coaches have received inter-rater reliability training from Pearson, allowing us to make effective use of the rubric for observing teachers. Notes from TLC committee meetings have been shared extensively, and there is broad consensus among staff that expansion of our current system will amplify the positive effect on classroom instruction.

Summary of anticipated costs:

- Salary Supplements (\$54,717)
- Hire Replacement Teachers (\$314,540)
- Substitutes for Teacher Leader PD (\$2,531.40)
- Total = \$371,788.40
- Our minimum teacher salary is already above the minimum required.

We will use Teacher Quality and Iowa Core funds to pay for other PD costs.

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**
- 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).**

During the months of September, October, and November 2013, our District Leadership Team (DLT) studied and discussed various documents in order to develop a fuller understanding of the Teacher Leadership and Compensation (TLC) system and determine a course of action. These steps were taken by the DLT:

- Formulated vision and goals;
- Reviewed the three TLC models and applied for the planning grant;
- Determined TLC committee structure: two teachers, the principal and one parent from each building, plus the assistant principal, business manager and superintendent;
- Outlined the process for the TLC committee: study documents, hold in-district meetings, consult experts, attend regional/state meetings, and make site visits;
- Shared minutes of September and October meetings with Building Leadership Teams (BLTs), and the school board.

The TLC committee began formal meetings on November 13, 2013. Included among the teachers on the committee are teacher union representatives. Some of the staff members have children in our district, or children who have graduated from our district. The 15 staff members of the TLC committee are:

- **Eight (8) teachers:** Lori Hudson (ELC), Emily Johnson (ELC), Tonya Gingrich (Elem), Midge Jennings (Elem), Dan Stevenson (MS), Rich Hambright (MS), Melia Larson (HS), Mike Gunn (HS);
- **Four (4) building administrators:** Missy Johnson (ELC), Nancy Gardner (Elem), Vicki Vernon (MS), Jim Hamilton (HS);
- **Three (3) district-wide staff:** Brenda Arthur-Miller (6-12 A.P. and ESL Coordinator), Tom Anderson (business manager), and Steve Hanson (superintendent).
- **Four (4) parent reps:** Mary Jo Lugo (ELC), Katie Thrasher (Elementary), Jessica Madsen (MS), and Jodi Kelly (HS). They were invited to join the work once the fifteen staff members of the TLC committee had held some meetings and prepared a foundation.

Initial TLC committee discussions focused on what such a system might look like in our district, how it would work, and questions or concerns raised by members. Some of the questions were: Does each building have to use the same model? Do we have enough classrooms to make a system like this work? Will the competition aspect inherent in the models create resentment amongst staff members? Would we be considering a model like this if the funding weren't there? What will parents think about taking strong teachers out of the classroom part-time? Will we have time to get staff buy-in given the short timeframe for drafting and submitting a plan? Is this system best for our kids? How will the TLC system impact student achievement, and how will we know? How does the TLC system relate to the data teams and to the Iowa Core? How might such a system impact our team structure at the middle school, which is working pretty well right now? What would be the job descriptions of the teacher leaders? Another hesitation was a question about the effect that a less experienced teacher leader might be able to have on a colleague who has more experience. Some committee members wondered if it might not be better to "go slow" and sit out the first round, learning from the experiences of schools in round one.

The TLC committee met seven (7) times in 2013-14: Nov 13, Nov 21, Dec 5, Dec 13, Dec 18, Jan 15 and Jan 22. In addition to the meetings of the TLC committee, there were also separate meetings of staff representing PK-5, and those who represent grades 6-12. Other channels used by members of our committee to learn about the TLC system, and discuss how it might best be implemented in our district included:

- A visit to our district by consultant Tom Micek, hired to assist districts in AEA 9;
- Attendance by four committee members at a workshop organized by School Administrators of Iowa;
- Attendance by our superintendent at various TLC work sessions at AEA 9 in Bettendorf.
- Inclusion of "TLC" as a topic on the agenda of various administrative team meetings and building leadership team meetings. Feedback from discussions at these meetings resulted in revisions to the plan.

In 2014-15, the primary author of our TLC plan attended a couple of workshops in Bettendorf, made some revisions to our plan, then convened TLC committee members on two different occasions so that they could review the draft and submit suggested changes via Google Docs. In 2014-15, Alicia Herman & Lillian Ortiz replaced the previous two committee members from the ELC; Sheila Polman & Velina McTaggart replaced the previous two committee members from the Elementary building. TLC committee members were remunerated for their time at meetings, at the district rate of \$25 per hour. Expenses were also covered for staff who attended meetings out of district.

Our first design involved model teachers, mentors and instructional coaches. That model was revised to include instructional coaches, lead teachers and content coaches. Teacher union representatives did not agree with the amounts for the teacher leader stipends prescribed by Model 1; they were satisfied upon learning that Model 3 would allow us to determine our own

amounts for the stipends that align more closely with our master contract. Another point raised by teachers was the importance of having well-defined roles and job descriptions, so as to avoid the situation of a teacher who has more planning time for fewer classes and does not provide enough direct leadership and support to colleagues.

Support for a TLC system in our district has been strengthened by our own direct experience with the beginnings of such a system: we currently have two teachers who are full-time instructional coaches. Our district is in a position of enhanced readiness due to familiarity with the leadership provided by these two instructional coaches. Notes from TLC committee meetings have been shared extensively, and there is broad consensus among staff, especially from those who represent the teacher bargaining unit, that expansion of our current system will amplify the positive effect on classroom instruction. The Building Leadership Teams (BLTs) of our district have been involved with formulating the plan.

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.

Vision

Teacher leaders will support colleagues as they collaborate and reflect on their practice. Teacher leaders will share their expertise, resulting in improved implementation of evidence-based instructional practices, which in turn will lead to improved student learning.

