



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116038 - TLC - Teacher Leadership Compensation System Grant Application

Teacher Leadership and Compensation System

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Primary Contact

AnA User Id	NICOLE.KOOIKER@IOWAID		
First Name*	Nicole		Kooiker
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Superintendent		
Email:	nkooiker@wmcasd.org		
Address:	Box 670		
City*	State Center	Iowa	50247
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	515-608-3358		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	West Marshall Community School District
Organization Type:	K-12 Education
Tax ID:	42-0883206
DUNS:	100-025-055

Organization Website: www.w-marshall.k12.ia.us

Address: 601 3rd St NW
Box 670

State Center Iowa 50247
City State/Province Postal Code/Zip

Phone: 641-483-2660
Ext.

Fax: 641-483-2665

Benefactor

Vendor Number

Recipient Information

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

County-District Number 64-6985
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Ms.

Name of Superintendent Nicole Kooiker

Telephone Number 641-483-2660

E-mail Address nkooiker@wmcsd.org

Street Address 1261 237th Street

City State Center

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

Zip Code 50247

TLC Application Contact

Honorific Ms.

Name of TLC Contact Nicole Kooiker

Telephone Number 641-483-2660

E-mail Address nkooiker@wmcsd.org

Street Address Box 670

City State Center

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50247

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)

At West Marshall, we believe in re-imagining school leadership in order to meet the needs of our 21st century learners. As a team of teachers, parents, and administrators, we worked closely together for the past few months at developing a plan that we feel will give all students the high quality education they deserve.

Some of our targets of focus included making sure we had positions that would meet our needs and fill in our gaps instructionally. We wanted a wide variety of staff members with various skill sets focusing on how they can help align and implement effective professional development opportunities for staff, collaboratively analyze data with PLC teams, serve as mentors to new staff members to the profession and district, participate in peer review for continued collaboration and feedback, and assist as models for best instructional practices. At West Marshall, we not only want to retain effective teachers and attract promising new teachers, but we also want to promote collaboration, reward professional growth, increase leadership opportunities, and improve student achievement by strengthening our instruction. Our base salary is currently at \$28,000. We have 23 staff members under the minimum salary of \$33,500. With this teacher leadership funding, we can increase these individuals' compensation which will help them inspire students towards a better understanding of themselves and the world around them. We will have enough additional money to focus on the teacher leadership positions that will help mentor and guide staff members at each grade level. We are hoping to secure 15 model teachers and an instructional coach to serve our 3 buildings, PreK-12.

Our vision is to prepare all students today for the challenges of tomorrow. We work hard at making sure we have a rigorous curriculum that challenges students and aligns to the Core. We pride ourselves in making sure our objectives are not only listed for students each day, but also taught. Our focus is on the characteristics of effective instruction and ensuring students get all the skills necessary to be productive citizens. We also put a focus on our data teams. Staff members meet on a regular basis in their curricular or grade alike PLC teams to discuss assessment data, curriculum alignment, intervention and enrichment ideas for students, and effective teaching techniques and activities for the classroom. Some of this time is from scheduled collaboration times during the week and other time is provided during PD.

West Marshall's TLC plan is focused on the initiatives our district has determined as areas that will give all students the quality education they deserve. Our initiatives include: PLC/data teams, characteristics of effective instruction, and the MTSS process. Our plan will strengthen our professional development, teaching, instruction, assessments, collaboration, interventions, enrichments, and the overall work of our district. This plan would allow us to serve all students in the capacities they deserve. Time and resources are always tight, but the funding stream this plan provides would allow us to do more to target all students in all areas.

We are eager to embark on this exciting opportunity to expand teacher leadership in a way that transforms teaching and learning at West Marshall. According to the majority of research in the educational field, teachers are the single most important school-level factor in students' learning. We are building the capacity of our teachers so they can have better access to expert colleagues and coaches, more time for collaboration, data analysis, and effective teaching and learning.

We are focusing on being producers of solutions instead of excuses. Just as it takes a village to raise a child, it takes all staff working together to effectively lead a school. At West Marshall, we are fully targeting a team approach. Instead of administrators planning professional development, we now have a team of teacher leaders along with administrators taking an active role in planning quality PD. I believe this was one of the pieces we had missing from our equation. We had too much of a top down approach instead of a team approach in the planning and preparing. Now, shared decision making, collaboration, quality professional development, peer modeling, and a systematic approach have guided this plan and will continue to lead us in making West Marshall a great school that provides every student with the best education.

