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Application

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

95998 - West Monona Teacher Leadership and Compensation Application for 2015-16 Due October 31, 2014
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-30 01:36:39
Signature:	Lyle Schwartz	Submitted By:	Lyle Schwartz

Applicant Information

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Recipient Information

District*	West Monona Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	67-6987 <small>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.</small>
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State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	51040

TLC Application Contact

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Zip Code*	51040

Narrative

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

West Monona Community School District (WMCS D) has encouraged teacher leadership at all levels for many years. The Teacher Leadership & Compensation (TLC) plan is an exciting addition to education in the state of Iowa. The planning committee was made up of the WMCS D administration, teachers, business leaders, & parents. They began planning after the K-12 staff agreed that the WMCS D should proceed with the application.

The plan will further develop teacher leaders & cultivate professional growth in the district. Differentiated teacher leadership roles & professional development (PD) will provide necessary support to WMCS D instructors, lead to implementation of best practices & sustain current initiatives. The WMCS D goals that drive the TLC plan include: increase student engagement and achievement - engagement should lead to increased achievement, improve retention & development of teachers through reflective collaboration, provide PD that enhances instructional practices & ultimately student achievement. The leadership team will analyze & reflect upon multiple sources of data to drive instructional practices, such as, Iowa Assessments, teacher implementation using implementation logs, Stanford Diagnostic Reading Tests (SDRT), Jamestown Readers, Formative Assessment System for Teachers (FAST), aReading, teacher generated progress monitoring, Measures of Annual Progress (MAP) Testing, writing assessments aligned to the Partnerships in Comprehensive Literacy (PCL), computation and application assessment data in math, curriculum data generated through vertical & horizontal alignment to the Iowa Core, Positive Behavior Intervention & Support (PBIS) data, Instructional Practice Inventory (IPI), student attendance data, self reflections, Authentic Intellectual Work (AIW) configuration maps, & weekly progress monitoring of student achievement. The TLC plan will also reward teacher professional growth & leadership with increased time & compensation.

The TLC plan will provide guidance & support for beginning teachers & career teachers. The plan will enhance instruction & allow for continued implementation of the following initiatives in place at WMCS D:

- Iowa Common Core
- PCL – Literacy workshop framework, K-3 Early Literacy Implementation, CIM - intervention portfolio (Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI))
- Data teams; Literacy, Math, PBIS, IPI-T, Student Success Team
- PBIS in Elementary & Middle School (MS)
- AIW in Middle School & High School (HS)
- 1:1 Technology Integration (MS/HS)
- Mentoring & Induction

Teacher leadership will allow the above initiatives to be implemented with fidelity and guarantee that new teaching staff will receive training in the district initiatives. Beginning & career teachers will have the assistance of a mentor & teacher leadership team to provide them support in the Iowa Teaching Standards & Criteria, ultimately leading to increased student achievement.

The WMCS D TLC plan includes the following roles within our Teacher Leadership Team:

- Instructional coaches (2):
 - The basic role of an instructional coach in our TLC plan is to provide differentiated support to teachers in math, reading, student engagement, & classroom management amongst others, as aligned to the Iowa Common Core & Iowa Teaching Standards. This coach will support all teachers in building their teaching skills, analyzing student achievement data, assists in applying new knowledge, & providing/coordinating ongoing PD.
- Peer coaches (2):

- Peer coaches will work together with teachers to reflect on current instructional practices aligned to the Iowa Common Core & Iowa Teaching Standards; expand, refine, & build new skills; share ideas; teach one another through PD instruction & collaboration; and conduct classroom research.
- Elementary & Secondary lead teachers (8):
 - Teach full-time & serve as models of exemplary teaching practice. They will work with all teachers on co-planning, peer reviews, modeling for career teachers & mentor teachers, and will have an active role in professional learning opportunities.
- Building mentors (3):
 - Mentors will collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations. In addition they will provide information & guidance to teachers to help take care of daily, administrative, & organizational needs. They will coordinate with the Peer Coach, other leaders and coaches to provide supports for initial and career teachers.

The teacher leadership team will be selected through a rigorous application process. It is critical to have teachers in leadership roles to cultivate a collaborative environment & culture that promotes professional growth of teachers and in turn increased student achievement. The TLC plan will be continually be reviewed & evaluated using data from a variety of sources. The plan will evolve to meet the needs of staff and students. The Iowa Professional Development Model (IPDM) will be the foundation for building teacher capacity. The instructional coaches, lead teachers, peer coaches, & mentors become the teacher-leaders & step into the planning & delivering of PD as aligned to the Iowa PD Model, Iowa Teaching Standards, & evidenced based instructional strategies. This team will play **critical roles** in the professional growth of teachers. Instructional coaches, peer coaches, and lead teachers are to be integrally involved in both the design & the delivery of PD that aligns with curriculum, instruction, & assessment.

The WMCS D teacher leaders will have critical roles in the future, with or without the funding. The funding will help to expand what is already in place at WMCS D. The planning process has helped to define roles & expectations to increase teacher leadership and the improvement of student achievement.

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

TLC Model Number Model 3 -- Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

West Monona is very excited about the opportunity to apply for the Teacher Leadership and Compensation (TLC) grant in the second year of the program. Although we did not receive the grant in year one, we moved forward with the implementation of as many aspects of our grant application as possible. In particular we expanded the roles of our instructional coach and model teachers.

Information regarding the TLC application process was shared with WMCS D administrators and teachers at administration meetings, through emails, and through meetings with teachers and West Monona Education Association (WMEA) leaders. The **administrative team was 100% in support** of moving forward with the planning process by developing a TLC committee to further study the information and to make recommendations.