Goals

- 1) To promote collaboration among teachers and improve implementation of evidence-based practices;
- 2) To retain effective teachers by providing opportunities to share their knowledge and skills, and thus impact instruction in other classrooms, without having to give up their own classroom teaching assignment to do so;
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Our district's certified enrollment on October 1, 2013 was 1203.85. For students in grades K-12,

- 54.2% are **Hispanic**;
- 42.2% are **White**;
- 59.4% qualify for free-or-reduced-price lunch (**F/R/L**);
- 21.2% are English Language Learners (**ELL**).

The tables below compare the results of our students in grades 3 - 8 and 11 with the state averages in those grades each year since 2004-05. In general, our students enter 3rd grade behind the state average, then slowly close gaps, reaching state average by the end of middle school. Throughout high school, student scores tend to stay near or above the state average for math, but lag behind in reading and science.

Reading	ITBS & ITED			Iowa Assessments	
	2006-07	2007-08	2008-09	2009-10	2010-11
	2011-12	2012-13	2013-14	WL Grade 3	66.0%
67.0%	66.0%	57.0%	66.0%		65.9%
64.9%	69.7%	Iowa Grade 3	76.6%	74.6%	76.1%
75.6%	77.3%		75.8%	75.5%	76.5%
WL Grade 8	60.0%	64.0%	59.0%	57.0%	75.0%
	65.0%	65.2%	60.4%	Iowa Grade 8	72.8%
70.8%	73.4%	72.8%	74.6%		65.1%
65.1%	74.3%	WL Grade 11	61.0%	63.0%	60.0%
73.0%	77.0%		78.2%	76.6%	76.3%
Iowa Grade 11	76.0%	76.8%	75.9%	77.7%	76.9%

Math	ITBS & ITED			Iowa Assessments	
	2006-07	2007-08	2008-09	2009-10	2010-11
	2011-12	2012-13	2013-14	WL Grade 3	66.0%
68.0%	62.0%	60.0%	76.0%		62.2%
74.2%	71.1%	Iowa Grade 3	77.5%	75.2%	76.2%
76.3%	77.7%		78.4%	77.0%	79.8%
WL Grade 8	80.0%	84.0%	78.0%	75.0%	84.0%
	78.8%	82.6%	75.5%	Iowa Grade 8	75.8%
74.9%	75.9%	75.4%	76.6%		73.3%
73.2%	74.9%	WL Grade 11	64.0%	75.0%	72.0%

74.0%	72.0%		73.1%	80.5%	91.5%
Iowa Grade 11	78.2%	77.2%	76.7%	76.9%	76.5%

Science	ITBS & ITED			Iowa Assessments	
	2006-07	2007-08	2008-09	2009-10	2010-11
	2011-12	2012-13	2013-14	WL Grade 3	62.0%
69.0%	72.0%	70.0%	76.3%		67.1%
75.3%	76.3%	Iowa Grade 3	80.5%	78.5%	80.2%
80.4%	81.6%		83.0%	82.1%	83.3%
WL Grade 8	87.0%	83.0%	90.0%	75.0%	88.1%
	76.3%	76.1%	72.6%	Iowa Grade 8	82.6%
79.4%	82.9%	80.6%	83.6%		75.3%
74.8%	83.4%	WL Grade 11	69.0%	75.0%	67.0%
76.0%	79.5%		80.8%	79.2%	84.8%
Iowa Grade 11	80.6%	80.3%	80.2%	80.5%	81.3%

Because our ELL students have not made sufficient progress over the past three years, we have implemented a Title III correction plan. Our elementary building is a SINA 2 school for reading and math in 2014-15. We are a DINA district, Delay-1, for reading and math.

Our school board's student achievement goals include reaching the state average in reading and math for all students, as well as closing achievement gaps among subgroups. Our efforts have been focused on improving core instruction, through the use of SIOP, our district-adopted evidence-based instructional framework. [See the executive summary for a description of SIOP.] We have had some success, but not fast enough to catch up with the state averages in a timely manner.

We have also begun to increase our focus on intervention (previously RtI, now MTSS) with students for whom core instruction has not been sufficient, but progress has been slow due to a limited number of staff to lead this effort, along with a limited amount of time. We have sent staff members to data team training, and we are working to implement the data team process within our teacher learning teams.

Professional development activities for all teachers in our district take place weekly, during 90 minutes that have been scheduled for these activities. Using tuning protocols, critical friends groups (PLCs) provide feedback to each other; PLCs or data teams examine and evaluate lessons that have been designed, or student work that has been produced.

Students in need of intervention must accelerate the pace of their learning, if they are to close gaps and reach proficiency. As we have noted in our Comprehensive School Improvement Plan (CSIP), this will require highly effective core instruction, as well as high quality intervention. For teachers to be effective at delivering rigorous content, that aligns with the Iowa Core, they need time to study, discuss and practice the SIOP model (the evidence-based instructional framework that has been adopted by our district), and they need expert guidance to help them plan units of instruction that align with the Iowa Core.

A support system of teacher leaders will greatly enhance our ability to provide the sustained support that is necessary for true, effective change to occur. Studies indicate that teachers may need as many as 50 hours, or more, to learn a strategy. Teacher leaders will amplify the work of data-driven teams of teachers by providing support, coaching, and training. The teacher leaders themselves will support each other as a leadership team and participate in workshops to strengthen their leadership skills. The 25 teacher leaders of our district will be responsible to varying degrees for carrying out the various leadership duties, depending on their role and amount of time assigned outside the classroom. Instructional coaches will provide overall support of professional development activities, while model teachers, lead teachers, and content coaches will lead the data team process, as each team engages in the Multi-Tiered Systems of Support (MTSS) model.

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)

Our district's professional development goals are:

- 1) Improve implementation of SIOPI, the district-adopted evidence-based model of instruction. [See executive summary for a description of SIOPI.]
- 2) Tighten alignment of curriculum with the Iowa Core.
- 3) Plan intervention for students in need, as measured by benchmark assessments.

