



Application

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

95192 - TLC Grant #2

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 Administrative Services, Iowa Department of

Organization Information

Organization Name: West Lyon Community School District
Organization Type: K-12 Education
Tax ID: 42-6036813
DUNS: 03-983-0641

**Organization Website:** west-lyon.k12.ia.us  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** West Lyon Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 60-6983  
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** Mr.

**Name of Superintendent** Jim Hargens

**Telephone Number** 712-753-4917

**E-mail Address** jhargens@wlvildcats.org

**Street Address** 1787 Iowa 182nd St.

**City** Inwood

**State** Iowa  
Use the drop-down menu to select the state.

**Zip Code** 51240

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## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Jim Hargens

**Telephone Number** 712-753-4917

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**Street Address** 1787 Iowa 182nd St.

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**State**

Iowa

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**Zip Code**

51240

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## **Narrative**

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

The West Lyon Community District's Plan evolved around the district's goals and the TLC plan vision and goals.

The components of the TLC plan will impact district goals of:

- \*Improving student achievement by the utilization of effective instructional practices
- \*Provide leadership in the utilization of research and data in decision making and instruction
- \*Provide professional development that will support teaches in the in the use of effective teaching strategies and practices
- \*Integrate technology into all aspects of instruction and curriculum and develop staff and student competency in its use
- \*Promote collaboration among the teachers that will be supportive and focused to ensure retention of all staff

The district's vision for the TLC Plan is as follows:

The West Lyon CSD's mission is to strive for the fullest development and maturation of each child. West Lyon staff take pride in educating students with the highest regard for academic rigor and instilling positive values. The vision is to ensure students can be productive, positive, members of our society.

The goals of the West Lyon Community School District TLC Plan are as follows:

- \*Enhance the district's program for new teachers to the profession and to the district by providing opportunities for support by highly trained mentor teachers, co-teaching experiences and classroom observations of effective instructional practices from model teachers.
- \*Enhance the efforts in our AIW initiative by establishing a highly trained AIW Coach and AIW Anchors to work within its framework. Timely feedback, direction, support and evaluation for the AIW program will be instrumental in moving this initiative forward.
- \*Provide guidance and leadership for the district's 1-to-1 technology initiative and classroom utilization of technology by providing professional development to classroom teachers in technology use that will transform the teaching of our students and impact student learning.

The West Lyon Community School District's goal is to utilize its TLC plan to improve student achievement by strengthening instruction. Leadership roles were developed to address each of the goals of the TLC plan. Those leadership roles and responsibilities are:

Technology Instructional Coaches-The plan will strengthen instruction by hiring two teachers to be full time Technology Instructional Coaches with ten day extended contracts and provide classroom teachers with strategies in bringing technology into their classrooms in meaningful ways such as lesson planning, support, observation, facilitating effective use of learning time by focusing on student academic needs and interventions utilizing instructional technology.

Mentors-Also strengthening classroom instruction will be the addition of ten Teacher Mentors who will spend two percent of their contract time working with beginning teachers and teachers new to the district by providing support to increase the individual teacher's productivity, accountability, as well as, modeling effective teaching strategies in the classroom.

AIW Coach and Anchors- Another area, contributing to the strengthening of classroom instruction, to be provided through this plan, is in the area of AIW. One AIW Coach and eleven AIW Anchors will work with classroom teachers to develop strategies and teaching techniques to increase student learning and foster deep reflective practices. Their time performing these leadership roles will occur during scheduled inservice days each month , as well as, the AIW Coach having a six day extended contract and Anchors having four day extended contracts.

The West Lyon Community School District is fully committed to its TLC Plan. The district possesses a student focused, professional staff that is highly motivated, a community of parents that supports the school in its efforts and students who are excited about learning. The TLC Plan will create a learning environment that enhances professional growth and student achievement.

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

**TLC Model Number**

Model 3 Comparable Plan

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## **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).

### **A) Developing a High Quality Plan**

The administration met and reviewed the components of the Teacher Leadership and Compensation System. It was then determined that a planning committee be created with key stakeholders. Representatives of teachers, parents, administration, board members and students were asked to serve on this committee. Once the committee was formed, information about the Teacher Leadership and Compensation System was reviewed by the committee, as well as, articles from the Department of Education resources web page. The committee then reviewed the possible models and their necessary components involved with the TLC Grant. To make the decision as to which model the West Lyon School District would use in its application the committee reviewed data from several areas such as results from NCLB, Iowa Assessment, DIBELS, STAR Reading scores, ACT and teacher, parent and student surveys. The committee was able to determine the positions that would be addressed in the TLC Grant from this data and then formulated the goals to be achieved. This task was completed after several meetings by the committee.

The TLC committee discussed the financial side of the grant to make decisions in determining the number of Leadership positions in the addressed areas of the grant and compensation, as well as, costs that would be involved in trainings, attendance at workshops and substitute teachers required to accomplish the goals. In determining the number of Leadership positions to meet the 25% effort, a survey of the teaching staff was conducted by the administration to determine the willingness and desire of staff to fill the positions. This survey was completed after the teaching staff was presented with information concerning the goals that were determined by the committee and the Leadership positions that would be utilized to achieve these goals. They were asked for their opinions and views on the goals selected and positions to be created to achieve these goals.

After the committee completed all of these tasks and determined the model to be used in the grant, they began writing a preliminary draft of the grant. The West Lyon School Improvement Advisory Committee was presented with the preliminary grant to seek their input and approval. After discussion of the grant by this committee it was given its approval and encouragement to proceed. The preliminary draft was then brought to the West Lyon Board and discussed. The Board then approved the plan and the committee now had several meetings finalizing the specific details of each part of the grant.

### **B) The Stakeholders**

Teachers-Three teachers, which included representation of the elementary, secondary and West Lyon Education Association, were contributing members serving on the committee. They kept the teachers informed on the progress of the grant throughout the process and gathered their input as the matter proceeded. They were able to attain 100% support from the teaching staff in the goals created and the Leadership positions that would be created through the grant.

Administration-The elementary and secondary principals and superintendent served on the grant committee and helped formulate the goals and Leadership positions addressed in it. They were instrumental in securing the involvement and approval by the staff, parents and board. They also were instrumental in determining what application process would be used, the evaluation process in determining the effectiveness of the Leadership positions created and informing all parties of the progress made through this grant.

Parents- 3 parents representing the elementary and secondary families served on the committee. 100% of the parents involved in developing the plan and on the parent advisory committee agree that a significant impact will be felt in the district through this grant's plan. The West Lyon Community School District has always maintained it's strongest asset is it's parent support and involvement. The parent stakeholders were passionate about preparing and empowering the students to be prepared for the world outside of school. It was their hope to increase the amount of technology being used to prepare the students for the work force and/or higher education.

### **C) Support and Commitment**

The teaching staff is in full support of the Leadership positions being created. Through the grant, teachers' desires to have resources available in the school building to guide and assist them in improving student learning are fulfilled. Throughout the process teachers expressed their excitement to finally have available resources to strengthen classroom instruction, strategies, and accountability. The administration strives to keep parents and staff members informed. The school board's dedication to applying for the grant in year one and two shows their support for this program. To create an environment ready for change, the entire committee, composed of the administration, teachers and parents has created a rigorous selection process to establish it's teacher leaders. The leaders will be instrumental in creating a positive, proactive environment. The committee strives for more transparency in all aspects of the school decision-making process. The staff and community are supportive and express the need for the proposed change. Information about the progress of the district's efforts to improve student

achievement, retain effective teachers and improve teacher effectiveness will be posted on the school's website, newsletters, presented to parent advisory committees and informational meetings with the staff.