TLC was shared with teachers with specific care given to the purpose of the program and the potential for increased student achievement in our district. District leaders presented TLC information and provided a question/answer session on the TLC Grant. **100% of teachers were in support** of moving forward towards securing the TLC Grant following this discussion. Furthermore, **100% of parents, teachers, and administration** confirmed this support in a survey provided to all stakeholders. According to the survey, the stakeholder's vision for the TLC included three prominent themes: encouraging teachers to collaborate, providing additional support for teachers, and improving student achievement.

Teachers were given the opportunity to volunteer to be involved on the committee. There were seven teachers who volunteered and through various discussions with those seven, six were selected to serve. School staff made recommendations for parent and business involvement in the committee. List of committee members:

- Anna Bellis, Parent
- Glen Coble, Parent and business person

- Bart Heisterkamp, Parent and farmer/business owner
- Beau Hupke, Parent and business person
- Mandy Struble, Elementary parent and business owner

- Regina Henschen, Reading specialist and parent
- Cheryl Holiday, MS special education teacher/WMEA President
- Tina Humrichouse, Elementary teacher and parent
- Bret Rowse, HS math teacher
- Mindy VanVoorst, Elementary teacher
- Kathy Westergaard, Reading/Instructional Coach
- Jamie Wickham, HS Spanish teacher

- Mary Black, Elementary principal
- Jeremy Braden, MS/HS principal
- Lyle Schwartz, Superintendent

As the committee began to form, administrators, teachers, and parents on the committee presented information to the **School Improvement Advisory Committee (SIAC)** and they were also **100% in support of West Monona moving forward with the TLC grant**. The SIAC represents all stakeholder groups of the district, including students, parents and community/business members.

Early in the committee work, it was decided to use some of the planning grant funds to hire substitute teachers and have the committee meet and work during the school day. The use of planning grant funds for substitutes was a critical part of our plan, this provided teachers, administrators, and parents significant time to plan, discuss, critique, and ultimately develop a cohesive and high quality plan for the TLC grant.

Prior to final revision of our application, we utilized a cold read and commentary by Tim Grieves, NWAEA Administrator. Following our final team revisions by teachers, parents, and administrators, we utilized outside consultants to provide additional feedback. Their review lead to final revisions.

The committee met nine times in the planning stages of the application process:

1. Nov. 14, 2013
2. Nov. 25, 2013
3. Dec. 12, 2013
4. Jan. 6, 2014
5. Jan. 16, 2014
6. Jan. 23, 2014
7. Feb. 24, 2014
8. Aug. 26, 2014
9. Sept. 30, 2014

The committee spent a great deal of the time together considering teacher leadership roles that were already in place and how they fit into the TLC plan. It soon became apparent that the instructional coaches and model teachers who were already in place at the elementary school would be a good foundation for the TLC plan. All stakeholder groups were fully supportive of this model. From there, additional leadership roles were identified and defined.

Members of the committee worked extensively in small groups on all ten parts of the application. Time was taken early during our committee meetings to help parent committee members understand the state legislatures thoughts in passing the Teacher Leadership and Compensation program. They were actively involved in every aspect of the process. Parents and business leaders were valued for their expertise and viewpoint in the development of the framework of the WMCS D TLC plan. Parents provided specific feedback and guidance regarding teacher leadership positions and how teachers being out of the classroom will impact traditional classroom instruction. This valuable feedback reinforced the committee's initial discussion of mentor teachers and peer coaches. These quotes summarizes their thoughts:

- Beau Hupke, Parent: "West Monona School is moving in the right direction and the TLC grant will ultimately impact student achievement in a positive way."
- Anna Bellis, Parent: "I think that West Monona is proactively applying ahead of other districts, showing that we are a leader in education."
- Ray Fouts, one of the student SIAC members summarized his thoughts of the proposed plan: "The goal is to expand opportunities for student learning. If we expand the teaching strategies, we expand the learning opportunities for the students."

The parents and business leaders did a great job of sharing the work with their peers and expressing support for the application and implementation of the TLC program at WMCS D.

The WMCSB Board passed a resolution, 100% in support of moving forward with the TLC grant in the first year. They did so again during the fall of 2014 in support of the application for the second year.

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.

West Monona's vision is to "prepare students for the world in which they will live". We provide the educational climate and curriculum necessary to allow each student to achieve his/her fullest potential. In order to ensure full implementation of our district's vision, the TLC program will be tailored for the necessary collaboration and reflection that supports this student achievement.

Our vision for the TLC program aligns with our district vision, in that the opportunities provided to our teachers will promote growth and improvement in these areas based upon the following **TLC goals**:

1. Improve student engagement and achievement through improved instruction with the assistance of the instructional and peer coaches using Authentic Intellectual Work, Partnerships of Comprehensive Literacy, Instructional Practices Inventory, Positive Behavior Intervention Supports.
2. Provide Professional Development (PD) that enhances instructional practices and develops teachers through reflective collaboration.
3. Attract and retain effective teachers, including mentoring and induction programs, and instructional and peer coaches support to implement effective strategies from district initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.
4. Reward professional growth and leadership with increased compensation and enhanced career outlook.

West Monona will analyze data of student engagement on Instructional Practices Inventory, standardized test scores, student achievement and improvement, culture and climate data using the School Wide Information System (SWIS) and graduation rate through collaboration of teacher leaders, teachers, and the administrative team there will be a continuous process of monitoring, evaluating, and adjusting the plan based on district learning goals.