1) Improve implementation of SIOPI
District Actions
TLC Plan
Teachers who are in their first year of employment with our district attend monthly workshops after school to learn the SIOPI model.
The design of each workshop will be more specific, according to the needs of the teachers of each building; follow-up by leaders/coaches (modeling, observation and feedback) will be more immediate and effective.
All teachers meet weekly for professional development, in their teacher learning teams, to examine data and give each other feedback in regard to instructional practices. Typically one PD session per month focuses on SIOPI, one on the Iowa Core, one on PBIS, and one on intervention, or another timely topic.
With the built-in presence of teacher leaders, more time will be available during the school day to support the implementation of SIOPI. Each teacher will have access to more modeling and feedback, thus increasing the likelihood that we will meet our goal that at least 80% of the teachers implement at least 80% of the 30 features of SIOPI at level "3" or "4" on Pearson's SIOPI rubric.
Evaluators conduct structured observations (15-20 minutes) of classrooms, looking for evidence of certain components of SIOPI. They record their observations on a rubric, and provide feedback to each teacher. Teachers are also observed once per semester by a critical friend. Critical friends observe a lesson, record their observations on a rubric, and send the information to the colleague and an instructional coach. The instructional coaches review and analyze the data for all staff members (anonymously). Observation data are analyzed against the goal that teachers will implement 80% of SIOPI's 30 features to a high degree (level 3 or 4) of fidelity. SIOPI groups, operating as PLCs at each building, meet monthly to share and discuss their experiences with the SIOPI framework.
With the implementation of our TLC plan, instructional coaches, lead teachers and content coaches will conduct structured observations of their assigned colleagues, using Pearson's SIOPI rubric, at least three times each trimester, and provide feedback after each observation, thus increasing significantly the number of teacher-teacher direct observations. Teacher leaders will design and facilitate the PD meetings of teacher learning teams. Teacher leaders will provide guidance to teachers as they write their Individual Teacher Professional Development Plans (ITPDPs). Teacher leaders will collect data on fidelity of implementation of the components of SIOPI, use the data to identify areas in need of improvement, and design workshops for teachers.

2) Tighten alignment of curriculum with the Iowa Core
District Actions
TLC Plan
All of our teachers have used the Iowa Curriculum Alignment Tool (I-CAT) to help determine the degree of alignment between the content of their classes and the Iowa Core standards.
With the help of the newly-created teacher leadership positions, our efforts at alignment will be more complete and effective. Use of the I-CAT tool will go beyond individual teachers using it as a checklist. Under the leadership of content coaches and lead teachers, teacher teams will <i>collectively</i> examine their I-CAT results, strengthening the accuracy of the data and showing more clearly where adjustments are needed.
One professional development session per month is reserved for work on the Iowa Core.
Working with their peers at similar grade levels or in similar content areas, teacher leaders will be responsible for frequent, ongoing support for the implementation of the Iowa Core, working together with their colleagues to design lessons that are rigorous and aligned.

Teacher leaders will have more time available to attend sessions at the AEA to improve their knowledge and skills at guiding the process of “backwards design” and have exposure to a larger pool of professionals who are engaged in the same endeavor: designing units of instruction that are aligned and rigorous.

3) Plan and provide intervention for students in need
District Actions
TLC Plan
Teachers prepare Academic Improvement Plans (AIPs) for every student not proficient in reading or math.
With the help of lead teachers and instructional coaches, AIPs will be more aligned to the needs of each individual student, as well as with the district improvement plan and the Iowa Core.
All students K-12 complete a reading assessment in September and May; students in grades K-5 are assessed also at mid-year. Students in grades 1-5 who are not proficient in reading attend daily intervention by reading specialists. Students in grades 6-8 are screened for math skills three times per year.
With the help of lead teachers and instructional or content coaches, our teachers will be able to more thoroughly implement the intervention process (MTSS, formerly RtI). Data collection and analysis will be more frequent, complete, and consistent, resulting in more effective intervention with targeted students.
Weekly professional development sessions focus specifically on intervention perhaps once per month. Occasional team meetings (apart from PD time) are held to review students’ AIPs and discuss progress.
With more “hands on deck” to support the improvement process, and with time built into the school day for 1:1 professional development (teacher leaders working with colleagues), we will see greater progress than has been possible under a system where the majority of improvement efforts are directly addressed only during a weekly 60- or 90-minute period of time. If observations and feedback of teachers’ instruction are conducted during the school day, more time will be available during after-school professional development sessions to dedicate to the data team process.

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)

Our district's Mentoring & Induction (M & I) program currently supports teachers through monthly seminars for teachers who are new to the profession ("mentees") and their mentors. Typically we have 14 teachers in our "mentee" group (1st & 2nd year of Initial license. In **April 2012**, we surveyed all 27 participants of the program (mentors and mentees), and received **57 comments** as feedback. As a result of this feedback, we redesigned our syllabus for the monthly seminars, shifting from a focus on a different Iowa Teaching Standard each month to a format that focuses primarily on Iowa Teaching Standards #5 (Assessment) and #6 (Classroom Management). In the first semester, we focus on classroom management; during the second semester, our focus is formative assessment.

Standards #1 & #8 are supported by all programs and faculty meetings; standards #2 & #3 are demonstrated through lesson plans that teachers submit to principals, and by walk-through observations; standards #4 & #7 are addressed by our district professional development program. Our district evaluators have remarked that they are impressed with the quality of evidence produced by teachers in the M & I program – their portfolios, as well as pre- and post-observation conferences.

Mentors and mentees have been expected to find time to get together regularly and to observe each other, but this has been dependent on each partner's teaching schedule. Mentors and mentees have expressed the need for more time, officially scheduled, to observe each other and have the opportunity for discussion and feedback. Mentoring and Induction in our district will improve with the implementation of our TLC plan, because we will be able to provide mentors & mentees structured time during the school day to meet and observe each other, or together to observe another teacher.

With the implementation of our TLC plan, teacher leaders who serve as mentors to teachers who are new to the profession will:

- Provide model lessons in the classrooms of initial teachers on a regular basis; it is a highly effective practice for a teacher to watch an expert model a strategy in an authentic context.
- Observe mentees' lessons and provide feedback;
- Review mentees' lesson plans and ask reflective questions;
- Substitute for mentees, thus enabling them to observe lessons in model teachers' rooms.
- Schedule mentees to observe mentors' classrooms twice per month, or together observe a third teacher's class and discuss afterwards.