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## **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**

**The West Lyon CSD's mission is to strive for the fullest development and maturation of each child. West Lyon staff take pride in educating students with the highest regard for academic rigor and instilling positive values. The vision is to ensure students can be productive, positive, members of our society.**

### **District & Building Goals:**

- \* Improve student achievement by the use of effective instructional practices.
- \* Align the district's curriculum to effectively implement the Iowa Core Curriculum.
- \* Provide Leadership in the use of research & data in decision making and instruction.
- \* Teacher Leaders provide Professional Development that guides teachers in the use of effective teaching strategies and practices.
- \* Promote teacher collaboration that will be supportive and focused to ensure retention of all staff.
- \* Integrate technology into all aspects of instruction and curriculum and develop competency in its use.

West Lyon utilized NCLB data, Iowa Assessment, Formative Assessment System for Teachers, DIBELS, STAR, ACT, parent, teacher, and student surveys to aid in determining the goals and needs of our TLC program. This data and the Comprehensive School Improvement Plan determined the focus of our Teacher TLC Plan to provide leadership roles to strengthen mentoring, teaching instruction and student achievement. The West Lyon staff and parents were active stakeholders in developing the plan. The West Lyon staff and parents contributed by serving on the TLC planning committee. West Lyon's goal is to improve student achievement by strengthening instruction.

### **The West Lyon CSD Plan & Statewide Goals:**

**Attract Able/Promising New Teachers**-West Lyon provides a competitive salary to recruit new teachers. The district has a competitive starting salary of over \$36,000. The base salary and strong mentoring program will assist in attracting and retaining new teachers.

**Retain Effective Teachers**-Increasing the opportunities to grow and lead through leadership career advancements will aid in retaining effective teachers.

**Promote Teacher Collaboration**-Our TLC Plan will provide teachers with leaders who will guide professional development and collaboration of instructional practices and strategies with all teachers.

**Reward Professional Growth & Effective Teaching**-This TLC Plan will enable teachers to accept leadership roles and be compensated for their expertise. These leadership roles will help ensure retention of staff by providing advanced positions as leaders and providing support to the teachers who do not hold leadership positions.

**Improve Student Achievement**-Student Achievement can be impacted by teachers who have received training and assistance in effective teaching strategies and practices. Teacher Leaders assisting staff to improve their knowledge of instructional strategies and use of research based instructional practices will provide a foundation for effective teaching.

### **Leadership Roles**

West Lyon has been proactive in having teacher leadership roles through its Professional Development efforts. Current initiatives include becoming an Authentic Intellectual Work (AIW) school district. AIW anchors have been established to assist other teachers in evaluating & strengthening teaching techniques through collaboration. 1<sup>st</sup> and 2<sup>nd</sup> year teachers are provided mentors and participate in the AEA Mentoring Program. Curriculum Mapper technology is used to evaluate and strengthen curriculum skills. Our TLC Plan is to strengthen current initiatives and to create new leadership roles to meet our needs of helping teachers take learning to a deeper level in all curriculum areas with special focus on instruction utilizing technology.

The West Lyon CSD will use TLC funds for:

**An AIW Instructional Coach and AIW Anchors** as building leaders who will work with staff in professional development. These leaders will ensure continued commitment to correct implementation of the AIW framework. The AIW Instructional Coach and 11 AIW Anchor roles will be strengthened through continued professional development. The AIW instructional coach will spend 100% of their time in student instruction and have a six-day extended contract. The AIW Anchors will spend 100% of

their time in student instruction and have a four-day extended contract. The emphasis will be on improving student learning by strengthening teaching strategies, sequential planning, and ongoing student evaluation.

**Mentoring Teachers** will continue to support new teachers to the district during years one and two of employment, and a 3rd if needed. Mentor teachers will spend 98% of their time in student instruction and 2% performing this duty. Mentor teachers will impact student learning by guiding classroom planning, modeling best practices, and strengthening teacher retention.

**Two Full-Time Technology Instructional Coaches** will train the staff in using technology in classrooms. These Coaches will train and assist the West Lyon teachers in using Curriculum Mapper to map and integrate Iowa Core 21<sup>st</sup> Century Skills. Iowa Core incorporates technology in all content standards so it will receive the highest priority. These two instructional coaches will be full time with a ten-day extended contract.

West Lyon's Plan aligns with the state's Theory of Action by providing a competitive salary to recruit the first year teacher, a salary schedule promoting levels of leadership growth and involvement, mentoring the beginning teachers, providing support and collaboration, proactive plans for professional development, continued emphasis on the use of technology, and extending contract time to attend academies and receive advanced training. The plan provides opportunities to revitalize the teaching experience that supports the vision of the district to strengthen instruction and student achievement.

Using Part 3 application narrative from Year 1?

No

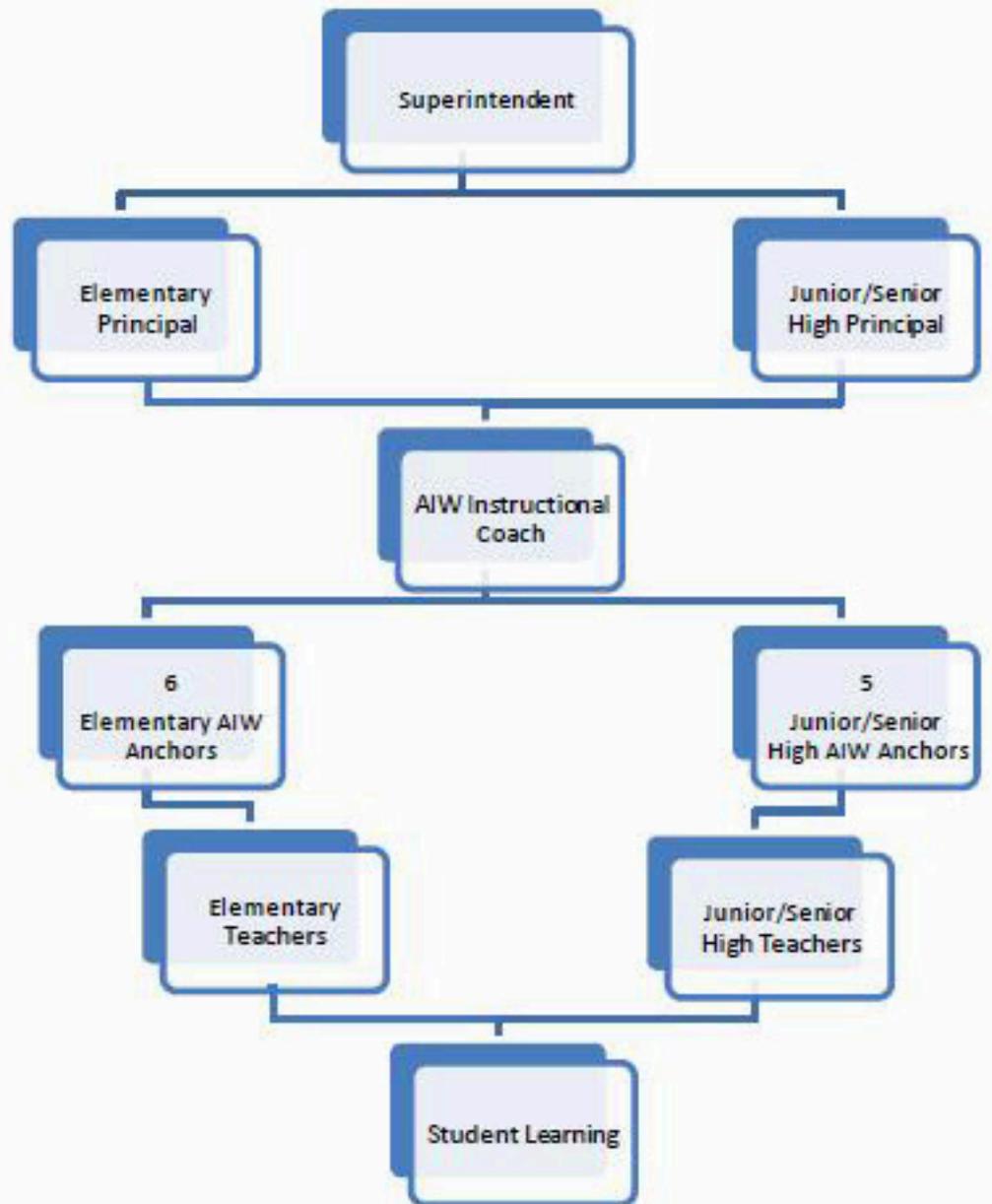
**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The West Lyon Teacher Leaders will be instrumental in providing support to classroom teachers. This will lead to a more effective process to impact student learning as stated in the district's vision and goals determined by staff, parents, board and administration. The priorities established will be implemented through the leaders' efforts.