The overall success of this plan will be the responsibility of the administration and staff. Every district employee will need to focus on our goals, work hard to make improvements, stay up to date on new innovative trends, and only be satisfied with 100% proficiency. Each team member needs to do his/her part. It is a collaborative effort, and together we can be the best of the best. Our students deserve the best we have to offer! In holding each other accountable based on our data, we will show growth and overall improvements to instruction.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? Yes

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).

As a planning team, we started our planning process by looking at the five purposes of the teacher leadership compensation plan. These purposes include being able to attract promising new teachers by offering competitive salaries along with leadership and professional development opportunities, retaining effective teachers by providing enhanced career opportunities, in addition to the three models that were put in place for consideration. These models include the teacher career paths, leadership roles, and compensation framework as model one. Model two is the instructional coach model and model three is the comparable plan model.

We also started by having the team answer the following questions: What is our vision for the TLC plan for our district; what are the goals we want to meet; what data could we use to monitor our progress; and how will TLC's connect to Iowa Core implementation, PLC's, and other various district initiatives? From there, we decided we would meet weekly to discuss progress. The superintendent would collect the data each meeting and format the information to best match the requests of the group and answer the ten questions.

We developed our group by starting with our teacher quality team. We opened it up to all of those participants trying to make sure we had equal representation from all three buildings. We were short one staff member at the MS so the committee selected a teacher to ask to be on the team and they accepted. We also opened up the committee to all administration. Two of the three building principals wanted to take part in addition to the superintendent. The group also had administrators come up with a parent representative from each building. Since we thought it would be good to have a board member on the team as well, we asked all board members who were parents and one happily volunteered. We then had our team. At each meeting we would have guiding questions to answer in addition to compiled data to review. We would look at each component and then ask the stakeholders for feedback. After all feedback on a topic was heard, we openly discussed our opinions until we reached a consensus. We tried to always use data from our district to guide our decision making. We also made sure we gave various stakeholders different assignments to research and then bring back information to the group.

The entire committee volunteered to be on this planning team. Up front, they needed to not only commit their time to the process but also their skill sets. They needed to be dedicated to the process, the outcome, and the results. Our meetings would be held at 7 am one day a week. This alone took dedication. The team also had work to do between meetings such as readings and the review of various question responses. They knew they were the team that would need to sell what we thought we could achieve with this plan to the rest of the staff, parents, and community members.

Our planning grant funds were used to pay the stakeholders who helped write the plan. Each person filled out time sheets listing the hours they participated in the meetings. With 12 people on the committee making twenty-five dollars an hour per diem, we knew we could get the plan accomplished with the funding stream provided by the state.

Our team had been formed and we were clearly committed to the process. We were on our way to having a successful plan to meet the needs of the students and staff at West Marshall. We were excited about the process and more excited about the end product.

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

West Marshall's TLC vision is to enable teachers as individuals and collaborative partners, to formally influence their colleagues and members of the school community to improve teaching and learning practices with the goal of increased student learning and achievement. The TLC vision will assist the District in its vision of "preparing all students today for the challenges of tomorrow." The TLC vision will also assist the District with its mission of "engaging all students by providing a challenging curriculum using effective instruction."

Our TLC planning committee is optimistically looking ahead to all the amazing possibilities from the development, implementation, and sustainability of our plan and all the benefits that it will provide to our students. Our goals include:

1. To improve overall teaching practices by providing staff with resources, time for observation, collaboration, and intense study on various teaching and learning strategies that can lead to improved student engagement and overall learning.
2. Retention of our most effective teachers by providing them with opportunities for leadership and growth as well as supplemental pay.
3. The ability to attract promising new teachers to the field of education by offering competitive salaries. These competitive salaries will hopefully also help with the retention of excellent staff members.
4. The development of a culture of collegiality, trust, respect, and high expectations in which all staff demonstrate and value collaboration, problem solving, creative thinking, and continual learning in order to keep affluent on all the changes that can help improve the art of teaching.

The vision and goals for TLC plan implementation are directly aligned with our existing strategic plan priorities of student achievement, student development, community engagement, and employee excellence. State resources will enhance the district's capacity towards continuing efforts to provide all students with a high quality educational experience through the delivery of a guaranteed and viable curriculum (Iowa Core), research based instructional strategies (characteristics of effective instruction and the gradual release model), and guided by data driven decision making.

West Marshall recognizes that for schools to improve at providing learning for all students, it must provide opportunities for teachers to collaborate, learn, and improve together. The district TLC plan calls for teacher leaders to be resources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead guiding individual and collective goals. Our staff will receive support through direct coaching opportunities, peer observation, targeted professional development activities, workshops, and AEA support.