Our PD budget includes \$5116 for substitutes for first-year teachers, to enable them to leave their classrooms and observe other classrooms on two half-days per month. Our TLC budget also provides five extended days for each first-year teacher so that he/she will be better prepared to start the school year.

Each model teacher will be assigned to work with one other teacher; each content coach, lead teacher, and the half-time instructional coach will be assigned to work with 6 or 7 other teachers; the fulltime instructional coach will have 12 teachers assigned to his/her team. These assignments will enable our district to provide support to teachers who are new to the district, but not new to the profession; currently we have no formal program of support for these individuals.

We will continue to bring first- and second-year teachers and their mentors together for monthly seminars, focused primarily on Iowa Teaching Standards #5 & #6. Mentors and mentees will bring artifacts to the monthly seminars, share their rationale for choosing the artifact, and explain how it provides evidence of meeting the identified standard.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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 TLC plan for our district will include five possible leadership roles: Instructional Coach, Lead Teacher, Content Coach, Model Teacher, and Secondary Coach. An instructional coach is a teacher who is assigned entirely outside the classroom; a lead teacher is assigned outside the classroom 50% of the day; a content coach spends 40 – 60% of the day outside the classroom; a secondary coach would spend 20 – 60% outside the classroom; and a model teacher is a teacher leader who is fulltime *in* the classroom. [A full teaching load for a high school teacher is five out of six periods. Two periods represent 40% of a teacher's assignment; three periods represent 60%.]

With a K-12 teaching staff of 100 teachers, 25 WLCS D teachers will be involved in positions of teacher leadership. As shown in the chart below, a total of 5.0 FTE will be assigned to duties outside the classroom: 2.5 FTE at the primary level (PK-5), and 2.5 FTE at the secondary level (6-12). The 25 teacher leaders will include one lead teacher for PK, one lead teacher for kindergarten, two instructional coaches for grades 1-5 (1.5 FTE), five content coaches for grades 6-12 (2.5 FTE), and 16 model teachers for grades 1-12. A secondary coach(es) would be hired if we could not fill our quota of 2.5 FTE content coaches. The content coaches to be hired at the secondary level will include a Math Coach, a Science Coach, an ELA Coach, a Social Studies Coach and a 21st Century Skills Coach, each approximately 0.5 FTE outside the classroom. Content coaches will provide leadership for both content and pedagogy; a secondary coach would be chosen primarily for his/her knowledge and skills in pedagogy.

		Leadership Roles	FTE	in classroom	outside classroom	Total FTE outside classroom
Primary	ELC	Pre-K Lead Teacher	1.0	50%	50%	2.5 FTE
		Kinder Lead Teacher	1.0	50%	50%	
	Grades 1-5	Instructional Coach #1	1.0	0%	100%	
		Instructional Coach #2	0.5	0%	100%	
Secondary	Grades 6-12	Math Coach	1.0	40 – 60%	40 – 60%	2.5 FTE
		Science Coach	1.0	40 – 60%	40 – 60%	
		ELA Coach	1.0	40 – 60%	40 – 60%	
		Social Studies Coach	1.0	40 – 60%	40 – 60%	
		21 st Century Skills Coach	1.0	40 – 60%	40 – 60%	
	Grades 1-12	Model teachers	16.0	100%	0%	0
	Alternate*	Secondary Coach*	0.0	40 – 80%	20 – 60%	

*The Secondary Coach position would be added if we do not fill up our quota of 2.5 FTE teacher leaders with Content Coaches.

In grades PK & K, two lead teachers (each 0.5 FTE outside the classroom) will collaborate with the 12 other teachers. For grades 1-5, two instructional coaches (1.5 FTE outside the classroom), plus nine model teachers, will work with the other 28 teachers. Among the 52 teachers in grades 6-12, there will be five content coaches (each approximately 0.5 FTE outside the classroom), and seven model teachers to carry out the leadership duties. Thus our ratio of teachers to teacher leaders will be 6:1 or 7:1 for each 0.5 FTE outside the classroom, and 1:1 for each model teacher.

Teacher leadership responsibilities include, but are not limited to, helping colleagues create or revise their Individual Teacher Professional Development Plans (ITPDPs); modeling or co-teaching lessons; observing and providing feedback; assisting in the design of rigorous lessons/units aligned with the Iowa Core; mentoring teachers new to the profession; leading professional development activities; leading the data team process; administering assessments; providing support and technical assistance; attending leadership meetings and trainings. The 25 teacher leaders of the district will be responsible to varying degrees for carrying out these duties, depending on their role and amount of time assigned outside the classroom.

Teacher leaders will be responsible for building capacity, through collaborative work, resulting in more effective instruction that

leads to increased student achievement. Following the Iowa Professional Development Model, as they witness the positive results of effective implementation of evidence-based strategies in colleagues' rooms, teachers will be increasingly inspired and motivated to engage in the activities of their PLC teams.