To further reach these district learning goals, we have implemented the following initiatives:

- Teacher mentoring at all levels,
- Authentic Intellectual Work ,
- Positive Behavior Intervention and Supports,
- Comprehensive Literacy Model,
- Instructional Practices Inventory and
- Multi-Tiered Systems of Support. Additionally, the Comprehensive Intervention Model (CIM) is being implemented with 4-tiered support, small group instruction, and a data wall for progress monitoring.

These initiatives address our board goals to support the academic rigor of reading and math:

- 100% of the students improve their achievement level by one grade level equivalent or more as defined by the Iowa Assessment national standard scores
- Enhance the culture and climate of the school through communication and community partnership

Our tiered TLC system that includes instructional coaches, peer coaches, lead teachers, and mentor teachers will provide the structure and support to strengthen the West Monona Educational system and its goals.

The TLC plan will ensure that teachers receive the competitive salary, while also being provided with the long-term and short-term professional development opportunities that provide them with an enhanced career outlook. This leads not only to teacher retention, but to exceptional teachers who remain in our district. "Ultimately the quality of teaching depends not only on the qualities of those who enter and stay, but also on workplace factors. Teachers who feel enabled to succeed with students are more committed and effective than those who feel unsupported in their learning and in their practice (Haggstrom et al. 1988, McLaughlin and Talbert, 1993, Rosenholtz 1989)."

A successful professional development platform will lead to collaboration both inside the district and with other districts. These teachers, through leadership opportunities and professional development, are better prepared to lead students in the 21st century classroom.

Using Part 3 application narrative from Year 1? No

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

The priorities of the 2014-15 school year are to have the the West Monona teachers:

1. Improve student engagement and achievement with the assistance of the instructional and peer coaches
2. Provide PD that enhances instructional practices and develops teachers through reflective collaboration
3. Attract and retain effective teachers, including mentoring and induction programs, instructional and peer coaches support to implement effective strategies from district initiatives. This will enhance and sustain these initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.
4. Reward professional growth and leadership with increased compensation and enhanced career outlook.

The four TLC goals mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our vision of "preparing students for the world in which they will live" in order to achieve their full potential.

The West Monona tiers of Teacher Leadership; instructional coach, lead teacher, peer teacher, and mentor, will assist teachers to build capacity in implementation of initiatives; strategies, programs, and procedures.

- **Instructional Coach**- Full-time position to collaborate with lead teachers, peer coaches, and administration to assist with school wide PD; increase the instructional capacity of teachers in all subjects and any areas needed
- **Lead Teacher**- Teach full-time and model exemplary teaching practice. Co-plan, conduct peer reviews, and model good instruction for career all teachers; Provide documentation of instructional meetings, professional development, and a log of collaboration time
- **Peer Coach**-Teach half-time, expand, refine, and build new instructional skills in all areas and provide resources and demonstration as needed
- **Mentor**-Teach full-time and coordinate with the TLC team to support initial and career teachers to promote teacher retention; Provide information and guidance to new teachers to the district to help them with organizational needs

Using the Iowa Professional Development Model, the Teacher Leadership team will work in coordination and collaboration with the district administration team to identify needs of the district, teachers, and students. The following three structures and efforts by the teacher leadership team will connect, support and strengthen the District's vision and goals;

(1) demonstrate implementation, alignment, and assessment of the Iowa Core, (2) use data to guide instruction and professional development, and (3) provide support and mentoring for initial and career teachers.

1. Demonstrate implementation, alignment, and assessment of the Iowa Core

- The instructional coaches and peer coaches will **strengthen** the Iowa Core implementation and evaluate our current instruction and assessments to ensure coverage. A spiral of instruction based upon student needs is addressed through the Multi-Tiered System of Support (MTSS) to reflect mastery of core skills or concepts.
- An instructional coach and lead teacher will **connect** the implementation and alignment of Authentic Intellectual Works (AIW) framework with the Iowa Core which sets a standard for teaching academic subjects with maximum expectations of intellectual rigor for students in grades 6-12. Teachers implementing the workshop framework in the elementary are coached and **supported** on their instructional alignment to the Iowa Core through observation and collaboration with the instructional coach and lead teachers. Implementation and alignment to the Iowa Core is shared out with the School Improvement Advisory Committee (SIAC).

2. Use data to guide instruction and professional development

- The West Monona tiers of Teacher Leadership aid in the preparation and planning of data collection and training teachers to analyze, use, and evaluate data to make instructional decisions for professional development to impact student learning. Item analysis of the Iowa Assessment in grades 3-12.
- Climate data using PBIS as well as Instructional Practice Inventory using Technology (IPI-T) provide informative data on student engagement and infusion of technology. Using this data, students will be identified for MTSS in order to better serve their engagement and behavioral needs.
 - Using this aforementioned data, students will be identified for MTSS in order to better serve their academic or behavioral needs. TLC grant roles will **connect** teachers and students to evidence-based practice, interventions, content or standards-based training or instructional planning and procedures to support and strengthen the direction and goals of professional development annually and ongoing in order to **strengthen** student achievement.

3. Provide support and mentoring for initial and career teachers.

- Mentor teachers will **support, connect, and strengthen** student and teacher capacities relevant to our school improvement initiatives. Mentor teachers have expertise from background knowledge of the district goals, rapport with colleagues, and accountability to the district necessary to assist in scheduling, problem solving classroom or behavioral issues as they arise. The mentor teacher will provide additional communication and collaboration from daily routines and resources needed to reflecting on Iowa Core instructional alignment.

This structure follows the Iowa Professional Development Model including theory, demonstration, implementation/practice, collaboration and feedback to individual, building or district level stakeholders. Ongoing data collection cycle provides the feedback necessary to sustain and extend student engagement and learning for meaning, transfer, and relevance.