### **Authentic Intellectual Work (AIW)**

The West Lyon CSD is currently an Authentic Intellectual Work (AIW) school district. AIW is a professional development program that emphasizes teaching techniques to increase student learning and foster deep reflective practice. Teams of educators are trained as anchors to help implement the process. AIW coaches are provided through the AEA and are assigned multiple schools and are not always available when our staff is in AIW Prof. Development. Part of the West Lyon TLC plan is to develop our own AIW coach to ensure the progress of this program. This AIW coach will assist the 11 Anchors in implementing the AIW program which sets a standard for teaching academic subjects that maximizes expectations of intellectual rigor for all students. Currently there are 11 staff members that are considered anchors at West Lyon. These 11 Anchors are in leadership roles that we would like to assist by providing an AIW coach. TLC funds will allow these AIW leaders to receive additional training. TLC funds will provide salary supplements to the AIW instructional coach and 11 anchor positions. The Iowa Dept. of Ed. agrees that AIW improves student learning in all areas. Data from the Iowa Dept. of Ed. on AIW shows that the weakest students improve the most when schools implement AIW correctly. This plan will ensure that AIW is correctly implemented and that West Lyon teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core.

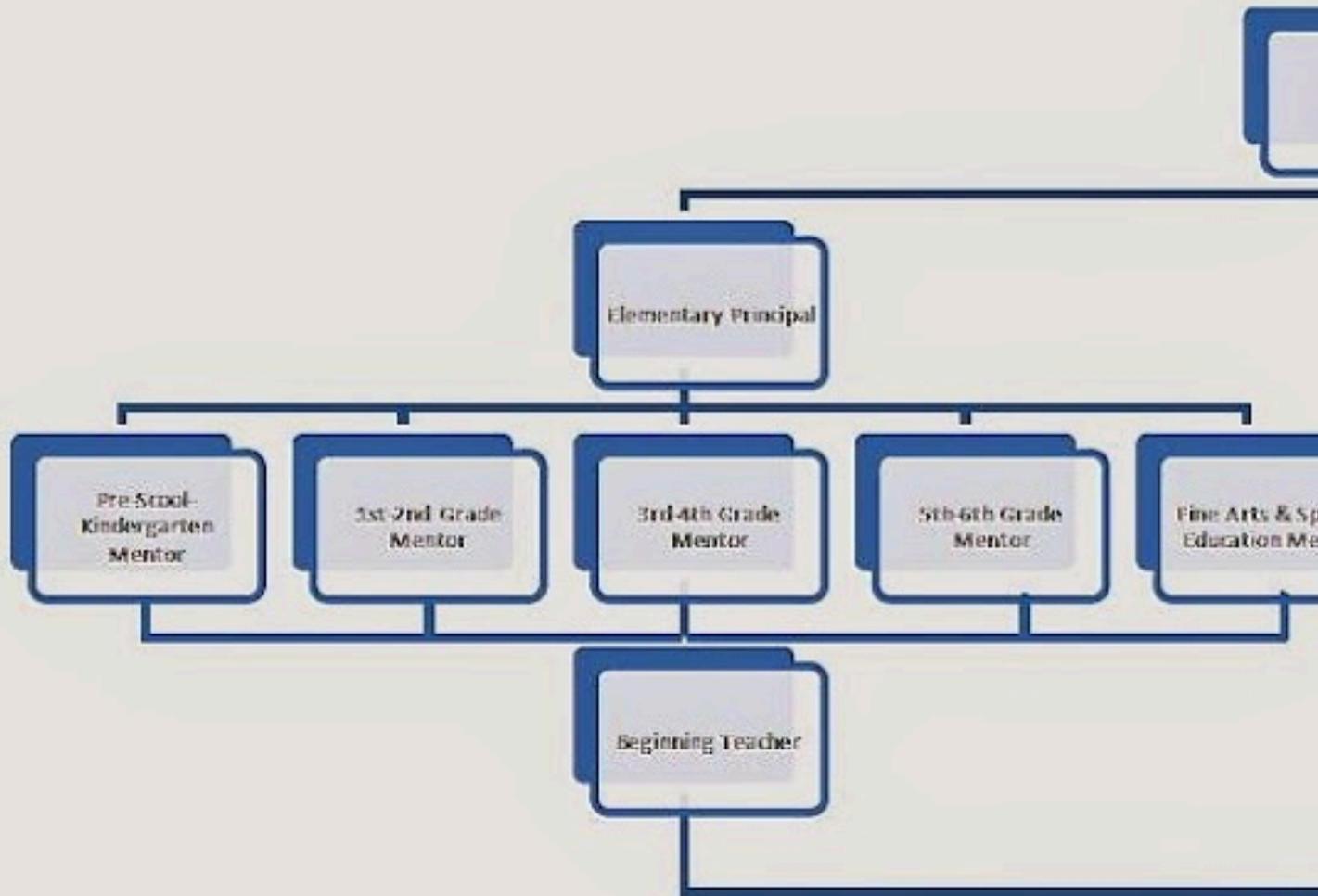
## AIW Leadership Flowchart



### Mentoring

West Lyon uses the AEA mentoring program for 1st and 2nd year teachers. All beginning teachers are paired with a mentor.