- Instructional Coaches (grades 1-5): two individuals, totaling 1.5 FTE
- Will have no classroom assignment, and ten extended contract days.
- Will attend the weekly meeting of the administrative team (during contract time).
- Will facilitate meetings of all 25 teacher leaders twice per month (beyond contract). This will equate to 2.5 extended contract days over the course of the school year.
- Will lead a PLC during professional development time (during contract time).
- Will collaborate directly with assigned colleagues (i.e. coachees), and coordinate the professional development program of the building.
- Will be available to serve on the Building Leadership Team (BLT). Instructional coaches who serve on the BLT will be remunerated for meetings that occur beyond contract time, either through the exchange of extended contract time, or supplemental pay at the district rate (\$25 per hour), at the discretion of the building administrator.
- Lead Teachers and Content Coaches (grades pre-k, kindergarten and 6-12): seven individuals, each 0.5 FTE outside the classroom
- Will have no classroom assignment for 40-60% of the instructional day, and ten extended contract days.
- Will attend meetings of all 25 teacher leaders twice per month (beyond contract). This will equate to 2.5 extended contract days over the course of the school year.
- Will lead a PLC team during professional development time (during contract).
- Will collaborate directly with approximately six or seven assigned colleagues.
- Will perform all the duties of a teacher leader, described in the list above, making sure to collaborate at least once per week with each assigned colleague.
- Will be available to serve on the Building Leadership Team (BLT). Lead teachers or content coaches who serve on the BLT will be remunerated for meetings that occur beyond contract time, either through the exchange of extended contract time, or supplemental pay at the district rate (\$25 per hour), at the discretion of the building administrator.
- Model Teachers: 16 individuals in grades 1-12
- Will be assigned fulltime to the classroom, plus five extended contract days.
- Will attend meetings of all 25 teacher leaders twice per month (beyond contract). Will submit time sheets for these meetings, and receive remuneration at the district rate (\$25 per hour).
- Will lead, or co-lead, a PLC team during professional development time (during contract).
- Elementary model teachers will lead a grade level team meeting once a week, using a protocol established by the leadership team. The scope of activities for these meetings will include planning units of instruction aligned with the Iowa Core. For the time invested in planning and preparing for these meetings, model teachers will be credited with using 3.5 days of extended contract time over the course of a school year.
- Secondary model teachers will collaborate directly, one-on-one, with one assigned colleague for one class period each week. Collaboration could include all leadership responsibilities (listed above), from help with the creation of the ITPDP, to the design of units of instruction aligned to the Iowa Core, to observation and feedback, among other duties. This weekly collaborative time will equate to 3.5 days of extended contract time over the course of a school year, thus compensating model teachers for having spending one period of their prep time each week in teacher leadership activities with an assigned colleague.
- Will be available to serve on the Building Leadership Team (BLT). Model teachers who serve on the BLT will be remunerated for meetings that occur beyond contract time, either through the exchange of extended contract time, or supplemental pay at the district rate (\$25 per hour), at the discretion of the building administrator.

Five years ago, our district initiated the practice of assigning teachers to the role of instructional coach; this year we have one secondary (6-12) instructional coach, and one primary (PK-5) instructional coach. Our coaches' effectiveness is limited by the current 1/50 ratio of instructional coaches to teachers. Our proposed TLC system will increase teacher leadership outside the classroom from 2.0 FTE to 5.0 FTE, in addition to adding 16 model teachers.

Instructional coaches, content coaches, and lead teachers will write monthly plans that specify a schedule of classes to be observed each month, as well as 1-1 conferences that will be held. These teacher leaders will submit their monthly plans, as well as weekly updates, to their building administrators; once each month, teachers will submit to their building principals a

short summary of the time they have spent with teacher leaders, and their evaluation of the effectiveness of the activities. The building administrators will share these plans and reports with the superintendent during their weekly 1-1 meetings.

Each teacher leader will be assigned to a team of teachers at a common grade span (e.g. grades 1 and 2), or content area (e.g. English). Teacher leaders will meet with their team members to review their Individual Teacher Professional Development Plans (ITPDPs), providing feedback that will help teachers establish measurable goals (i.e. SMART goals) for professional growth. Teacher leaders will observe classroom instruction and provide positive coaching to teachers afterwards. Support in designing rigorous lessons and assessments will also be provided. Teacher leaders will oversee the data team process for their team members. The work of the data team will be mindful of both the Iowa Core and the Multi-Tiered Systems of Support (MTSS) model. Teams will focus on the academic performance of each student in their quest to determine how they might strengthen their core instruction. Interventions will be determined for those students who are not meeting expected growth. A typical day for a content coach or lead teacher might consist of meeting with a coachee for a conversation, observing another coachee and providing feedback, and writing notes or making plans after reflecting on the conversations and observation; for the remainder of the day, this teacher leader will teach his/her assigned classes. Another day might include facilitating a team meeting that is focused on content or pedagogy issues (e.g. a grade level meeting or content area meeting), in addition to observing a colleague, or meeting with a colleague 1-1 to work on unit plans.

Each leader will conduct a 1-1 meeting with each assigned coachee at the beginning of the school year to aid him/her in the development of his/her Individual Teacher Professional Development Plan (ITPDP). Following any observation, the leader will meet with the coachee to share observations and provide feedback. A teacher leader is expected to be a trusted colleague who can serve as a sounding board for each coachee; a teacher leader is a colleague who can listen and provide encouragement. None of a teacher leader's observations or feedback will be used for the formal evaluation of a teacher. Formal evaluations of teachers are the exclusive domain of licensed evaluators.

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.

Application and Selection Process

The application and selection process will involve the following steps:

- 1) the positions are posted and recruitment begins;
- 2) each candidate submits application materials by the established deadline;
- 3) the selection and review committee screen the application materials and choose candidates for interview;
- 4) the chosen candidates engage in the interview process;
- 5) the selection committee make a recommendation to the superintendent regarding which candidates to appoint to these positions;
- 6) the superintendent informs the candidates who have been selected and includes the list on the consent agenda for formal action by the school board.

Prior to conducting interviews, the selection committee will formulate the interview questions, along with model answers, and develop a rubric for rating the candidates. Leaders will be chosen from applicants who have demonstrated expertise in content, instruction and assessment. In a letter of application, every applicant will discuss how he/she plans to address the required duties of a teacher leader. Each applicant also will be required to submit a résumé, and a short statement about his/her success at meeting the professional goals outlined in his/her Individual Teacher Professional Development Plan (ITPDP), together with a copy of the ITPDP. The résumé should include a list of leadership experiences: leadership roles, committee work, civic responsibilities, and other leadership responsibilities that illustrate personal characteristics of effective leadership. In the résumé, applicants should also document their content expertise, listing courses they have taken (for grad credit, at AEA, etc.) that align with expectations of the Iowa Core, as well as workshops and professional development activities that have enhanced their ability to fully and successfully implement the Iowa Core.

Applicants for positions of teacher leadership must have at least a standard teaching license and be currently employed in the district, so that they have had at least one year of experience in the district before beginning their year of service in a teacher leadership position.