Using Part 4 application narrative from Year 1? No

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

Although we did not receive the grant in year one, we moved forward with the implementation of as many aspects of our grant application as possible. In particular we conducted an additional follow-up survey regarding our mentoring and induction program that has been in place in recent years. This information identified gaps and is helping guide us as we continue to improve the mentoring and induction program. It is also supporting this application as we propose a Mentor Teacher as one of our TLC Teacher Leadership roles.

Our current mentoring program utilizes the existing Northwest AEA model, and helps to successfully integrate new teachers into the profession. It includes four days dedicated to meetings between mentors, mentees, and the AEA mentoring and induction staff. Data indicates overall success, it lacks additional time during the school year for mentors to focus solely on their mentoring duties. The AEA plays an important role through the ethics component of the current mentoring program. They will continue to play a vital role in addition to the mentoring that would be provided by new TLC roles implemented within the district.

Our proposed TLC model, which designates mentor teachers and other resources that are separate from the classroom mentor teacher, will allow for these individuals to spend time focusing on the mentoring of new teachers. The additional contract days that allow for training and new learning will supplement the mentoring of new teachers entering the profession.

Feedback from mentees over the past six years indicate that 46% rated the program as a 1 or 2 on a likert scale with 1 being very beneficial and effective. Another 31% rated the program as a 3 while 23% rated the program as a 4 or a 5. In addition, of the respondents to the mentoring and induction survey, 62% remain at West Monona and 38% have left our district.

Retention of teachers who completed the WMCSD mentoring and induction program the last six years is close to 50%. Although retaining all teachers would be our preference, survey results indicated that all teachers that left did so they left for family and other reason not related to the mentoring and induction program. Of those who continue to teach at our school, 67% indicated they would have stayed without the program but that it was positive and helpful. The other 33% indicated that they would have stayed anyway and that the program did not influence their decisions to stay in teaching and to stay at WMCSD.

Reflection of this data and other comments from survey respondents support the proposed Teacher Mentor Leadership position in this application. Specifically, one identified gap is insufficient collaboration time. Our teacher leadership structure will support additional collaboration time. This will specifically be incorporated into the Teacher Mentor Leadership duties and responsibilities. Mentor teachers will schedule time with beginning teachers to collaborate about desired and needed resources, guidance on daily/administrative/ organizational needs, and to discuss Iowa Teaching Standards and district expectations. The mentor teacher will maintain a log of communication and collaboration.

Going forward, mentees will be asked to provide feedback related to the quality and effectiveness of the mentoring provided by the individual teacher mentor and the Teacher Leadership Mentor. Annual analysis of this information will guide future improvements to the mentoring and induction program.

TLC resources will ensure that teachers receive the competitive salary, while also being provided with the long-term and short-term professional development opportunities that provide them with an enhanced career outlook. This enhanced career outlook, which is constructed through opportunities for professional growth through a mentoring program, will include instructional coaches, lead teachers, peer coaches, and mentor teacher. This strengthened mentoring program encourages exceptional teachers to remain either in our district or as a professional in the education system. Mentee feedback specifically supported the value of collaboration with mentors and other mentees in the mentoring and induction program. These teachers, through leadership opportunities, professional development, and mentoring are better prepared to help students achieve college and career readiness.

Improved mentoring and induction will also lead to improvements with entry into the profession, as new teachers will benefit from the time and focus mentors are able to provide. The TLC roles we have outlined allow for this additional time and focus by scaffolding positions. The instructional coach will guide teachers who will take over mentoring positions, while also implementing professional development. The peer coach will serve as a collaborating peer, assisting with problem solving, curriculum development, and technology integration. Lead teachers will serve as models of exemplary teaching, providing new teachers the opportunity for observation of their instructional practices. The mentor teachers will use the Iowa Teaching Standards to assist with curriculum development, while also providing the expertise needed to develop schedules, solve classroom issues, and other needs as they arise.

This system will create positions for individuals who can facilitate constructive, but challenging learning conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the mentee. Our TLC system will build upon the existing AEA model of mentoring and induction, and create an infrastructure that supports new teachers as they learn and grow. This will continue to improve entry into the profession and allow the district to recruit and retain high-quality teachers.

Narrative

Using Part 5 application narrative from Year 1? Yes

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

Please include the following information in your narrative:

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

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

West Monona has extensively discussed what teacher leadership positions would best help meet our district's vision and mission, along with more specific district and building goals. It is our belief that we can positively impact improvement in instruction and student achievement by utilizing four teacher leadership positions, including Instructional Coaches, Lead Teachers, Peer Coaches, and Mentor teachers. These teacher leadership positions, along with other teacher options are described below.

Instructional Coach: 2 Full time equivalent (FTE) positions

- Demonstrates instructional practices
- Conduct coaching cycles across the grades or content
- Lead instructional meetings
- Meet weekly with building principal to communicate on instructional meetings
- Develop quality classroom instructors
- Coach teachers to become mentors for other teachers
- Coordinate the instructional practices to align to the Iowa Common Core and the Iowa Teaching Standards
- Provide resources as needed throughout the year to the teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Facilitate collaborative meetings and keep records
- Support instruction and learning through the use of technology
- Develop and implement vertical school-wide professional development (PD) throughout the year.
- Collaborate with lead teacher to assist with school wide PD
- This position will require an additional 10 contract days outside of the normal contract to include planning and on-going professional learning