The ultimate goal of our TLC implementation is increased student learning and increased student achievement. Although the financial situation of the district is stable and standardized assessment scores are high, there are still challenges involved in closing the student achievement gaps for upper tier and lower tier students. Intervention and enrichment strategies and practices are a struggle along with the time and resources to effectively put them in place. We need to continue to focus on the gradual release model along with the characteristics of effective instruction. As a district, this grant would provide us the time and resources needed to work on the MTSS model so we can meet the needs of all of our students. Our proficiency percentages are high but our overall scores need to continue to rise. This past year our elementary building was also put on SINA status in reading for our overall population along with special education subgroup.

The TLC grant will help us with implementation of our focus on PLC work. Our district PLC plan calls for the infusion of curriculum, professional development, and staff positions to provide support in curriculum development, modeling of teaching strategies, aligning instruction with the standards, meaningful course work, pre and post-test development, along with intervention ideas that can help students be successful. Model teachers will spend time participating in peer reviews and covering for staff while they do peer reviews. They will also help plan and align PD, model quality instruction and delivery, analyze data and share with staff members, and help provide resources for continual growth. The instructional coach will analyze assessment data and help with intervention and enrichment supports. They will also serve as a teacher leader in the role mentoring new staff, providing support, assisting in PD planning, providing training opportunities for staff members, and providing support and knowledge for other staff members. In addition, the resources this grant will provide will provide support for our district administrators, literacy coach, math interventionist, at-risk coordinator, and all teacher leader positions within the district.

Staff members will be chosen for leadership roles based on their record of four years of successful teaching practice, proven performance based on walk through data, formal evaluation data, and standardized assessment data, valid licensure, and a commitment to demonstrating professional dedication. These teachers will be rewarded by being chosen to serve in leadership roles for the district where they can grow professionally. The teachers will also be rewarded through and increase in compensation.

Using Part 3 application narrative from previous submission? No

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

The West Marshall Teacher Leadership Compensation team will integrate teacher leaders into three existing initiatives and five improvement structures. The part-time district curriculum director, a position we currently have in place funded through general fund dollars, will continue to help guide, facilitate, and implement quality programs, curriculum, and professional development. New grant positions include a full-time instructional coach and 15 model teachers.

Initiative 1: Professional Learning Communities (PLC's) focused on data driven decision making

The initiative that has been in place for the past four years and continues to be a focus area is an effective structure for collaboration and growth of our staff. It is Du Fours work of getting staff members to not have PLC meetings but to truly be a PLC. The goals of all of our curricular PLC's include: aligning instruction with the core, creating pre-tests and post-tests for each unit, studying data and make decisions based on the data, and to providing differentiated instruction to each and every class along with an intervention and enrichment structure.

Our model teachers, instructional coach, and curriculum director will work with the administrators in the district on planning quality professional development for all curricular areas. The model teachers, coach, and curriculum director will help collect, organize, and interpret the data so results can be shared and action steps can be created.

Initiative 2: The Characteristics of Effective Instruction

The Iowa Core has targeted five areas where teachers should focus on making improvements in their teaching techniques. These five areas include student centered classrooms, teaching for understanding, assessment for learning, rigor and relevance, and teaching for learner differences. These five areas are what good teaching looks like.

Our curriculum director, coach, and model teachers will work with staff on integrating these various strategies into their instruction. Model teachers and our instructional coach will research best practices and locate the best assessments, technology, and resources available. The instructional coach will also help guide and oversee this work and the process.

Initiative 3: Multi-Tiered Systems of Support (MTSS)

Initiative number three focuses on our vision of "preparing all students today for the challenges of tomorrow." More specifically, our goal is for all students to be proficient as well as for all students to show at least one years' growth on their Iowa Assessments. We identify at-risk students, alter teaching strategies, and then collect data on improvement. The elementary has a system in place at this time that operates with more fidelity but we are working on this area in all buildings and really targeting our HS and MS through professional development opportunities, coaching, and conversations to continue to move forward in creating a system where all students can be successful.

Our model teachers with our instructional coach and curriculum director in the lead will organize a more comprehensive collection of data on students who aren't improving at expected levels. Our team has chosen "Instructional Coaching A Partnership Approach" by Jim Knight as their guide when working through the MTSS system. Jim Knight focuses on researching best-practice skills and locating the best assessments, technology, and resources available. Our goal is for our model teachers, instructional coach, and curriculum director to help teachers improve their skills by working with other teachers and students in addition to guiding, facilitating, and organizing this work.

5 improvement structures:

All five of these structures focus on implementing processes of school improvement.

School Improvement Advisory Council (SIAC): This committee is facilitated by the superintendent and includes administrators, community members, parents, and teachers. This committee reviews data, initiatives, programs, and the overall operation of the district. They suggest goals for improvement and provide the district with quality feedback.