The names of all applicants shall be kept confidential by the selection committee. The selection committee will finish the selection process for teacher leaders who will have an assignment outside the classroom before they process the applications for model teacher; this will allow candidates who were not selected for one of the former positions of leadership to have the opportunity to apply for the latter.

Selection and Review Committee

A teacher leadership selection and review committee will be formed each year, consisting of 12 people: eight teachers (two from each of our four school buildings, selected by the building leadership team) and four administrators (one from each school building). Following interviews, the selection committee will make recommendations to the superintendent.

The committee will conduct all interviews, asking each candidate the same questions, chosen from a bank of questions that have been developed for each type of leadership position. A common rubric will be used by committee members to rate each candidate.

Determining Prior Effectiveness

Candidates will be rated and selected based on the effectiveness of the knowledge, skills and dispositions they have demonstrated, using as a guide the *Teacher Leadership Skills Framework*.

The knowledge and skills expected of a successful teacher leader include:

- 1) working with adult learners (the ability to shift the thinking of a colleague)
- 2) communication (honoring all perspectives; listening with an open mind and heart)
- 3) collaboration
- 4) knowledge of content and pedagogy
 - a) strong subject matter knowledge (especially as it relates to the Iowa Core)
 - b) personal experience using effective pedagogical strategies
 - c) ability to assist colleagues at multiple levels
- 5) systems thinking

The dispositions expected of successful teacher leaders include:

- 1) believing that teacher learning and student learning are interwoven
- 2) valuing the work of learners
- 3) accepting and acting on constructive feedback
- 4) possessing the courage to take risks
- 5) reliability

The selection and review committee will prepare a set of interview questions (with an emphasis on behavioral-based questions) they will use to rate candidates on the knowledge, skills and dispositions outlined above. The team will draft model responses in advance, so that all are listening for the same thing during the interviews; they will use a common rubric.

Determining Prior Professional Growth

The application process includes submission of a résumé and the most recent copy of the teacher's Individual Teacher Professional Development Plan (ITPDP). These documents should reflect a teacher's formal educational pursuits (degrees and credits) as well as professional responsibilities, committee work and other leadership experiences. Questions that probe an individual's professional development experiences and learnings will be included among the interview questions: Has the applicant helped develop the district's or building's school improvement plan? Has the applicant attended robust and professional workshops? Has the applicant participated in trainings at the AEA on implementation of the Iowa Core, early literacy and other such initiatives?

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.

The Role Teacher Leaders Will Play in the Creation and Design of PD

Each building in our district has a Building Leadership Team (BLT) that draw up the improvement plan and PD calendar for the year. Currently, our district has two instructional coaches (one for PK-5, and the other for 6-12) who participate in the BLTs and assist with the creation, design and implementation/execution of PD. When our TLC plan is in place, we will have more leaders available to help carry out these duties.

Annually, the WLCSD administrative team prepares student achievement reports that include the most recent results of summative assessments. BLTs review the student achievement data and set student learning goals. Working in conjunction with the administrative team and the BLTs, teacher leaders (TLs) will be responsible for helping to set PD goals, choose content for PD, and design the process (including the PD calendar) for each building. TLs will facilitate implementation of PD through a collaborative process that includes theory, demonstration/modeling, practice, observation, and feedback. Teacher leaders will help with the collection and analysis of student formative assessment data, as well as data related to the fidelity of implementation of PD initiatives; they will provide input with regard to possible adjustments to the PD plan. When teachers improve their implementation of evidence-based strategies, and see a positive impact on student achievement, they will become even more inspired and motivated to fully engage in the activities of their PLCs and data teams. With the significant increase in frequency of observation, feedback and coaching that will be possible when our TLC plan is in place, our rate of improvement of implementation of evidence-based strategies will show substantial progress.

All 25 TLs will meet twice monthly as the “Instructional Leadership Team (ILT)” to discuss successes and challenges, helping each other to find strategies to support success and meet challenges. Instructional coaches, lead teachers and content coaches will share the facilitation duties of this team. Member of the ILT will help each other revise and refine the professional development plans for each of their buildings. They will share data collected during professional development sessions, as well as the results of their other leadership activities. Teacher leaders will be given access to data systems such as EdInsight and eITP so that they can provide needed data in a timely fashion to members of their PLCs and data teams. They will build a collection of resources (protocols and other tools) which will be placed at teachers’ disposal through our district website. Instructional coaches, lead teachers and content coaches will attend regular workshops at AEA 9 to strengthen their leadership skills, and grow in knowledge of the Iowa Core. Instructional coaches will also attend the weekly meetings of the administrative team, thus providing a connection between the ILT and the administrative team. Every teacher will be a member of a PLC or data team; each of these teacher teams will include at least one TL who will guide the weekly PD sessions, using the protocols that have been established by the ILT. Between PD sessions, TLs will be available to help assigned colleagues with implementation of PD initiatives on a 1:1 basis: model teachers will each be assigned to one colleague; lead teachers and content coaches will work with six or seven colleagues; and a fulltime instructional coach will serve at least twelve colleagues. Once per trimester, during a professional development session, each PLC or data team will provide time for teachers to reflect on the professional development activities that have taken place during that trimester and evaluate effectiveness.

Alignment of TLC Plan with the Iowa Professional Development Model

IPDM	TLC Plan for WLCSD
1) Collect and analyze student data. Set goals for student learning.	Admin team organizes data and prepares reports (tables and graphs), for all students as well as subgroups of students. BLTs (including teacher leaders) review the data and set student achievement goals.
2) Set goals for PD.	The Instructional Leadership Team (ILT), in conjunction with the administrative team, set goals for the PD program.
3) Select content for PD.	Instructional coaches, lead teachers and content coaches review research and select scientifically-based content for PD. Choices are ratified by the administrative team and the other members of the ILT.
4) Design workshop and workplace supports, including theory, demonstration, practice, and collaboration.	Design of PD supports is primarily the responsibility of instructional coaches, lead teachers and content coaches. Model teachers will offer input when at ILT meetings.
5) Deliver or provide support for delivery of PD content.	All TLs will have a role in delivering, or supporting delivery of PD content to their PLCs or data teams.