These pairs attend training provided by the AEA. West Lyon believes that the program provided by the AEA is an excellent model of support for new teachers but can be strengthened by allowing time for mentors to schedule observations, modeling and reflection with their new teachers during the school day. West Lyon administrators realize the need for possible continued support after year 2 for beginning teachers. It is estimated that 40-50% of teachers leave the profession in the first five years. Research shows the more comprehensive the induction program, the better the retention (Ed Week Beginning Teachers, What the Data Tells Us, 2012). West Lyon's goal is to build on the existing mentoring program to provide additional support. As part of the TLC program, West Lyon will continue to send new teachers and mentors to the AEA mentoring workshops. West Lyon will identify key mentors in grade levels and subject areas to serve as mentors. Part of the TLC plan for West Lyon compensates these mentoring leadership roles. TLC funds would cover the costs of mentors' work outside of their normal contract and for additional training. Beginning teachers that are supported with a mentor, will help increase student learning and assure that a new teachers's professional growth, within our district's initiatives, is increased and that their classroom teaching strategies and plans are purposeful and aligned. These mentors will impact student learning outside of their own classrooms.



**Technology & Iowa Core**

West Lyon is in year 1 of a 4 year plan involving the 1-on-1 initiative. Providing technology equipment for teacher and student use in the teaching and learning process is a vital focus of this plan along with the most critical focus of professional

development. The district has increased the number of computers, mobile labs and Smart Boards and installed a wireless network access, increased access points and upgraded bandwidth during the last couple of years. This has been done in preparation for putting more technology into the hands of teachers and students to improve teaching and learning. The planning for this initiative called for the need to conduct research, training and support for our classroom teachers in the best practices and strategies related to technology integration. The West Lyon TLC grant proposal will provide two teacher leaders to perform the duties of Technology Instructional Coaches. These coaches will provide assistance to teachers in planning for the integration of technology within instruction, training and modeling of best practices, co-teaching to assist with technology integration and demonstration of best practices, utilizing technology to assist with assessments and providing feedback to teachers as they work to improve their integration of technology within instruction.

West Lyon is in the process of implementing Iowa Core into curriculum areas through the use of a program called Curriculum Mapper. This internet based system allows teachers to see how Iowa Core is being implemented in their classroom. West Lyon has found that the Iowa Core's 21st Century Skills standards are not being mapped. West Lyon plans to use the technology instructional coaches to aid in mapping these skills and integrating the technology skills into the classroom.

Technology coaches will help classroom teachers use technology to improve teaching in the other Iowa Core areas. These coaches will assist teachers in correctly mapping to show how Iowa Core is being used. Iowa Core incorporates technology in all content standards. West Lyon is lacking the leadership role in technology needed to correctly implement several of the key concepts, skills, and instructional strategies of the Iowa Core.

These leaders will provide expert instruction, assessment, and leadership for the programs. The leaders in these positions will improve classroom teacher instruction and improve student learning.

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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)**

The mentoring program used by the West Lyon CSD is not as effective as it should be. The West Lyon CSD uses the mentoring program provided by the AEA and finds this to be helpful but too general. It needs more effective measures to achieve the desired outcomes. The current AEA program provides a foundation to build from and establish a more effective, reliable system. More accountability and training needs to be incorporated into the plan. A teacher from our district is assigned to work with a new teacher for two years. These mentors need training in areas such as observation techniques and coaching. There is a need for more collaboration between the mentor and mentee during the school year. We need a plan that provides support for new teachers to the profession and experienced teachers new to the district. Both groups require the support to familiarize themselves with district initiatives and work with a veteran teacher in areas such as: research-based strategies for best practices (AIW), learning through reflective practice, learning styles of students, time management, differentiated instruction, and analyzing student achievement data.

Insight was gained from informal interviews with current first and second year teachers who have attended the AEA mentoring program and gone through the two years of support offered by the current plan. They felt the mentoring program provided by the AEA is beneficial in the starting of the teaching profession. The main benefit is having a mentor to assist with and further instruct them on effective teaching practices. The interviews pointed out that classroom observations are the most beneficial but need to occur on a regular basis. These observations form the basis for a discussion on how to improve. A professional trust develops between the mentor and mentee further facilitating professional discussions centered on what is discussed in the mentoring sessions at the AEA and what is being observed in the classroom. The district's plan increases the frequency of the observations done by mentors and extends the number of years a new teacher has a mentor from two years to three if needed. In the interviews, another shortfall in the mentoring program is the lack of technology support and technology integration in the district. New teachers have a very low level of knowledge on how to effectively use a SmartBoard to enhance instruction. The implementation of technology is limited to rudimentary tasks like internet searches for a report. This type of usage is Technology for Replacement, as defined by Dr. Joan Hughes, Dr. Ruth Thomas, and Cassie Scharber in their research published in 2006, "Assessing Technology Instructional: The RAT – Replacement, Amplification, and Transformation - Framework". The technology merely replicates an already functioning instructional method. Instead of students completing a worksheet on paper, the worksheet is done on a computer. Students use the internet for research rather than going to the library and searching through books.

To enhance student learning, teachers need to use technology as a transformational tool. In the transformational model, the way students learn actually changes or is expanded. The technology used brings about different forms and types of learning through problem solving unavailable in traditional methods of teaching. Technology opens up new possibilities of thought and action. "The technology becomes an indispensable instrument of mentality, and not merely a tool." (Pea, 1985, p. 175)

The mentor and technology instructional coach would work as a support team in developing the skills of a new teacher in using technology as a transformational tool. This will require release time for the new teacher and the mentor. Release time will involve the use of substitutes in the classroom. There may be times during the summer months for further instruction on technology as a transformational tool in teaching. The vision of West Lyon is to have two technology instructional coaches that will help new teachers increase their technology skills from an elementary level to an advanced level of use.

West Lyon CSD is in its 2nd year of AIW (Authentic Intellectual Work) use and we are seeing changes in how teachers teach and an increase in rigor. AIW involves original application of knowledge and skills, rather than just routine use of facts and procedures on the part of the student. It also entails careful study of the details of a particular problem and results in a product that has meaning beyond success in school. Understanding the AIW process takes time and training. An AIW coach will aid new staff in grasping the AIW process. This person will spend 2 full days with training new staff on the AIW process.

Assistance in selecting lessons for an AIW review and aiding in the implementation of the revised lesson will be crucial roles of the AIW coach. The AIW coach will assist new staff in the acclimation of this important initiative.

Training for mentors will be provided by the district which will allow a framework for each established mentor to work from which will help provide consistency in classroom observations and coaching. Time allowances will be built into the schedule of each mentor, mentee and instructional coaches for the purpose of:

- 1.) Engaging in professional dialogue
- 2.) Make classroom observations and provide post feedback
- 3.) Observe other classrooms for modeling purposes
- 4.) Availability to ask and answer questions
- 5.) Brainstorm /Troubleshoot

- 6.) Collaborate on lesson planning
- 7.) Review student work
- 8.) Meet with other instructional coaches in the areas of technology and AIW

These improvements to our current mentoring system will assist in providing more of an impact on improving instruction and student learning and retaining quality teachers in the West Lyon CSD.