One model teacher from each building will become a member of the SIAC team and will serve as a liaison between the school and community. Our curriculum director and instructional coach will also be on this team sharing out data and listening to feedback.

Professional Development Planning Team: This group of teacher leaders which will include all model teachers, our instructional coach, and curriculum director along with building principals and superintendent are in charge of using data and planning quality professional development for staff members within the district. This committee tracks district data and state initiatives and also sets goals and plans professional development for the district.

District Technology Team (DLT): This group includes representatives from the various buildings along with the technology director and superintendent. This group studies data and provides tools for teachers to incorporate technology use into their school day. Our technology committee also works with our Professional Development Planning Team on integrating technology into our district initiatives.

Teacher Evaluation Team: This is handled exclusively by building level administrators who review all teachers' Individual

Learning Plans and conduct all on-cycle evaluations. This team is the group who addresses any issues and mentors, models and coaches teachers that are in need of growth to make improvements.

New Teacher Induction System: Our administrators work on assigning new staff members to role models inside the facility that can help mentor and work with new staff. Our model teachers are going to fill this role. The district will work on matching up new teachers based on curricular area, skills, and desire.

Using Part 4 application narrative from previous submission? No

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

Current Mentoring and Induction System: The West Marshall Community School District is fortunate to have a very low attrition rate. During a typical year, the District can expect to have two to three initial teachers participating in the mentoring and induction program. Our current model utilizes mentor teacher that are selected by the building principals and are typically teachers who either teach at the same grade level or teach in the same content area. The approach is through our collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include research-based strategies for best practice, learning through reflective practice, the gradual release model for an instructional framework, parental involvement and communication, various learning styles of students, time management, ethics, classroom management, differentiated instruction, and data analysis. We have found this structure and format to be beneficial as a base for our needs but we have also found gaps that we need to bridge. The first thing we have found is that our mentoring and induction system does a nice job providing a framework for effective instructional techniques and reflective practices, but it does not address basic content planning, Iowa core standards and layout, effective questioning techniques, and basic areas such as grade book set-up.

In order to address these gaps, we have developed a plan for our mentors and mentees to work together various times throughout the year on addressing the disparate topics not addressed in the mentoring and induction program. Our model teachers would be the pool from which we would select mentors. The model teachers will be appropriately trained in mentoring and induction so they are equipped to assist new teachers in the creation on their philosophies, routines, and procedures. We are adding a contract day before the beginning of the school year for all new staff and their mentors. We have clear objectives and guidelines established for the training times so all topics are addressed and covered. The funding for the training of staff along with additional contract days will come from our Teacher Leadership Compensation Grant.

Initial teachers' year 1: During the first year, the contract of the new teacher will be extended by five days to match that of the model teachers (their mentors). During two days of this five day extension, initial teachers will have the opportunity to develop deep relationships with their assigned mentor by focusing on integration into the district, setting up classroom for optimal teaching and learning, and becoming immersed in the districts strategic plan, including our beliefs, initiatives, and goals. The additional three days of release will be spent on lesson planning, pre-test and post-test creation, along with professional development opportunities offered to us outside the district that can address an area or areas the initial teacher may need more guidance and resources. The initial teacher will also be provided release times during the school year where they will be expected to collaborate and learn from their mentor teacher through a blend of observation, co-teaching, and modeling. They will also observe a minimum of one documented peer observation each quarter. These observations need to be performed on four different teachers other than their mentor. The initial teacher will also have access to other model teachers, our instructional coach, and our curriculum director that they can ask can for questions, guidance, and reflective practice.

Improved Mentoring and Induction Program: The district will help develop the capacity and confidence of new teachers by enriching the new teacher's knowledge about teaching and learning. The mentor teachers will help minimize the transition to the West Marshall CSD, help prevent isolation, and provide the new teachers with tools for reflective practice.

These duties must be carried out by someone who is approachable, encouraging and an effective communicator. Therefore, a deliberate process should be established to ensure that choosing individuals to serve in mentor teacher roles is a deliberate process where time and consideration are put into how is chosen. It is important that the mentor help the new teacher take risks, create a balance between professional and personal life, maintain confidentiality, and have an open door policy for other teachers, students, and parents.

Current practice has had the district essentially contracting the work of developing the mentor/mentee relationship to the Area Education Agency. The district then assigns the mentors after the start of the school year, largely, by default due to the few number of mentor teachers. Under our improved system, we propose a deliberate approach of assigning and selecting the mentors in advance of the school year and adding an additional five days to the contract of the initial teacher along with an additional five days for the model teacher who mentors our initial teachers.