Lead Teacher: 8 teachers district wide

- Plan & deliver PD activities designed to improve instructional strategies in conjunction with the instructional coach
- Facilitate professional learning opportunities within the building and district
- Teach full-time and serve as models of exemplary teaching practice. Also co-planning, peer reviews, being observed by career teachers and mentor teachers, and other duties mutually agreed upon by the superintendent and the lead teacher
- Provide documentation of instructional meetings, professional development, and a log of collaboration time
- Implements the instructional practices and initiatives identified by the district
- Support instruction and learning through the use of technology
- Work with and accept coaching from instructional coach
- Design and implementation of instructional strategies aligns with the Iowa teaching standards
- Accept visitors in the classrooms during instructional and non-instructional times.
- Begin to assume leadership and mentoring role through implementation and collaboration with other teachers in district
- Extra compensation in exchange for 10 additional contract days to include planning and on-going professional learning

Peer Coach: 2 half time positions with the other half teaching in the classroom

- Reflect and coach the instructor on their individual career development plan (ICDP)
- Expand, refine, and build new skills in the areas of classroom management, student behavior, instructional skills, student engagement, higher order thinking, and provide resources and demonstration as needed
- Collaborate with peer teachers in the following activities:
 - Co-teaching lessons
 - Serve as a collaborating peer, expert advisor, mentor, or mentor of instructional strategies
 - Problem solving
 - Curriculum development
 - Planning interdisciplinary units
 - Professional learning communities
- Required to observe a lead teacher a minimum of 2 times a year
- Be available for classroom substitution when career teachers/mentors/peer coaches are observing Lead Teacher
- Observe other classrooms with confidential preconference and post-conference, not evaluative, with a focus
- Communicate with the principal and coach
- Be a resource for teachers in Tier III, plan of assistance
- Facilitate PD opportunities within the building and district
- Coordinate and coach the instructional practices and initiatives identified by the district
- Increase awareness of individual teachers' expertise as instructional leaders
- Serve as member of teacher peer review teams for accountability
- Support alignment of instruction to the Iowa Teaching Standards and Criteria
- Extra compensation in exchange for 5 additional contract days to include planning and on-going professional learning

Building Mentor: 3 positions

- Career teacher with evaluations and references to facilitate an initial teacher's professional growth and development
- Collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations
- Provide information and guidance to new teacher so to help them take care of daily/administrative/organizational needs
- Be a resource to teachers to go to for different needs

- Matching teacher with desired and needed resources
- Provide expertise as needed to develop schedules, problem solve classroom issues, behavior issues, and other needs as they arise.
- Coordinate with the Peer Coach and other leaders and coaches to provide supports for initial and career teachers.
- Communicate teacher needs to administration and teacher leaders
- Suggest two additional contract days for training on duties and new learning
- Maintain a communication log of mentor interactions
- Peer review to provide feedback on effectiveness

Career Classroom Teacher:

- Engages in building/district level professional development and expectations to demonstrates continuous improvement in teaching
- Support instructional practices,
- Implement instructional practices to create an educational environment conducive to learning and growth
- Required to observe a lead teacher a minimum of two times a year
- Use assessments, observations, performances, rubrics, or checklists to document implementation
- Actively participate in collaborative problem solving and reflective practice
- Spotlight student work to share with district stakeholders
- Believe and hold all students to high standards, and teach to nurture for transfer and independence.

Initial Teacher:

- First two years in profession
- Use of Iowa Teaching Standards and Ethics
- Required to observe a lead teacher a minimum of two times a year
- Mentor teacher collaborates and supports
- Beginning teacher is an individual serving under an initial license issued by the Iowa Board of Educational Examiners under chapter 272 who is assuming a position as a classroom teacher. A teacher as defined in the Teacher Quality legislation is an individual who is employed as a teacher, librarian, media specialist, or counselor in a non-administrative position by a school district or an area education agency.

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:

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

Selection Criteria - Measures of Effectiveness

Criteria provided in *Teacher Leadership Skills Framework (CSTP)* will serve as district's Teacher Leader Measures of Effectiveness to select and evaluate teacher leaders:

1. Working with Adult learners

Knowledge and Skills

- Building trusting relationships
- Facilitating professional learning for teachers

Dispositions

- Believing that teachers learning is interwoven with student learning
- Valuing the work of learners
- Accepting and acts on constructive feedback
- Possessing courage to take risks
- Being reliable

2. Communication

Knowledge and Skills

- Building relationships through communication
- Teaching technical skills, such as, facilitation, feedback, listening, questioning, mediation, written communication, meeting prep

Dispositions

- Honors all perspectives
- Holds a positive presupposition that all are working in the best interest of students
- Values professional expertise
- Fosters community

3. Collaborative Work

Knowledge and Skills

- Collaborative skills
- Organizational skills

Dispositions

- Knows when to compromise
- Able to read the group
- Admits when wrong/doesn't know
- Honest courageous communication
- Desire to work with adults
- Passion to motivate others

4. Knowledge of Content and Pedagogy

Knowledge and Skills

- Use of assessments
- Ability to analyze both subject matter concepts and pedagogical strategies
- Ability to assist others to increase knowledge and classroom application

Dispositions

- Life-long learner
- Reflective
- Committed to supporting others
- Enjoys challenges

5. Systems Thinking**Knowledge and Skills**

- Working effectively within systems
- Advocacy skills

Dispositions

- Interested in big picture
- Attuned to relationships
- Ability to read people and situations
- Embraces the opportunity to work with others with diverse views

Selection Criteria - Professional Growth Criteria

The following professional growth criteria will be used to select and evaluate teacher leaders:

1. Education/Training**Examples**

- Advanced degree in educational field
- Additional coursework within discipline
- Training to deepen pedagogical skills

2. Participation in Districts Initiatives**Examples**

- Engaged and supportive during PD and collaboration time
- Implement evidence-based strategies/methods
- Voluntarily attend training aligning to initiatives
- Make changes to support alignment of curriculum.