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## **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.**

After analyzing the data, input from stakeholders, researching the leadership possibilities that would meet the needs of the district and address the goals determined by the district which would impact teacher instruction and increase student achievement, West Lyon would develop four leadership positions. These positions would include Technology Instructional Coaches, Mentors, an AIW Coach and AIW Anchors. The Technology Instructional Coaches and AIW Coach would be new leadership positions within the district. Currently, the district provides a mentor to new teachers and utilizes AIW Anchors but it is our intent to expand these leadership roles to capitalize on their leadership potential. All the leadership roles in our plan will work as a cohesive team with the administration to fulfill their responsibilities and roles to impact teacher improvement and increase student achievement. The leadership team will provide professional development, collaboration and individual support to ensure the district's initiatives, vision and goals are fulfilled.

### **Technology Instructional Coach**

The technology instructional coach will be a school-based position who will empower teachers to harness the use of technology integration for student learning. This position will provide evaluative frameworks for assessing and guiding teachers in their accomplishments with technology integration. They will provide professional development for the teachers and individual attention to staff members as the concepts and techniques of technology utilization is practiced in the classroom. They will provide opportunities for all teachers to observe, collaborate and reflect on best practices in the classroom. They will work with mentors, AIW Anchors and our AIW Coach to ensure opportunities for observation and reflection are occurring. They will work with all of the leadership team to plan, implement and provide professional development for the staff. The Technology Instructional Coaches will support the leadership team in improving instruction by modeling, co-teaching, problem solving and using student data to drive instruction and assess the impact toward improved student learning and achievement. They will meet with the administration and leadership team to set priorities, review goals and plan activities within current initiatives and plan for future initiatives. The two full time Technology Instructional Coaches will spend 100% of their time performing teacher leader duties and will have ten-day extended contracts.

Duties & Responsibilities:

- Work closely with classroom teachers in the development of lesson plans that encompass the use of technology
- Coordinate all activities surrounding the professional technological development of administration and faculty
- Provide direct support to teachers via personal classroom visitation, observation, coaching, and mentoring
- Facilitate effective use of learning time by providing professional development related to: Maximize increased instructional technology time focused on student academic needs, provide professional development that ensures student engagement when providing differentiated re-teaching and focused interventions utilizing instructional technology, and integrate curriculum areas to strengthen key concepts across all subject areas via technology
- Provide professional development and support with a focus on strategies and activities on improving daily instruction
- Review data and plan strategies that utilize scientifically-based research that address both current and future instructional needs.
- Provide leadership in planning and implementing a variety of extended opportunities for student learning
- Collaborate with teachers to support their use of technology in delivery of curricula through a variety of instructional methods.
- Work with teachers toward integrating the use of hardware, software and internet resources in support of student learning and assisting teachers in meeting state and national standards for subject-area and technology-learning objectives
- Create learning resources for teachers, staff and students. These may include websites, tutorials, interactive programs and databases that support teachers in integrating technology
- Guide teachers in developing their own resources; support these efforts by providing additional help
- Assess technology skill levels of students, teachers and staff
- Participate in long-range planning to make the most effective use of resources
- Provide technical and pedagogical support to teachers in their efforts to engage students in inquiry projects using Web-based resources, computer simulation activities, digital probes and other tools
- Assist teachers in knowing which software, technology or interactive tool supports each specific educational goal and which ones provide support in using technology effectively on a daily basis
- Model and co-teach to assist teachers as they implement new strategies

### **Mentors**

Accelerating the effectiveness of new teachers is a critical link to student success and relies on quality mentors. Beginning teachers, veteran teachers in new assignments, and teachers in need of remedial aid are usually unprepared to tackle difficult

classroom situations, often leading to their premature departure from the classroom. Studies indicate that mentoring programs significantly improve retention. The district will be establishing ten teacher mentoring positions. These positions will be aimed at supporting educator productivity and accountability. These mentors will build a professional relationship with their mentees by providing appropriate reflection and feedback for growth, utilization of research based teaching practices and assisting in building collaboration with fellow teachers and building autonomy within their mentees. The mentor leadership positions will assist in scheduling meetings with the Technology Instructional Coaches and support the mentee as they incorporate the use of technology in their classroom. Through the use of classroom observations, professional conversations of reflection, analyzing student data and modeling, the mentors will help the mentee improve their teaching strategies and practices which will improve student learning. Mentors will also place their mentee within a specific AIW team and work with the AIW Anchor of that team in helping the mentee produce student authentic intellectual work in their assignments, in their ways of evaluating student performance and in teaching lessons. These positions will provide effective support to attract the most capable candidates, who remain on the job and improve student performance. The mentors will spend 98% of their time in student instruction and 2% performing this teacher leader duty in addition to meeting before and after school with their assigned new teacher.

Duties and Responsibilities:

- Observe teacher lessons and provide: feedback on their observation, positive notes and areas that should be improved
- Schedule weekly meetings with new teachers to discuss teaching strategies, share resources, address problem areas and answer questions
- Accompany the new teacher to the new mentor workshops provided by the NWAEEA
- Model different strategies of effective instruction and activities that engage students
- Help new teachers prepare some activities or an entire lesson together
- Work together on planning classroom management strategies/tactics in engaging students more effectively

#### **AIW Local Coach**

The AIW Coach will help teachers produce student authentic intellectual work in their assignments, in their ways of evaluating student performance and in how they teach lessons. The AIW Coach will focus on providing one-on-one support to each of the AIW Anchors who has a team they are assigned to. They will assist the Anchors by providing professional development in the acquisition of new knowledge and skills which will enable team members to improve their teaching practices and impact student achievement. This coach will assist the mentors in training the new staff in the AIW process, help provide feedback and support in this training via observation, feedback and professional development. The AIW Coach will work with the Technology Instructional Coaches in providing the support appropriate to the efforts being worked on within individual AIW teams. AIW Coaching and support deepens reflection and sharpens teachers' skills to have students perform at a higher quality of intellectual work. The AIW Local Coach will spend 100% of their time in student instruction with a six-day extended contract to work with teachers.

Duties and Responsibilities:

- Attend AIW Summer Institute and additional training workshops
- Train new staff in AIW
- Train new AIW Anchors
- Conduct professional development activities with AIW Anchors
- Participate/observe AIW team meetings
- Conduct research on implementation and AIW process

#### **AIW Anchors**

The AIW Anchors will work with their individual teams in the AIW process. They will lead their team meetings and provide support to individuals within the team to improve their teaching strategies/techniques with the goal of impacting student achievement. They will meet with the AIW Coach to plan and prepare their team meetings and coordinate their team's activities. They will assist the Mentors within their team in helping the new staff incorporate the AIW process in their classrooms. They will work closely with the Mentors and mentees in observations, feedback and creating collaboration between the mentee and fellow team members. As part of their team meetings, the Anchors will work with the Technology Instructional Coaches by scheduling professional development for their team with this individual and incorporate the skills, techniques and practices learned into the team planning for classroom improvement. There will be eleven AIW Anchor positions. The AIW Anchor will spend 100% of their time in student instruction and have a four-day extended contract.