For some of the out of district PD, we will use offerings from solution tree and also our AEA. Throughout the year, we have scheduled release times where mentors and mentees are encouraged and scheduled to collaborate together. This additional release time is proposed in addition to our continued participation in collaborative relationships with the AEA. As a culmination, the model teacher/mentor and initial teacher/mentee, will submit a reflection product of their year in review. This product can be a paper, presentation, model, or whatever product they want to summarize what they have learned from the experience.

Narrative

Using Part 5 application narrative from previous submission? No

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

Please include the following information in your narrative:

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

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

The West Marshall Teacher Leadership Team designed a plan including the initial teacher/mentee, model teacher/mentor, and instructional coach to reflect the local long-term goal of “preparing all students today for the challenges of tomorrow.” The following describes the three roles and how each role connects in a coherent instruction improvement strategy with a goal of improving student achievement and student learning throughout the district.

Initial teacher: This is a teacher in the first year of employment within the district. The districts starting salary is \$28,000. This amount needs to be at \$33,500, which means we need to use \$99,226 of our grant funds to supplement our starting salary and get it raised to the required base. Initial teachers have five additional contract days outside of a career’s teachers’ contract. These days replace our current mentoring and induction system. Initial teachers spend 100% of their time on student instruction. Responsibilities and duties:

- *use the new teacher induction system rubrics to guide decisions and conversations with model teachers
- *spend five additional days outside of the career teacher contract on additional training. During two days of this five day extension, initial teachers will have the opportunity to develop deep relationships with their assigned mentor by focusing on integration into the district, setting up classroom for optimal teaching and learning, and becoming immersed in the districts strategic plan, including our beliefs, initiatives, and goals. The additional three days of release will be spent on lesson planning, pre-test and post-test creation, along with professional development opportunities offered to us outside the district that can address an area or areas the initial teacher may need more guidance and resources.
- *attend our AEA program that is set up for mentors and mentees along with meeting assignment requirements
- *collaborate additional times throughout the school year with model/mentor teacher. These times are set with target areas that need to be covered but can be adjusted based on need and schedules

Model teacher: Model teachers are full-time teachers who have five days added to their contract. Our model teachers are also the pool of teachers who are trained as mentor teachers for the district. They receive an additional \$4000, including FICA and IPERS, for their set duties listed below.

Responsibilities and duties:

- *participate in peer review (have pre-conference, observation, and post-conference for each peer review and each model teacher will perform 1 to 2 peer reviews each week compiling to 25 a semester)
- *have bi-weekly meetings with instructional coach and other model teachers
- *help plan and prepare professional development opportunities for staff
- *collaboratively analyze data with PLC teams and come up with action plans that meet the targeted areas of need
- *serve as mentors to new staff members to the profession and district following our mentoring and induction plan
- *model the effective use of data to make sound classroom instructional decisions
- *participate in building PLC leadership team and the planning, development, and evaluation of professional development activities that are aligned

Each assignment is one year in length. Model teachers are evaluated once per semester by building administrators and will receive feedback surveys that will be completed by colleagues with whom they work once every quarter. Model teachers are full-time teachers, but we are planning for them to spend about 75% of their time on student instruction and 25% of their time performing teacher leader duties.

Instructional Coach: The instructional coach provides support to staff and students to raise student achievement and reach building goals, while focusing on continuous improvement to reach district goals and impact the community.

Responsibilities and duties:

- *have bi-weekly meetings with model teachers
- *help organize PD to meet the needs of our staff based on data
- *assist in short term and long term PD planning
- *analyze data and put together actions plans with PLC groups to make improvements where needed
- *examine assessment data for various programs such as special education, Title 1, and intervention/enrichment groups to see if what we are doing is having a positive impact and showing growth. If not, help make the necessary adjustments needed until data shows we are making a difference by the interventions and programs put in place
- *help collect, compile, analyze, and decipher data
- *assist staff in implementing the characteristics of effective instruction into their classrooms by modeling, observing, and offering feedback to staff members

*serve in a leadership capacity to all buildings through SIAC, data team, DLT team, and PLC leadership teams

*work closely with model teachers who are mentoring new staff members to the profession and the district

The Instructional Coach will have a 10 day extended contract and receive a salary supplement of \$5000 including FICA and IPERS. They will spend approximately 20% of their time on student instruction and 80% of their time performing teacher leader duties. Each assignment is one year in length. The Instructional coach is evaluated once per semester by building administrators and will receive feedback surveys that will be completed by colleagues with whom they work once every quarter. We will have one instructional coach serving our district.

