



Application

70554 - Teacher Leadership and Compensation (TLC) System

73125 - Teacher Leadership and Compensation System

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

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Agency

Organization Information

Organization Name:

Western Dubuque County C.S.D.

Organization Type:

K-12 Education

Tax ID:

42-6039078

DUNS:

Organization Website:

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Ext.

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Benefactor

Vendor Number

Recipient Information

District Western Dubuque Community School District

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

County-District Number 31-6961

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

Honorific Mr.

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

“A major reason why teachers stay in a school or stay in teaching relates to the support by the school leaders so that teachers can have a positive impact....Learning leadership is the most powerful incentive to stay in teaching.” -John Hattie
In accordance with the state’s TLC vision, WDCSD’s Strategic Plan, and our district’s guiding philosophy “Better Every Day”, we are pleased to present our executive summary of Western Dubuque Community School District’s plan for the Teacher Leadership and Compensation System.

WDCSD’s mission statement for the TLC system: Provide a framework for innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development.

WDCSD’s goals for the TLC system:

- Improved teaching practices that result in engaging instruction and assessments for increased student learning.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instruction strategies.
- Provide multiple leadership opportunities for all through a fair and rigorous selection process.
- Create a closer and more cohesive district professional community.

WDCSD framework:

Improving teaching practices and have a visible impact on student learning targets, takes devotion to the model of collaboration. This devotion provides the necessary opportunities, structures, and resources for it to thrive. We must shape our day to allow time for these important aspects of leadership. Our responsibility is to provide the conditions that support the adults in our district to increase their collective capacity and put improved teaching practices into play.

We will provide one Instructional Coach and select one Model Teacher for each of our elementary centers, two for our middle school, and two for each of our high schools. The Instructional Coaches will be responsible for leading all building professional development. On weekly basis, they will attend grade-alike/department-level collaboration times to help colleagues share instructional and professional resources, plan for instruction. If necessary, they will analysis data from assessments and carry out the MTSS process. Instructional Coaches will also set a schedule to carry out peer coaching and Micro-teaching experiences (recording a lesson with debriefing in order to improve the teaching) with each of their colleagues at least twice per year. The Coaches will attend planning sessions with the district administration to set direction, provide feedback, plan district professional development, and keep the district unified to improve in a systematic way.

Our Model Teachers are responsible for our mentoring and induction program. As Harry Wong says, new teacher induction is the foundation for comprehensive, coherent, and sustained professional development. Our Model Teachers are our foundation for this improved entry for our new teachers. Their classrooms will be considered “open” classrooms for observation of best practice instruction related to the Iowa Core and IPDM. Both Model Teachers and Coaches will also be available for collaboration and planning time outside the contract day.

The third tier of leadership with this system will allow us to continue the use of our Professional Development Facilitators. Within this system of professional development, we have identified core areas of focus on best practice instruction followed up with time to implement and collaborate on the practices. Each PD facilitator leads a group of 6-12 teachers in a differentiated book study group tied to the Teacher Improvement Plans. The facilitator guides the group, helps them plan and implement the practices, and provides a structure for follow up conversation and data sharing after implementation. The PD Facilitators meet with the Director of Curriculum and Instruction, the Instructional Coaches to keep the IPDM cycle and our PDSA cycle in continued motion.

Applicants for each role will follow the rigorous selection process. They must be expert teachers who walk the talk of our Continuous Improvement efforts. They must have a record of embedding the best practices from the district’s professional development initiatives in their daily practice as classroom teachers. Since actions always speak louder than words, in order to ensure our selection process matches these assurances, our site-based selection team must spend time outside of the interview process observing the applicants in their classrooms, analyzing past student achievement data, reviewing the teacher’s Teacher Improvement Plans (goals) and professional development plans. Through this system, we are looking at what great teachers do differently to raise the bar for all of our teachers.

In order to explain our vision and goals to each of our stakeholder groups, we created a graphic representation which shows how the leadership tiers connect to the integral workings of our curriculum, instruction, and assessment department. The graphic shows visually how each component is connected to our work with professional development components, our current Multi-Tiered System of Supports, our established collaborative time, and our continued desire to increase opportunities for peer coaching and Micro-teaching practices. This graphic is what we have used over the past months to explain, gather support and

excitement for this pending possibility.

According to Michael Fullen (2011), "The glue that binds the effective drivers together is the underlying attitude, philosophy, and theory of action. The mindset that works for whole system reform is the one that inevitably generates individual and collective motivation and corresponding skills to transform the system." This is most certainly the feeling behind the TLC system possibility at WDCSD. We are ready to "know thy impact" and maximize our teachers for the greatest impact on learning.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan

- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

When any new system, change-factor, or initiative comes our way at Western Dubuque Community School District, our first step is to develop a vision, mission and goals for how it will support and improve our district. Since 2007, our district has operated on the principles behind systematic Continuous Improvement (CI). When Division VII of H.F. 215 established the Teacher Leadership and Compensation System (TLC) our process was no different: use effective methods of stakeholder involvement and teamwork and quality tools to assist in systemizing the process in order to ensure continued analysis of effectiveness.

Our team of stakeholders includes: Superintendent; Director of Curriculum; a building principal; three classroom teachers, Association rep and two parents. This specific team meet weekly from October through January with additional dates for presentations to stakeholder groups and Q&A forums. We used the funding from the TLC planning grant to pay for substitutes for our teachers on the planning team, provide compensation for additional hours, and our research materials and books.

During our planning sessions, we utilized our established processes and tools of CI. Our district knows that performance improvement and compliance to standards are only part of the picture. We are interested in developing leadership at all levels; more effective leadership practices translates into better educational systems preparing students in a variety of ways to face the challenges that lie ahead. In this improvement process, we know to utilize practical tools for our brainstorming, vision and goal setting, action research and planning.