3. Leadership**Examples**

- Serve on building/district committees
- Participates in leadership role in or out of district
- Provide training for other teachers
- Willing to take risk and persevere despite failure

4. Growth Mindset**Examples**

- Continually adapt instruction and curriculum based on new knowledge and the learning needs of the students

Both sets of criteria will be used to develop application, screening, interview, job description, self-assessment, and evaluation documents for teacher leader positions.

Selection Process

The selection committee will consist of a balanced team of administrators and teachers to screen applications and interview applicants using the Teacher Leader Measures of Effectiveness and Professional Growth criteria.

The teachers on the selection committee must not be applying for a leadership position that year. Teachers applying for a leadership position must:

- hold a valid Iowa teaching license,
- minimum 3 years of teaching experience,
- minimum 1 year of experience in the school district.

After full consideration of all applicants, the committee will recommend to the superintendent the teachers for assignment to teacher leader positions based on the criteria and demonstrated competency on Iowa Teaching Standards. If the committee does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled. The school board will hire teachers to fill the teacher leader positions based on the superintendent's recommendation.

Annual Review of Assignments:

The annual review process will include:

- Documented compliance with job responsibilities (e.g. frequency of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs,)
- Teacher Leader self assessment using the *Teacher Leadership Skills Framework Teacher Leader Self-Assessment*,
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role,

Administrator evaluation process based on *Teacher Evaluation System and Teacher Leader Measures of Effectiveness*.

Narrative

Using Part 7 application narrative from Year 1? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

Although we did not receive the grant in year one, we moved forward with the implementation of as many aspects of our grant application as possible. In particular we strengthened the connections between the various teacher leadership roles and the development and implementation of PD.

- a) Utilize teacher leaders in the development and delivery of PD
- **Identifying Teacher Leadership roles** - The instructional coach will guide teachers who will take over mentoring positions, while also implementing professional development. The peer coach will serve as a collaborating peer, assisting with problem solving, curriculum development, and technology integration. Lead teachers will serve as models of exemplary teaching, providing new teachers the opportunity for observation of their instructional practices. The mentor teachers will use the Iowa Teaching Standards to assist with curriculum development, while also providing the expertise needed to develop schedules, solve classroom issues, and other needs as they arise.
 - **Alignment of Roles with PD Goals** - Teacher leaders will assume a significant role in creating and delivering PD. Teacher leaders will receive instruction in how to effectively plan, deliver, and evaluate PD effectiveness through opportunities from the Northwest Area Education Agency, and other affiliated PD ex. AIW, PCL, CLM
 - **Responsibilities of Teacher Leader roles in planning PD** - The instructional coaches, lead teachers, peer coaches, and mentors become the teacher-leaders and step into the planning and delivering of PD as aligned to the Iowa PD Model, Iowa Teaching Standards, evidenced based instructional strategies. In addition, they will focus on facilitating using adult learning theory. They work with principals and other administrators in determining appropriate PD goals, topics, and processes related to student achievement. What is seen and coached in the classroom has a direct connection to what is delivered during professional development.
 - **Responsibilities of Teacher Leadership roles in delivering PD** - PD Team actions include the following:
 - **Collecting & Analyzing Student Data** - As part of the PD leadership team, members help organize how data is presented to the staff and how staff will analyze and use the student data.
 - **Goal Setting & Student Learning** -- based on the data points and with staff collaboration, building and district goals can be set.
- b) Aligns with Iowa Professional Development Model by providing evidence of teacher leadership roles
- **Collecting and Analyzing student data** - Teacher leaders will help facilitate the implementation of data teams and conduct school-wide action research. The teacher leaders will collect achievement data to be analyzed. This data will include: Math assessments, FAST, aReading, IPI data, measures of academic progress and Iowa Assessments. Teacher leaders will build a system-wide plan that allows for the finding of trends in achievement data, which will allow for the creation of PD that addresses these issues.
 - **Using student data to establish goals**
 - **Selecting Content** -- Multiple sources of data to include student achievement and engagement will determine the PD content. External knowledge using resources and references to theory and expertise as foundation to content, skill or behavior aligned to the data.
 - **Data points** - Teacher leaders will use the data points collected to help determine what building and district goals will be set. These goals will be derived directly from the data that is collected and analyzed by the teacher leaders themselves, and in doing so will ensure that the goals speak to the nature of student needs
 - **Ensuring an ongoing professional development cycle**
 - **Collaboration** -- The collaboration requirement of 36 hours and peer review are both scheduled into these PD times. This will include built in discussion of student achievement and teacher instruction for a minimum of 2-4 hours per month. Teachers will also have collaboration opportunities outside of the district aligned to PD.
 - **Developing an Individual Teacher PD Plan** - Teacher goals are set and monitored according to the school/district expectations and PD program evaluation. Teachers create individual career development plan based on district focus and collaborate with building principals three times a year, in addition to peer review twice during the school year during contract time.
 - **Training & Learning Opportunities** - The Leadership team will provide data driven decision on the focus for the district PD, but fidelity is built in because of alignment to the Iowa PD Model and ongoing data cycle. As changes in the data present themselves, PD will change accordingly.
 - **Designing Process** -- PD will occur throughout the school year and during the contract day. The time frame will be on Wednesday one hour late starts every week during the year. Teachers will receive instructional PD theory, demonstration, practice, and reflection during these times as well as collaboration and peer review.