Duties and Responsibilities:

- Attend AIW Summer Institute and other training workshops
- Each AIW Anchor is assigned to a team of 4 to 6 teachers
- Lead an AIW team of teachers in the AIW process
- Insure each team member is making prescribed changes in the classroom
- Responsible for making sure each team member is actively engaged in the AIW process
- Schedule each team's presenters, facilitators and recorders

Each of the roles described in Part 5, lead by teacher leaders, will be geared toward improving the instructional practices of beginning and veteran teachers in the classroom which will lead to increased student learning. These positions will alter the culture and the norms of the school by creating a collaborative subculture. These positions will be aimed at supporting the teaching staff and increasing productivity and accountability. The reality of these positions is the effect they will have in applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues. A cohesive and improved learning community will be achieved by each leadership position, which has its particular set of responsibilities, working together to address the needs of the district in working toward its vision and goals. The approval of this grant will help the district to create opportunities for collaboration, retain our teaching staff and strengthen classroom instruction through reflective teaching which will impact learning and student achievement.

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.

## **Selection Process**

West Lyon CSD evaluates teachers using the Eight Iowa Teaching Standards for quality teaching. New teachers in their first and second years are observed in the classroom four times each year and must submit a portfolio that further supports their teaching methods and student performance. Teachers that are tenured are evaluated every three years through observations in the classroom and the submission of a portfolio. The total time spent in the evaluation of a single teacher is in excess of ten hours. It is very thorough and provides valuable feedback to the teacher, as well as, the school administration on the performance of the teacher.

In addition to the formal evaluation described above, annual one-to-one meetings are held with all teachers to discuss and review the teacher's annual professional development goal.

Through the portfolio review and the discussion of the annual individual professional goal, the school administration is fully aware of the development of the teachers in the school district. Which teachers are taking advanced classes to further their knowledge and skills? What has the teacher implemented in their classroom teaching? What level of technology integration is the teacher at and have they received any formal training on the uses of technology in the classroom? In short, through the evaluations conducted and the individual professional growth plans, we do know who is having success in the classroom and are highly effective teachers that continue to grow in their profession.

The requirements and responsibilities of the leadership positions will be distributed to all of the teaching staff of the West Lyon Community School District. All candidates applying for one of the leadership positions must possess at least three years of teaching experience and at least one year of teaching experience at West Lyon. In the selection of our future teacher leaders, each candidate will need to submit a letter of application stating why they wish to move into the new role of a teacher leader. In addition, they will need to submit their qualifications for the position – a resume. Candidates must also provide evidence of all/any of the items found in Measures of Effective and Professional Growth. Each candidate will receive a score based on these three areas: Measures of Effectiveness, Professional Growth and the interview. These three areas will be scored, both individually and collaboratively by the selection committee, utilizing a district developed rubric. A selection committee comprised of two school administrators and two teachers, who are not applying for positions, will review all applicants. An annual review will be conducted of each teacher leader. This review will be comprised of teacher input through surveys and a formal evaluation done by the building principals. The formal evaluation will be similar to the teacher evaluation used in the district -- observations and portfolio review.

### **Measures of Effectiveness**

The effectiveness of candidates will be measured by the use of rubric scoring on a scale of 1 to 5 for each of the following criteria;

- 1.) Advanced Degrees
- 2.) Understanding of the Iowa Core Curriculum Standards
- 3.) Lesson Plans showing teaching strategies, involvement of students, assessment of students, discussion and questioning techniques
- 4.) Advancement toward the mastery of the Iowa Teaching Standards
- 5.) Uses a variety of assessment strategies and instruments
- 6.) Communicates with students, parents and other stakeholders in ways that enhance student learning

### **Professional Growth**

All candidates of the West Lyon Community School District applying for one of the leadership positions will have to show evidence of professional growth and development and will be scored on a rubric scale of 1 to 5 on the following criteria:

- 1.) Individual Career Development Plan demonstrating continued professional development involving research based strategies, methods, and /or programs
- 2.) Current leadership roles held and/or past leadership roles held
- 3.) Professional development activities/workshops/webinars/AEA courses undertaken during the last three years
- 4.) Evidence of innovative approaches to student achievement
- 5.) Contributions of professional development with other staff members
- 6.) Training to further develop instructional skills
- 7.) Technology training
- 8.) Mentoring of new staff

### **Interview Process**

An interview of each candidate will be conducted by the selection committee. The purpose of the interview will be to evaluate the candidate's teaching skills/practices, potential of being a teacher leader and desire to make the instructional practices in West Lyon stronger and as a result see increased student achievement. Candidates will be scored on a rubric scale of 1 to 5 in the following areas:

- 1.) Communication skills
- 2.) Instructional expertise
- 3.) Commitment to professional growth
- 4.) Knowledge of impacting growth in other teachers
- 5.) Expertise in curriculum development

When the process is completed, all the applications and scores, as well as, the selection team's recommendations, will be given to the superintendent. The superintendent will make final approval based on the scores and recommendations of the selection committee. The superintendent will then notify all applicants of the selections made and announce the selections to the teaching staff. He will then prepare contracts for the West Lyon Board of Education to approve at their meeting.

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## **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 West Lyon CSD Teacher Leadership Plan design makes the teacher leaders the driving force in our professional development efforts. These teacher leaders will be primarily responsible for planning and implementing our professional development. Their input and expertise will be utilized in carrying out the district's vision of striving for the fullest development and maturation of each child. They will enable the West Lyon staff to take pride in educating students with the highest regard for academic rigor. The following positions are called for to create and deliver professional development in the district:

1.) Mentor Teachers- Mentoring is a critical part of professional development for our beginning teachers. Researchers believe that mentoring can be a valuable process in educational reform for beginning teachers and veteran teachers (Ganser, 1996). Formalizing the mentor role for experienced teachers creates another niche in the career ladder for teachers and contributes to the professionalism of education. The mentor must possess ideals and expertise of the teaching profession which are shared with the new teacher.

2.) AIW Coach and AIW Anchors- The AIW process is closely tied with the one-to-one technology learning initiative and it has already been well established that the AIW process follows the Iowa Professional Development Model. The AIW coach and the AIW anchors become the teacher-leaders and step into the planning and delivering of PD.

3.) Technology Instructional Coaches- West Lyon is in the process of developing a plan that will provide a laptop computer for Gr. 9-12 students and an iPad for Gr. 7-8 students and an iPad lab available for each Gr. 1-6. Our goal is to provide professional development to teachers and aides a full two years prior to the rollout of one-to-one computers in the school. It is the goal of the district that computers be used to transform the teaching of our students in that application of technology fosters problem solving skills, inquiry becomes second nature in our students, and communication increases in scope and frequency. The Technology Instructional Coaches (TICs) will be an integral part of this needed professional development.

The TICs will be responsible for gathering data to ascertain what areas of computer/technology use is needed to bring about a transformation in teaching and learning. These teacher leaders will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet the students' needs, plan and conduct professional development to make changes in instruction, and repeat the evaluation and ongoing assessment of data using the cycle of continuance improvement. Leaders will identify teaching strategies needed to improve classroom instruction and then work with staff in individual and group activities to focus on the improvement of these skills.

The West Lyon CSD will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. This process will be focused on:

**Collecting and Analyzing Student Data:** Teacher leaders will formulate a data team that will meet on a regular basis to evaluate and analyze student achievement data for the purpose of establishing where instructional focus should be established. Student needs and gaps in instruction can be identified through this process. A systemic approach will be used in the collection and analysis of the student achievement data.