6) Collaborate with PLC or data team to implement PD strategies.	All TLs will model strategies, observe assigned colleague(s), and provide feedback.
7) Collect student assessment data (formative), as well as PD implementation data (fidelity of implementation of a strategy by teachers). Analyze data and make appropriate adjustments to PD plan.	All TLs will play a role in the collection of data (student achievement as well as teacher implementation of strategies). Instructional coaches, lead teachers and content coaches will organize the data and prepare reports for analysis by the ILT.
8) Evaluate effectiveness of PD program.	The ILT will use end-of-trimester feedback from teachers to make adjustments to the PD program. At the end of the school year, they will prepare an evaluation of the program.
Return to IPDM Step 1 and repeat cycle.	

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.

Determining Effectiveness of the Plan

Goal	Short-term metric	Long-term metric
Promote collaboration among teachers and improve implementation of evidence-based practices	<ul style="list-style-type: none"> • Every teacher is a member of a teacher-led PD team that meets regularly to learn evidence-based strategies, share practices and give each other feedback. • Agendas and minutes of teacher-led teams reflect the use of protocols, and faithful adherence to the IPDM • Teacher leaders' monthly logs • Implementation audits: walk-through observation data • Number of times per trimester that each teacher is observed and receives feedback. 	<ul style="list-style-type: none"> • Implementation and observation data show a high fidelity of implementation among at least 80% of the staff for each chosen strategy. • Frequency and types of collaborative activities by teacher leaders reflect the job descriptions and staff needs • Annual staff survey [Rate yourself and your team members on the ability to give cool feedback; on following protocols; on the culture of improvement. Do you feel that you are allowed to fail in order to improve?] • Teachers' ITPDPs reflect goals resulting from feedback.
To retain effective teachers by providing opportunities to share their knowledge and skills, and thus impact instruction in other classrooms, without having to give up their own classroom teaching assignment to do so	<ul style="list-style-type: none"> • # staff serving as teacher leaders (goal = 25%) • Job descriptions for each teacher leader 	<ul style="list-style-type: none"> • Annual staff survey [Do you feel that you have had ample opportunity to serve in a leadership role? If you are serving as a teacher leader, has your role aligned adequately with your professional goals? Did you feel supported in your leadership role? Is there anything you would change in your job description?] • Exit survey of every teacher who leaves the district • Retention and turnover rates
To reward professional growth and provide opportunities for increased remuneration to teachers who have demonstrated their effectiveness	<ul style="list-style-type: none"> • Amount of stipends and extra pay • Amount spent on substitutes • Agendas & minutes of leadership team meetings; dates, times and syllabi of leadership trainings 	<ul style="list-style-type: none"> • Annual staff survey [If you were a teacher leader, was the level of extra pay for your role consistent with the level of extra responsibilities? What would you change about your TL role to make it more professionally rewarding?] • Annual meetings of principals with each teacher regarding the ITPDP
To attract top tier teachers	<ul style="list-style-type: none"> • # applications for teacher leader; # staff • Average years in the profession for each TL, compared to all staff 	<ul style="list-style-type: none"> • Survey of principals [Is there any teacher whom you have recruited, but who has not applied for a leadership role? If not, what was the reason given?] • Annual staff survey [If you are new to the district, why did you choose WLCSD?]

To improve student achievement	<ul style="list-style-type: none"> •IGDIs, FAST & SRI •<i>Skills Iowa</i> math •District benchmarks •End-of-course assessments •Attendance and discipline 	<ul style="list-style-type: none"> •Iowa Assessments [% proficient; % meeting expected growth; gaps narrow; reach state average at each grade level] •I-ELDA •End-of-course assessments •End-of-year reading proficiencies and growth per FAST and SRI •Average daily attendance and graduation rate •Discipline and attendance data •SINA/DINA/Title III status (meet AYP and AMAOs)
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Monitoring and making adjustments

Monthly survey by principals	<p>On a monthly basis, principals survey staff to find out how many minutes each teacher had spent with a teacher leader for each of the various types of activity: modeling, observing, etc. Also asks questions such as, “In which areas are you experiencing more success? Where would you like to have additional practice and support? What would you like your mentor/coach to know? What is your goal this month/semester/year? Where are you in relation to this goal?”</p>
Monthly records of time spent on each activity, submitted to building principal	<p>At the beginning of each month, each teacher leader provides a plan with the number of minutes of each type of teacher leadership activity he/she will carry out with each assigned colleague. At the end of the month, he/she submits a log of how many minutes he/she <i>actually</i> spent with each colleague and each type of activity (e.g. # meetings facilitated, # classes observed, etc.).</p>
Meetings of instructional leadership team twice per month	<p>The instructional leadership team, encompassing all teacher leaders, will meet twice each month to review implementation data, as well as survey data. They will focus on “problems of practice,” not on individual teachers. They will analyze the data and prepare a monthly summary for the administrative team. The instructional coaches will attend the weekly administrative team meetings. Periodic reports will be shared with the school board and the local school improvement advisory council.</p>

<p>Selection and Review Committee Evaluations</p>	<p>In January each year, the selection and review committee will evaluate each teacher leader, using three data points to determine effectiveness: a peer review, a self-review and an administrator review. The evaluation tool will include numerical ratings of effectiveness for each category, as well as space for written feedback that the teacher leader might find useful when constructing his/her annual professional development plan. All reviews (peer, self and administrator) will be submitted directly to the superintendent. The superintendent will prepare a summary of the data, and present the summary to the selection and review committee. Summaries will include, for each TL, ratings of self, ratings by the administrator, and the range and average of the ratings for each category that have been provided by peers.</p>
<p>Annual Teacher Survey</p>	<p>The selection and review committee will revise TL job descriptions annually, based on feedback from the annual teacher surveys, as well as the data collected throughout the course of year via monthly reports.</p>

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)

Supports currently in place

WLCSD has deployed two or three fulltime instructional coaches (no classroom assignment) since the 2009-10 school year, giving our district good experience at utilizing teaching staff to improve instruction. Our instructional coaches attend weekly administrative team meetings, and serve on the building leadership teams of the buildings to which they are assigned. Coaches help their colleagues develop rigorous lesson plans that are aligned with the Iowa Core; they model lessons, observe teachers and provide feedback. They also serve an important role collecting formative assessment data.