The TLC plan calls for teacher integration into three local initiatives and five improvement structures, much in the fashion described by the 2010 National Comprehensive Center for Teacher Quality and the 2010 Commission of Effective Teachers and Teaching.

Initiative 1: Professional Learning Communities (PLC's) focused on data driven decision making

Initiative 2: The Characteristics of Effective Instruction

Initiative 3: Multi-Tiered Systems of Support (MTSS)

5 improvement structures:

School Improvement Advisory Council (SIAC)

Professional Development Planning Team

District Technology Team (DLT)

Teacher Evaluation Team

New Teacher Induction System

Using Part 6 application narrative from previous submission? No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The Teacher Leadership Compensation (TLC) plan states that West Marshall will hire 16 teacher leaders once chosen to receive the TLC grant funds. This includes a full-time instructional coach and fifteen model teachers. The TLC planning team created a rubric evaluating teacher qualities based on current research regarding teacher leadership and the skills needed for success. There were eight qualities that were chosen for leadership quality evaluation that the team has put in place as part of the application process. The application will consist of 1) a written application and 3 letters of recommendation 2) samples of current work demonstrating professional growth and 3) effectiveness on an instructional task.

The application process

1. Written response and letter of application

All applicants are asked to write a paragraph response to each characteristics/job requirements listed for the specific job in which they are applying. The applicants will have a copy of the rubric used by staff members to score them.

The eight leadership qualities include the ability to:

1. Work with adult learners and foster a collaborative culture to support educational development and student learning.
2. Work collaboratively with others to improve instruction and student learning
3. Demonstrate knowledge of content along with being able to combine outcomes, teaching strategies and assessments into quality units of instruction.
4. Access and use research to improve practices and student learning
5. Promote professional learning of all staff
6. Communicate effectively within the school and throughout the community
7. Promote data driven decision making for our school and our district
8. Practice big picture/systemic thinking and be a strong advocate for student learning and education in general

In addition, three letters of recommendation will be required for the model teachers and instructional coach position.

2. Professional Growth

In order to prove professional growth, applicants will be asked to put together work samples demonstrating four levels of growth:

- *education of self
- *education of others
- *multidisciplinary work
- *efficacy

Continued professional growth could include work toward a master's degree, courses taken for professional development, participation in in-service work, building committees, technology training, help with the facilitation of professional development, mentoring of staff members, and the organization or assistance with school/community events.

3. Professional effectiveness

All candidates will demonstrate professional effectiveness by creating a lesson plan based on a task the evaluation team presents the night before their interview. Candidates will prepare a lesson overnight and perform it for the committee. The applicants will also have to be ready to respond to questions from the interview team. A scoring rubric will be completed by each team member based on the components of lesson plan design, engagement of audience, communication skills, questioning skills, effective use of research, quality assessment, and articulation of knowledge. Their prior professional effectiveness will be measured based on walk through data and formal observations from the previous four years of teaching. Once other data point that will be collected includes their standardized assessment scores of their students over the course of the prior four years. If their evaluation summative is strong, their walk through data is positive, and their student assessment scores are high, we will qualify them as a strong candidate for a teacher leadership position.

Selection team:

The TLC team chose a hiring process beginning with the hiring of the instructional coach followed by the hiring of the model teachers. The TLC committee members will have the first opportunity to be on the hiring team unless they are applying for one of the positions. The hiring team will also be equal numbers of administrators and teachers. The district has four administrators so four teachers will participate in the interviews of the various positions. These teachers will be chosen from the TLC team through an anonymous ballot voting procedure.

Selection process:

Each committee member will use the rubric to score each candidate on the following:

1. Written application and letters of recommendation

2. Proof of professional growth shown
3. Evidence of effectiveness on an instructional task

The superintendent will organize the scores and the committee will then discuss the top candidates and try to reach a consensus on a choice for each position. The superintendent will have the final say if consensus cannot be reached.

Narrative

Using Part 7 application narrative from previous submission? No

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system.

Teacher leaders, with guidance from administrators and the Professional Development Team, will be primarily responsible for the planning and implementation of professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the IPDM Cycle of Professional development in their planning for professional development and as a guide for their work with teachers.

Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walk throughs and peer observations, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected while adhering to the requirements of the district's guiding principles of professional learning. These are:

- *maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn
- *is planned, implemented, and evaluated collaboratively
- *is embedded, ongoing, and sustainable at the district and site levels
- *utilizes best available research and data
- *is differentiated based on need

Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings.

The **instructional coach** will provide support at two levels. He/she will be responsible for guiding the professional development of teacher leaders and, with the support of the curriculum director, will help lead the planning, facilitation, and monitoring of professional development in the district. He/she will also provide one on one and small group coaching for teachers throughout the district that focuses on classroom practice including the gradual release model, instructional dialogue, and reflection.