Coordinating periodic synthesis of summative evaluation data - The summative evaluation, which will be compiled by the PD team along with the TLC team, will include analyzing teacher implementation data, student achievement data, and then summarizing findings to make data driven decisions on the next cycle of PD. The PD leadership team will communicate the decisions for implementation, collaboration, and ongoing data collection from the Iowa Professional Development Model. This process and results will be reported to all stakeholders, a summary on the APR, distribute results throughout the APR, disseminate the results of the PD initiative in other user-friendly venues such as school board meetings, School Improvement Advisory Committee meetings, "State of the District" presentations, website, letters to parents, news releases, etc.

Using Part 8 application narrative from Year 1? No

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

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

West Monona will measure the impact and effectiveness of the TLC plan using short term teacher and student outcomes on a quarterly cycle. Instruction and coaching by our teacher leaders in general education and/or interventions will also be measured on an on-going basis to monitor and adjust including:

- teacher observations
- artifacts of evidenced based pedagogical implementation, such as logs and lesson plans from Authentic Intellectual Works, Workshop Framework, Picture Word Inductive Model
- agendas from teacher leadership, team collaboration and intervention meetings
- Culture and climate data based on Instructional Practices Inventory (IPI) student engagement and Positive Behavior Interventions and Support (PBIS)
- Data from Formative Assessment System for Teachers (FAST) and other formative and diagnostic assessments in all areas

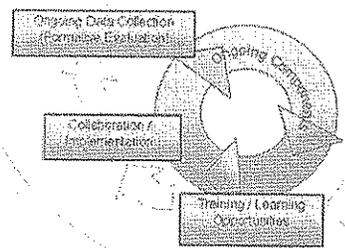
Teacher leaders (instructional coaches, peer coaches, lead teachers, and mentors) will create portfolios linked to their Individual Career Development Plan which include:

- goal setting using the district Annual Measurable Objectives (AMO)
- collection of artifacts aligned to the Iowa Teaching Standards
- data analysis of personal growth demonstrating effective leadership

Summative measures that assess student outcomes will be:

- graduation rate
- standardized test scores
- surveys from students, teachers, and parents
- professional development agendas and artifacts from each session
- professional development surveys
- artifacts from professional development opportunities
- reflection and analysis of teacher leaders' outside professional development in targeted areas

This continuous process of monitoring, evaluating, and adjusting the plan based on overarching district learning goals. Our TLC leadership team will use the Iowa Professional Development Model as a central focus for student and teacher learning.



Our TLC team and administrative team will use the ongoing components of training and learning opportunities, collaboration and implementation, and formative evaluation to continually monitor and adjust our plan to impact student learning and teacher instruction. The long term measures will serve as our summative program evaluation aligning to the West Monona TLC goals:

1. Improve student achievement and engagement through improved instruction with the assistance of the West Monona Tiers of Teacher Leadership
2. Provide PD that enhances instructional practices and develops teachers through reflective collaboration within the district and the state
3. Attract and retain effective teachers, including mentoring and induction programs, instructional and peer coaches support to implement effective strategies from district initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.
4. Reward professional growth and leadership with increased compensation and enhanced career outlook.

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 district's 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)

Although we did not receive the grant in year one, we moved forward with the implementation of the following aspects of our grant application teacher leaders in AIW, IPI, PCL, and PBIS at all school levels.

Policy and Hiring:

The current starting salary at WMCSO is \$36,259 which exceeds the minimum TLC state requirement of \$33,500. The WMCSO is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhanced implementation of selected initiatives – CLM, MTSS, PBIS, AIW, and IPI. Teacher leaders will receive compensation for increased responsibility and time.

Detailed job descriptions gives stability and long term continuity to the TLC plan. Effective teacher leaders will be developed through the mechanisms of our TLC plan which will assist in combating turnover over time.

The Teacher Leadership Selection Committee (balanced team of administrators and teachers) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

The school board officially passed a resolution of support for the TLC plan at their January 2014 meeting.

Training and Support:

The TLC plan will support current initiatives- RTI(MTSS), PBIS, AIW, 1:1 technology, IPI, CLM, and Iowa Core alignment – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

Training will be provided by

- School Administrators of Iowa for rollout and ongoing technical support
- NWAEA, Jacobson Center for Comprehensive Literacy, and State of Iowa for MTSS and CLM
- NWAEA and State Department of Education for K-12 PBIS and mentoring of first year teachers
- NWAEA and the Center for Authentic Intellectual Work for AIW

Regularly scheduled professional development opportunities for teacher leaders to collaborate as a group will provide support for the TLC program. This will provide support for teacher improvement and increased student achievement.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills through their Individual Career Development Plan.

Feedback and Reporting:

Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

- Teachers are collecting and analyzing data for RTI (MTSS), PBIS, IPI, and AIW.
- The coaches will take the lead in the analysis of the data within their PLC teams.
- The instructional coaches will oversee the analysis of district-wide student achievement data. The analysis is guided by the teacher leaders and presented to the entire teaching staff for feedback and guidance. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Instructional Coaches will also meet regularly with the Peer Coaches and Lead Teachers to analyze data and collaboratively discuss necessary modifications from the various district initiatives.

The Instructional Coaches will present data from the initiatives to the administrative leadership team, district leadership team, and building leadership teams at their regular meetings to gather feedback on the success of the TLC plan.

Annual surveys will be administered to initial and career teachers, mentors and mentees, and administrators, for the purpose of collecting feedback on the success of the TLC plan. Teacher leaders and administrators will consider modifications to improve the plan.