Another system currently in place that utilizes teacher leadership is our network of building leadership teams. Out of 110 teachers PK-12, 19 teachers serve on building leadership teams, each receiving a stipend for his/her services. Some building leadership teams meet weekly; others meet twice monthly. Members of building leadership teams play a vital role in shaping and carrying out our weekly early-dismissal professional development sessions.

Further support needed

Adding more teacher leaders to our improvement efforts will help us increase fidelity of implementation of the Iowa Professional Development Model. We will improve at using multiple sources of student achievement data to inform our goals, and at narrowing the focus of our PD targets. With these improvements in place, we will be better able to make appropriate adjustments to our PD program, based on the findings of our analysis of student data.

Although our district has experienced good progress with student achievement indicators over the past few years, the success has not been uniformly distributed; some subgroups and grade levels have not seen sufficient improvement. We are a SINA 2 district for grades 1-5, a DINA Delay-1 district, and for four years we have not reached our Annual Measurable Achievement Objectives (AMAOs) for ELL students. Our teachers are keenly aware of the need for improvement, and will take the necessary steps to realize gains in student achievement, given the time, a quality plan, and effective colleagues to lead the way.

All 25 teacher leaders will form an Instructional Leadership Team (ILT) that meets twice monthly. Through these meetings, our teacher leaders will provide each other support, and strategies to increase their knowledge and skills, bolstering their ability to motivate their colleagues as they pursue improvement initiatives. The nine lead teachers, content coaches and instructional coaches will participate in a leadership development program offered through AEA 9.

Each year in January, teacher leaders will receive feedback from their colleagues; the selection and review committee will evaluate the effectiveness of each teacher leader using the peer review, a self-review, and an administrator review. Based on this feedback, teacher leaders will decide whether or not they would like to re-apply for a teacher leadership position for the following year. By the end of January, the selection and review committee will determine which teachers will continue in leadership assignments for the following year, and post openings for the vacant positions. During the month of February, teachers will submit applications for teacher leader openings; by the end of the first week in March, the selection and review committee will screen applications, conduct interviews and make recommendations to the superintendent. This timeline will put the district in a position that will allow us to initiate leadership training for new leaders in March or April, and advertise vacancies for the following school year by April.

History of successful implementation

Based on our experiences with fulltime instructional coaches during the past six years, our district has learned lessons about teacher leadership. The 19 teachers who serve on our building leadership teams and district leadership team are experienced in the use of agendas and minutes for meetings, protocols to guide PD sessions, and the processes employed by teacher learning teams (PLCs or data teams).

In 2008-09, WLCSD chose the Sheltered Instruction Observation Protocol (SIOP) model as our evidence-based instructional framework and began implementation in 2009-10. To monitor implementation of this instructional framework (which has been our primary PD focus), members of our administrative team conduct structured observations (15-20 minutes) of each classroom at least three times per year, looking for evidence of implementation of the targeted components of SIOP. They record their observations on a rubric, and share each observation with the teacher who was observed, along with warm and cool feedback. Each teacher also is observed once a semester by a critical friend. Teachers' observations are recorded on a rubric and submitted to the instructional coaches, who review and analyze the data for all staff members (anonymously). Observation data are analyzed against the goal that teachers will implement 80% of SIOP's 30 features to a high degree (level 3 or 4) of fidelity. SIOP groups and data teams meet to share and discuss their experiences with the SIOP framework.

The weekly staff memo, published by the superintendent, includes data related to student achievement, as well as a focus on an aspect of our school improvement efforts. The superintendent keeps the community informed through a monthly report that

is published on our school district website, as well as in the local newspaper. Our school board and our Local School Improvement Advisory Council (LSIAC) are closely involved with our school improvement efforts.

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	1203.9
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$371,788.40
Total Allocation	\$371,788.40

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.	\$54,717.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$314,540.00
Amount used to provide professional development related to the leadership pathways.	\$2,531.40
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$371,788.40

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$371,788.40

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 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)

The amount of funding our district expects to receive from the state, to support the TLC system in 2015-16, is \$371,788.40 [1203.9 students x \$308.82].

Our minimum teacher salary for 2014-15 is **\$35,003**; we exceed the required minimum of \$33,500.

We have a staff of 100 teachers (K-12), thus it is our goal to involve **25 teachers** in positions of teacher leadership.

The **salary supplement** for each teacher leader will be determined by his/her *per diem* salary and the number of extended contract days assigned to him/her. The average *per diem* salary in our district in 2014-15, including FICA & IPERS, is \$280.60. We are budgeting for 170 extended contract days for 25 teacher leaders, plus 25 extended contract days for 5 new teachers.

Teacher Leaders	# extended contract days each	Amount to be budgeted
16 model teachers	5	16 x 5 x \$280.60 = \$22,448
9 halftime & fulltime teacher leaders	10	9 x 10 x \$280.60 = \$25,254
5 first year teachers	5	5 x 5 x \$280.60 = \$7,015

Our plan requires 5.0 FTE outside the classroom. We do not have excess capacity, therefore we will have to replace the time that the 5.0 FTE are removed from the classroom. Using our current average of \$62,908 per teacher for annual salary and benefits, it will cost us approximately **\$314,540** to hire replacement teachers [5 x \$62,908 = \$314,540].

We are budgeting **\$2531.40** for substitutes on days we send our halftime teacher leaders to leadership training [4 subs x 5 days x \$126.57 per day].

Summary of Anticipated Costs	
Salary supplements	\$54,717.00
Replacement FTE	314,540.00
Substitutes for Teacher Leader PD	2,531.40
Total	\$371,788.40

There will be other costs associated with professional development. We will pay for these other costs with PD funds provided by the state: Teacher Quality funds and Iowa Core funds.

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