Model teachers will provide a venue where all teachers can observe high quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

All professional development opportunities will be evaluated to measure the effectiveness. This will take the form of observations, walk throughs, peer observations, and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid and end of the course adjustments to our professional development delivery.

Another vital role for teacher leaders is related to the IPDM's operating principle of simultaneity. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a venue for both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time. Using teacher leaders will enable the district to provide coherent, coordinated, high quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from previous submission? No

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

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

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

The main components of West Marshall's TLC plan include building teacher leadership, improving instructional practices, and increasing student achievement. The plan's efficacy and impact on teacher leaders and teachers can be measured by setting clear outcomes and analyzing corresponding data points.

Teacher leader outcomes:

1. research and model best practices
2. collaborate with other staff members
3. provide professional development
4. increase student achievement
5. collect data, analyze data, and make decisions based on data
6. increase skills and pedagogy related to teacher leadership

New teacher outcomes:

1. learn from professional development opportunities
2. observe model teachers
3. implement research-based strategies
4. reflect on the teaching experience

Veteran teacher outcomes:

1. improve rigor and authenticity of lessons aligned to the core
2. data driven decision making
3. participate in collaborative culture
4. implement research based strategies

Outcomes vary for teacher leaders and new and veteran teachers, however, the same data points can be used to measure the impact on all groups.

Short term data points:

1. Staff survey responses to determine the impact, influence ,and efficacy of the teacher leaders
2. Walkthroughs to determine implementation of research based strategies and target areas of implementation focused on during professional development
3. Written reflections of peer observation
4. Staff interviews to reveal perception of teacher leaders and evaluate rigor and implementation
5. Self-assessment reflections from teacher leaders

Long-term data points:

1. Staff attendance and retention trend data
2. Meeting annual academic goals
3. Trend analysis of walk through data and peer observations
4. Individual Career Development Plan effectiveness
5. Student achievement trends on standardized assessments and classroom assessments

West Marshall will monitor and adjust the TLC plan using the data sources indicated above. Scheduled collection and evaluation times will be set by the committee in order to provide prompt feedback and course correction. Regularly scheduled meetings will give those responsible for data collection time to examine what has been collected and recommend alterations or continued execution of the plan.

Changes in culture and climate along with students and staff will mandate that the TLC committee meet frequently to check for alignment of district needs. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made.

Timely feedback is a necessary part of the continuous improvement model. Once West Marshall's program is established and implementation has begun, the district will continually monitor the impact and effectiveness with a variety of tools and techniques from the list above. Continued communication with the school board, School Improvement Advisory Committee (SIAC), Professional Development Committee, students, and community will provide feedback to the TLC committee and also give the stakeholders a venue for feedback through constructive criticism or positive praise.

The TLC committee will continue to collect and evaluate feedback, make adjustments, implement change, and evaluate again. Their work will be based on guiding questions and data points listed below:

1. Has student achievement improved, and if so, in what ways? Is it a result of our professional development aligned to

instruction?

2. How have new, veteran, and teacher leaders benefited from the utilization of the TLC plan?
3. How has student achievement data changed?
4. In what ways has implementation impacted our culture?

West Marshall CSD will monitor and adjust its TLC plan based on the results of the short term and long term outcomes and data points. We have the measures and system in place to closely monitor the work of teacher leaders.

Using Part 9 application narrative from previous submission? No

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

West Marshall is working to continue to build a PLC culture and framework at every level of our organization to ensure that all key staff has the knowledge, skills, and practices to sustain our TLC system. Becoming a professional learning community means embracing an organizational structure that values shared leadership meaningful collaboration, and professional inquiry. In West Marshall's PLC structure, teacher leaders work alongside other teachers, principals, and school administrators to achieve our vision of "preparing all students today for the challenges of tomorrow."

Over the past five years, West Marshall teachers have worked hard to collaborate and share ideas within their PLC's. They have studied data and continue to make improvements in their use of data to guide decision making. Teachers are challenging each other to make improvements and try new things. Our technology PLC team has really stepped up this year and they are training teachers, modeling for teachers, and also holding teachers accountable for integrating what they are being taught into their classroom instruction. This collaborative environment is also showing gains in our students achievement.

In order to measure the success of our PLC implementation, we collected feedback on multiple surveys. The school board also receives monthly updates and is fully supportive of the direction we are headed while realizing that additional time and resources would greatly benefit our efforts towards improvement.