The superintendent and/or the building principals will annually review data to determine the productivity of each teacher leader before making recommendations for next year assignments. The evaluation will be based on the Iowa Teaching Standards and the defined job duties of the specific teacher leader role. The evaluation will include multiple sources of data:

- Data from MTSS Assessments, PBIS, AIW, Iowa Assessments, and mentor surveys
- Trainings attended by teacher leaders

- Logs of team meetings held including accomplishments.
- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies
- Peer reviews

Communication:

Upon approval by the state, an informational article about the plan will be placed on the school website and the local newspaper. Teacher leaders will continue communication through monthly articles on the school website, in the local newspaper and by using social media.

Teacher leaders will take turns reporting at building leadership teams and school board meetings.

Current Infrastructure Lending On-going Support for the TLC Plan

- 84% of the staff are career teachers
- 70% percent of the staff are currently teacher leaders in district initiatives
- 67% of our staff has a Masters Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based
- A mentoring program for first and second year teachers.
- "Coaches" from NWAEA have already been established for AIW teams
- An internal instructional coach for our district initiatives in reading grades K-8.

If we are able to secure the Teacher Leadership Supplement (TLS), we will be able to significantly expand the involvement of teachers in leadership roles and to properly compensate the chosen individuals for their time and talents. If funding is not secured, our district is committed to provide teacher leadership options through those programs that we already have in place and others that may become important and affordable to us.

Grant Allocation

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

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

Certified Enrollment Number* 682.3

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$210,707.89

Total Allocation \$210,707.89

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$99,365.00
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).	\$105,210.00
Amount used to provide professional development related to the leadership pathways.	\$6,132.89
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	\$210,707.89

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$210,707.89

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

WMCS D has developed a proposed TLC budget as shown below. It shows an anticipated revenue of \$210,707.89 for FY16. All teachers in our district exceed the minimum salary based on our combined salary schedule that includes the TSS money. Beginning teachers are currently at \$36,259.

The budget spreadsheet below shows that we are proposing fifteen Teacher Leadership positions. This includes two full time Instructional Coaches, two half time Peer Coaches, eight Lead Teachers, and three Mentor Teachers. The fifteen Teacher Leadership positions represent 26% of our teaching staff.

Our district has had both Lead Teachers and an Instructional Coach in place for two years. The TLC program and the work of our Instructional Coach and Lead Teachers fit very well together as we work towards higher student achievement and implementation of researched based instructional and intervention models, including Authentic Intellectual Work, Positive Behavior Intervention and Supports, Comprehensive Literacy Model, Instructional Practices Inventory and Comprehensive Intervention Model.

The expansion of this model (Instructional Coach and Lead Teachers) will be possible with the successful completion and selection as a TLC school. It will allow us to add another Instructional Coach, two Peer Coaches, six more Lead Teachers, and three Mentor Teachers.

The addition of the Peer Coaches and Mentor Teachers will provide additional expertise and support to other Teacher Leaders and all of our initial and Career Teachers in the district. Our experience with teacher collaboration follows the research when it indicates improved practices and achievement. These additional positions will enhance collaboration and support the implementation of district initiatives, data analysis, and new learning.

These Teacher Leaders will be instrumental in achieving our vision, mission, and goals for our district and the TLC program. Specifically, they will have a direct impact on our **TLC goals**:

1. Improve student achievement and engagement through improved instruction with the assistance of the instructional and peer coaches using Authentic Intellectual Work, Partnerships of Comprehensive Literacy, Instructional Practices Inventory, Positive Behavior Intervention Supports.
2. Provide Professional Development (PD) that enhances instructional practices and develops teachers through reflective collaboration within the district and the state
3. Attract and retain effective teachers, including mentoring and induction programs, and instructional and peer coaches support to implement effective strategies from district initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.
4. Reward professional growth and leadership with increased compensation and enhanced career outlook.

The budget below shows the proposed allocation of additional time and the proposed compensation for each Teacher Leader position. Our plan would minimize the number of additional staff needed to backfill for Teacher Leader positions to be filled. This is important to us as we plan to maintain this program long into the future.

The majority of the money will be used to compensate the Teacher Leaders for their additional duties and responsibilities and to backfill two FTE classroom teachers. The remaining funds will be used to provide professional development for Teacher Leaders as they assume new roles.

West Monona CSD Teacher Leadership and Compensation				
Anticipated Revenue	682.3 students	\$308.82 @ student	\$210708	
West Monona Budget proposal	Proposed FTE outside of classroom assignment	TLC Proposed Stipend	Salary to Backfill TLC Positions	Total \$ required
Instructional Coach #1	1	\$10000		\$10000
Instructional Coach #2	1	\$10000	\$45000	\$55000

Peer Coach #1		0.5	\$5000	\$22500	\$27500
Peer Coach #2		0.5	\$5000	\$22500	\$27500
Lead Teacher (Elem)	added duty		\$6500		\$6500
Lead Teacher (Elem)	added duty		\$6500		\$6500
Lead Teacher (Elem)	added duty		\$6500		\$6500
Lead Teacher (Elem)	added duty		\$6500		\$6500
Lead Teacher (Secondary)	added duty		\$6500		\$6500
Lead Teacher (Secondary)	added duty		\$6500		\$6500
Lead Teacher (Secondary)	added duty		\$6500		\$6500
Lead Teacher (Secondary)	added duty		\$6500		\$6500
Mentor #1	added duty		\$1000		\$1000
Mentor #2	added duty		\$1000		\$1000
Mentor #3	added duty		\$1000		\$1000
	Subtotal Salary		\$85000	\$90000	\$175000
	FICA, IPERS, LTD		\$14365	\$15210	\$29575
	Total \$ Required		\$99365	\$105210	\$204575
Professional Development					\$6133
Grand total Budget					\$210708

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 district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

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