**Goal Setting for Professional Development:** From student achievement data sources, as well as, feedback and observations conducted in the current district's initiative efforts, teacher leaders and the administration will formulate professional development goals. These goals will be incorporated into the individual professional learning plans of the teachers. This will allow for the setting of SMART goals that are unique to each individual and assist them in developing their teaching skills which will lead to improved student learning and attainment of district goals established.

**Selecting Content:** One primary focus, after collecting and analyzing data and determining goals is to determine, through research, which scientifically based instructional practices meet the needs/goals and will fit within the framework of the district. Teacher leaders and the data team will make these determinations along with input from the teachers.

**Designing the Process:** The teacher leaders will assist with the designing and planning of the professional development, provide training on effective practices, model effective practices through the co-teaching process, and provide specific feedback on implementation to the staff during their review processes.

**Ongoing Cycle:** Feedback and data will be collected and organized on a quarterly basis by the teacher leader team and data team. District professional development will be adjusted and refined based upon feedback/data to determine strengths and areas in need of improvement in the school year's plan as they initiate the work toward the next step/goal for the future or for more immediate attention for individual teachers. Discussions with entire staff will be held to gather their input and reflections on the data collected.

**Evaluation:** Teacher leaders will analyze all data collected, including student assessments, teacher surveys, teacher artifacts, observations made in monitoring the level of teacher implementation and the resulting impact on student achievements, and professional conversations in order to evaluate and measure the effectiveness of the professional development. This data will

be used to document student achievement/growth and determine future needs. It will also provide evidence to those skill areas which may need to be re-taught or further strengthened through a re-alignment of instruction.

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.**

### **Technology Instructional Coach**

**Short Term:** The effectiveness of the instructional coach will be based on teacher input and a personal portfolio that demonstrates their performance effectiveness. The portfolio will contain criteria with a description as to how it is relevant to the position and how effective it was. Criteria can be evidence of demonstrations from lesson plans, feedback from staff, and other artifacts. A portfolio will be submitted at the end of each quarter. Teachers will be surveyed at the end of each quarter and asked to reflect and rate the differentiated professional development support they received from the coach during that time period and reflect on how it has impacted student learning in their classroom. Also, Teachers will be sent a survey at the beginning of the school year rating their personal technology skills in the classroom. At the end of the school year, teachers will again rate the same questions. Students will also be given a pre and post school year survey on their technology experience. Together, the school administrators and technology instructional coaches will review survey results and set a annual growth rate determined by the results of the surveys.

**Long Term:** Teachers, students, and the school environment will all be evaluated according to how successful technology is being used as a transformational tool. Skill levels of teachers and students will be assessed according to classroom project artifacts, observations, student assessment data and samples of lesson plans demonstrating activities where students were engaged in inquiry projects using web-based resources, digital probes and other tools. In five years, 95% of classroom teachers and 100% of graduating students will be successful in the use of technology as a transformational tool.

### **Authentic Intellectual Work - AIW**

**Short term:** Teachers will post lessons pre-AIW and post-AIW on the school AIW site. Teachers will be evaluated on implementing the changes to their lessons. The effectiveness of the AIW leadership role will be based on the number of teachers that post revised tasks on the website. The goal is that each teacher will post four revised tasks by the end of each school year. Teachers that do not will meet with the AIW instructional coach individually to work on a plan to help implement AIW more effectively in their classroom. If more than 25% of staff members are not revising lessons based on the AIW suggested improvements, the TLC plan may be adjusted to increase compensation for the AIW leadership position if additional time outside of their contract is needed.

**Long Term:** To evaluate the effectiveness of AIW and its leadership roles, base scores from Iowa Assessment from 2012-2013 will be compared to scores five years later. West Lyon will see AIW as a success based on at least 5% growth of these test scores. The TLC plan may be adjusted to increase the number of leadership positions available.

### **Mentoring**

**Short-term:** Each mentee will evaluate their mentor in the following areas: How available the mentor was, how effective the mentor was in problem solving, feedback received from the mentor, how encouraging the mentor was, confidentiality of their meetings, and how supportive the mentor was as they worked to meet their goals. 90% of first and second year teachers completing the mentoring program at West Lyon will remain at West Lyon. After 2 years, probationary teachers will be recommended for a standard teaching license based their teaching evaluation and completion of the mentoring program.

**Long-term:** Due to the increased availability of mentoring beyond year two and implementing changes and /or additions from the results of short term surveys, West Lyon plans to see an increase of teacher retention. West Lyon plans on seeing less than a 10% turnover of teachers with less than five years of experience.

### **Monitoring and Adjusting Plan**

The West Lyon Community School District will monitor and adjust its TLC plan based on the aforementioned short term and long term indicators. By having the administration closely monitoring the efforts of the teacher leaders, adjustments can be made in the perceived areas and professional development plans can be improved for further effectiveness. Teacher leaders will assist the administration in this area by providing student achievement data to aide in determining growth. Student achievement growth can be measured by evaluating achievement trends on various assessments. Teacher leaders and the administration can determine from this data what growth has occurred to re-align professional development goals and the effectiveness of teacher leader roles. The TLC leadership team and administration will take on the responsibility for collecting, analyzing and reporting the formal evidence of effectiveness and the progress made toward achievement of district goals. The TLC team will be responsible for developing adjustments to the plan, presenting these adjustments to the staff, gathering input from the staff and following through with the adjustments to improve the plan.

**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)**

The West Lyon CSD is capable of implementing and sustaining its Teacher Leadership and Compensation Plan. This is evidenced by the following:

**Authentic Intellectual Work (AIW)**-The district is fully committed to using AIW to improve the teaching strategies/practices used by the teaching staff. The availability of a AIW Coach through our AEA has limitations and restrictions. Having a local coach from our staff will greatly enhance our ability to implement the program. This local coach will be able to provide the timely feedback, direction, support and evaluation for program strategies/adjustments.

**Mentoring Program**-West Lyon has established its mentoring program through the AEA. New teachers are assigned a veteran teacher to work through this program. These mentors vary year to year. The emphasis lacking in the program is to have trained mentors to assist new teachers in using research-based teaching strategies, coaching/feedback from classroom observations and assisting new staff efforts in the current initiatives. It's our intent to continue using the AEA program but impact the program through the use of trained mentors who will enable new teachers to enhance their capabilities and grow from each other through the study of research-based teaching strategies.

**Instructional Coach**-The district is in its 1st year of the implementation of its 1-to-1 computer initiative plan and with the current initiatives there was an obvious need to provide an instructional coach to assist the administration. The school board made the decision to hire an Instructional Coach out of general fund in its budget. Hiring this coach shows the district's commitment to providing professional development to implement and sustain programs found within the current initiatives. This coach works with the entire staff to develop instructional skills and strategies to utilize. The K-12 staff is making the adjustment of having this individual present and is building a comfort level which pioneers a path to embracing the leadership roles that would be created by the TLC Plan.

Sustainability:

The following will aid in sustaining the West Lyon CSD Plan:

**School Board**- The West Lyon School Board has worked with the TLC team in developing its plan. They approved the plan in January of 2014. Updates will be given to the board on a regular basis concerning its progress. Board members will be able to see the benefits of their commitment to this plan and benefits encountered by our students.