Professional Development to Build a Coaching Culture:

All key staff will require ongoing training and support to effectively implement and sustain our TLC system. These key staff members include administrators, principals, and teacher leaders. We currently tap into internal and external resources and will continue to do so in order to create meaningful PD opportunities to build our system into a coaching culture. One aspect we are changing based on feedback collected from our staff is the planning component of our PD. Previously it was an administrative planning team putting together PD opportunities. We now have a set PD planning team consisting of administration along with teacher leaders from all three building. These teacher leaders are the staff members interested in teacher leadership.

Because each teacher leader role serves a specific purpose and each person has various areas of strengths, PD opportunities will require differentiation. Areas of individual or collective professional development may include some of the following trainings and learning opportunities: Partnership Coaching (Jim Knights University), peer coaching and feedback routines, characteristics of effective instruction, gradual release model, MTSS framework, the Iowa Professional Development Model, mentoring and induction practices, curriculum assessment and design, data analysis protocols, and the adult learning theory.

Mentoring Support for Teacher Leaders:

West Marshall will ensure that each teacher leader group will have the time and resources needed to meet regularly and function as a PLC. In this team setting, teacher leaders will meet to engage in common learning, to collaboratively analyze data, to problem solve challenging situations, and to reflect upon their growth and practice. These PLC's are essential to supporting teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role. Training opportunities will also be provided to all teacher leaders. They will all be required to be trained in the state's mentoring and induction system. The support our teacher leaders will need to provide to new staff members who enter the district will be substantial and a critical piece to our ongoing success. To be effective, each of our teacher leaders will need modeling, mentoring, and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a coach for the coaches. Additionally, teacher leaders will be supported in building their network outside of the district to other veteran teacher leaders and coaches.

Key Staff and TLC Plan Sustainability:

To ensure that our TLC system succeeds in building teacher leadership, improving instructional practices, and increasing student achievement, our administrative team must provide organizational support to ensure sustainability of our plan. Below is a description of key staff members and their responsibilities:

Key Staff	Responsibilities
Superintendent	<ul style="list-style-type: none"> *receive recommendations from TLC committee for selection of teacher leaders for approval *receive recommendations from TLC leadership team, PD planning team, and teacher quality team to monitor or adjust the district TLC plan *ensure transparent communication between the district and School Board regarding the TLC system *monitor and supervise the use of TLC funds

Building Principals	<ul style="list-style-type: none"> *coordinate the selection and evaluation for the instructional coach and model teachers *facilitate the review of the system and various leadership positions *closely work with teacher leaders and help in mentor selection of new staff
Curriculum Director	<ul style="list-style-type: none"> *coordinate training and learning opportunities for teacher leaders * coordinate the selection, evaluation, and support for the curriculum and assessment lead teachers
Instructional Coach	<ul style="list-style-type: none"> *coordinate mentoring and induction program *facilitate the district TLC Leadership team *assist with the budget development for TLC funds *assist curriculum director with coordination of the selection and evaluation of model teachers

Ultimately, the district administration and the people hired for the leadership positions will be responsible for the success of the plan. We have created a collaborative work environment that our TLC plan would effectively support. As with all plans, it is only as effective as the people implementing it, and we believe we have a staff of high quality individuals willing to work together to continue to improve learning opportunities for our students.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$99,226.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$150,000.00
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).	\$4,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,163.69
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	\$258,389.69

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number	836.7
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$258,389.69
Total Allocation	\$258,389.69

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$258,389.69
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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 previous application? No

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

The chart below outlines an estimated budget for the use of Teacher Leadership Funds to support our TLC plan. There are 23 teachers below the minimum salary and it will cost \$99,226 to raise their salaries to the \$33,500 level. This increase will be another incentive for new teachers to join our district. The amount of \$150,000 covers compensation and additional contract days for 16 leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during, or after school hours, or during the summer months. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Role	Additional Contract	Compensation for Teacher Leadership		Total
		Compensation	Number of Positions	
Instructional Coach	10 days	salary plus \$5000	1	\$82,000
Model Teachers	5 days	\$60,000	17	\$68,000
Total				\$150,000

The additional amount of \$4,000 will be used to cover substitute costs while teacher leaders attend professional training opportunities to allow them to better perform their job tasks. We will also use \$5,163.69 to help cover costs of our district professional development. These fees will help cover some of the costs of the training opportunities including: transportation costs to attend off-site trainings, registration fees for role-specific training, such as cognitive coaching class for our instructional coach, or paying for substitutes if mentors need coverage for their classes in order to attend necessary trainings. Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase. Our budget we have reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering 18 meaningful leadership roles to 70 teachers, which provide opportunities for approximately 25% of our staff to be involved in some leadership capacity.

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