**Superintendent**-The superintendent has been a member of the planning meetings, attended workshops and is an active member of the TLC team. His involvement will ensure that sustained, appropriate professional development for the entire staff and training for the teacher leaders is provided and undertaken. He will continue to be a member of the TLC team overseeing the plan's implementation. He will work with the West Lyon Ed. Assoc. to address contractual issues to ensure its sustainability.

**Building Principals**-The principals serve as members of the TLC team. They are 100% committed to the plan and will provide the necessary support for the Teacher Leaders. They will develop a schedule that allows the staff to take advantage of the opportunities provided by the Teacher Leaders. The plan will create a greater shared leadership environment. They realize communication channels in a shared leadership environment are crucial. They will provide the infrastructure to ensure they are in place.

**Teacher Leaders**-The Teacher Leaders will have the most important role in sustaining our program. They will use their skills to work individually with the K-12 staff to build trust and commitment to the components of the TLC plan. They will establish the level of commitment in themselves and the staff that will demonstrate professionalism and desire to improve. Teacher Leaders will be instrumental for the staff focusing on their roles and responsibilities.

**Current PD Initiatives**-The district's current initiatives will ensure the sustainability of our plan. The district is committed to the AIW process. The TLC plan increases the collaboration and impact of this program. Implementation of Iowa Core standards will have guidance and direction through our Teacher Leaders. The district's 1-to-1 technology initiative will have the Teacher Leaders necessary to establish the infrastructure and provide leadership through the next 3 years of its implementation. The leadership, guidance and infusion of teaching strategies in these areas will be vital to the goals of increased student achievement.

**Protocol and Criteria**-A tool the district will have to have to ensure sustainability is a clear set of criteria and protocols for evaluating each position. This tool will include a summative review by the building principals, feedback from staff surveys and measurable student achievement through summative and formative assessments. Job descriptions and expectations of each teacher leader position have been established. A rigorous selection process via a selection committee will lend to the sustainability of the plan.

**Professional Development**-The district will ensure sustainability of its plan through the use of professional development.

Teacher leaders will be provided with the avenues necessary to receive quality professional development in all facets of their roles. All resources will be utilized to ensure each teacher leader is given access to quality professional development which will allow them to meet the expectations found in their job descriptions and increase their knowledge and skills pertaining to their role.

The West Lyon CSD believes its plan will create a collaborative work environment that will effectively support current and future initiatives which have the ultimate goal of improving teaching strategies/skills which will improve student learning.

## 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.*

<b>Certified Enrollment Number</b>	888.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$274,232.16
<b>Total Allocation</b>	\$274,232.16

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$240,163.00
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).	\$18,696.05
Amount used to provide professional development related to the leadership pathways.	\$15,373.11
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
<b>Totals</b>	<b>\$274,232.16</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
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\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$274,232.16

*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

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## 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)

We believe that the plan's teacher leadership positions/roles can make a resounding impact on student achievement. Student learning is our focus and can be achieved through these teacher leader roles as they lead through the district's professional development plan. Our goal to increase student achievement can be attained by:

- 1.) Utilization of effective instructional practices
- 2.) Aligning the district's curriculum to effectively implement the Iowa Core Curriculum
- 3.) Providing leadership in the utilization of research and data in decision making and instruction
- 4.) Teacher Leaders will provide professional development that will lead and support teachers in the use of effective teaching strategies/practices
- 5.) Promoting collaboration among all teachers in the district that will be supportive and focused to ensure retention of all staff
- 6.) Integrating technology into all aspects of instruction within all curriculum and develop staff competency in its use

The plan's budget will enable West Lyon to implement the plan and work toward the attainment of local/state goals. With the district's base salary and teacher salary supplement, there is no revenue required to reach the \$33,500 minimum salary. The majority of our TLC funds will be used to pay for salaries, stipends and benefits. Two full-time Technology Instructional Coaches' salaries and benefits are paid out TLC funds. Each position has a 10 day extended contract of \$5,000. The Technology Instructional Coaches will work with the teaching staff to use the power of technology integration for improved student learning. These coaches will provide evaluative frameworks for assessing and guiding teachers in their accomplishments with technology integration combined with effective teaching strategies. \$194,133.90 of TLC funds will be used to cover the salaries, extended contracts and benefits for the two positions.

Mentor teachers, who will work with beginning teachers, veteran teachers in new assignments and teachers in need of remedial help in the district, will receive a stipend of \$2,000. These positions will provide effective support to attract the most capable candidates who remain on the job and improve student performance. The Mentor position will require an individual to spend 98% of their time in student instruction and 2% performing this teacher leader role. There will be ten Mentor Teacher Leaders positions.

The AIW Coach position will help teachers produce student authentic intellectual work in their assignments, in their ways of evaluating student performance and in how they teach lessons. This coach will work with AIW Anchors to ensure that AIW Anchors are effectively coaching and supporting their team of teachers in improving their ability to reflect and improve their skills at having students perform at a higher level of intellectual work. The AIW Coach will spend 100% of their time in student instruction and have an extended contract of six days worth \$3,000.

AIW Anchors' focus is on being sure each member is actively engaged in the AIW process. They will ensure that each member is making prescribed changes in their classroom. They will schedule each team's presenter, facilitators and recorders. There will be 11 Anchors who will spend 100% of their time in student instruction and each have a four day extended contract of \$1,500.

West Lyon's Plan will call for some leaders to be absent. Substitutes will be hired to allow these teachers time to observe in the classroom, provide feedback and attend additional training. This will allow our classroom teachers to enhance their teaching ability, be accountable and impact student learning. We will use \$18,696.05 of TLC funds for substitutes.

\$15,373.11 of TLC funds will be used to cover costs in training our Leaders for their new roles. This includes transportation costs to attend off-site trainings, registration fees for training and fees for bringing on-site facilitators to the district to work with teacher leaders.

In summary, the West Lyon Community School District's goal is to utilize its TLC plan to improve student achievement by strengthening instruction. The plan will strengthen instruction by hiring two full time Technology Instructional Coaches and provide classroom teachers with strategies in bringing technology into their classrooms in meaningful ways such as lesson planning, support, observation, facilitating effective use of learning time by focusing on student academic needs and interventions utilizing instructional technology. Also strengthening instruction will be the addition of ten Teacher Mentors who will work with beginning teachers and teachers new to the district by providing support to increase the individual teacher's productivity, accountability and model effective teaching strategies in the classroom. The AIW Coach and eleven AIW Anchors will work with teachers to develop strategies/teaching techniques to increase student learning and foster deep reflective practices. Their leadership roles will occur during scheduled inservice days each month and their extended contracts.

We believe our plan will allow us to: recruit, develop and promote successful teachers, provide needed support and professional growth opportunities for new and veteran teachers and increase professional satisfaction and student learning. Filling our leadership roles calls for 32% of our staff to be involved which exceeds the 25% requirement. The budget reflects

the district's commitment to setting a structure which allows for collaboration between teachers and teacher leaders which will positively impact student learning. It provides a great opportunity for teachers and a great education for students. Strengthening the effectiveness of our instructional practices across all grade levels will give us the impetus to make systemic changes so all students will be benefited.

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## 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