Our planning team used the Affinity Diagram, Nominal Grouping Technique, and Force Field Analysis tools in the planning and feedback stages of what leadership role options best fit our needs. These tools were used to answer the focus question, what is and could be teacher leadership in WDCSD? We also utilized the tools provided to us through the AEA and West Wind sessions.

We built our vision, mission and goals for our TLC system meeting the needs of WDCSD, by focusing on: district Plan on a Page, state's TLC vision and goals, and Characteristics of High Performing Schools. With Iowa's Task Force on Teacher Leadership and Compensation's initial vision, theory of action, and all other additional recommendations, we built a system to meet the needs of Western Dubuque Community School District and one that will allow us to continue our District Philosophy of getting "Better Every Day."

The team viewed each of the webinars provided to us by the Iowa DE. We attended all meetings hosted by Heartland AEA, Keystone AEA and West Wind Education Policy, Inc. The team hosted a series of research and writing sessions in order to complete the process of researching, planning, and writing the grant. Additional research conducted included book studies focused on professional books such as Teacherpreneurs (Berry,Byrd & Wieder), The Art of Coaching (Aguilar), The Art of Coaching (Knight) and Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom (Jackson). We also focused on the Literacy and change work of Fullan, Pinnell, Blankstein, and Hattie.

We reviewed our current teacher leadership, mentoring and professional development systems for an evaluation of strengths and areas for improvement. This allowed us to focus on our need to improve our current mentoring and induction program, the possibilities of advancing our work with the Iowa Core and IPDM with more teacher leaders and the continued sustainability and support of current district initiatives.

The learnings from multiple school visits was a critical step in our work. Branching out from our original planning team, we put together groups of teachers and administrators to visit six districts in Iowa and Wis. During these school visits, we focused on their scheduling system, their process of change, and their teacher leadership roles and responsibilities.

Time was also spent establishing the job descriptions, selection process and effectiveness measuring scales and rubrics. We studied instructional coach and model teacher job descriptions and evaluation rubrics in order to establish a rigorous selection and review process of our own. Specific examples of schools we reviewed resources from Denver Public Schools, Memphis City Schools, Baltimore City Public Schools, Boston Teacher Leadership Certificate Program, and the UNI Jacobson Center for Comprehensive Literacy. We also studies all resources suggested and provided to us through the webinars on TAP, CTQ, and Q Comp.

Below is a summary of opportunities and communication mechanisms used to engage stakeholder groups throughout the process. For each stakeholder group, we presented our plan, provided them with the necessary graphics and materials, held a question and answer session, provided feedback forms, and surveyed each for their level of support. The letters behind each represent which stakeholder group was focused on with the communication: (T) Teacher (A) Administration (C) Community (including parents and students)

- Survey: District Scorecard (C), Satisfaction Survey (T, A, C), Mentor/Mentee Survey (T, A), Building Leadership Teams Survey

(T,A)

- Professional Development days in November and January (T, A)
- January 2nd: Surveyed District Certified Employees - 89% in support (T,A)
- Building Collaboration Time: Q&A Forum (T)
- Board Meetings (C): TLC Team presented plan to School Board at Dec and Jan mtgs.
- District Detail Notifications (C) – Dec and Jan newsletters
- Website (C): Information posted under General Information & Continuous Improvement tab
- School Improvement Advisory Committee meetings (T, A, C): December 2 mtg. - 91% in support
- Parent Teacher Organization meetings (T, A, C): Information provided at meetings - 86% support
- Administration meetings (A): weekly during process Q&A feedback with Superintendent
- Teacher Rep (T): TLC Members visited school buildings Q&A forum

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

The Teacher Leadership and Compensation System will allow our district to move into a new phase of our established district vision, mission, and goals. Since 2005, Western Dubuque Community School District has invested in the Continuous Improvement systematic framework for improvement. We have worked hard to develop, establish, and follow through on our Plan on a Page at the district level, building level, and throughout each classroom. The Teacher Leadership and Compensation System ties directly into two of our district's Core Values: "Visionary Leadership: Leadership sets and communicates direction while modeling collaboration, fostering motivation, and sharing responsibility" and "Accountability and Responsibility: Learning is a shared responsibility among families, students, and staff." This opportunity will allow us to advance and extend teacher leadership and compensation efforts in order to take us to the next level of improvement.

Mission: If...we provide a framework for innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development Then...student growth and achievement will increase, professional practices will improve, and we will succeed in our district mission statement of "Empowering confident, well-prepared citizens to excel in the 21st century."

Goals:

<i>State TLC Goals</i>	<i>WDCSD District Goals</i>	WDCSD TLC Goals
<i>Improve student achievement by strengthening instruction.</i>	<i>Improve student growth and achievement in literacy, math, science, social studies, and twenty-first century skills.</i>	Improved teaching practices that result in engaging instruction and assessments for increased student learning.
<i>Retain effective teachers by providing enhanced career opportunities.</i>	<i>Provide a safe environment that supports student social, emotional, and behavioral development.</i>	Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
<i>Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.</i>	<i>Create a productive learning environment that utilizes exemplary professional practices.</i>	Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instructional strategies.
<i>Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.</i>	<i>Obtain efficient, effective, and equitable use of resources to provide district unity.</i>	Provide multiple leadership opportunities for all through a fair and rigorous selection process.
<i>Attract able and promising new teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.</i>	<i>Ensure a satisfying and productive partnership with families and communities.</i>	Create a closer and more cohesive district professional community.

We currently utilize Building Leadership Teams to set yearly building goals based on student achievement data analysis. Our current BLT membership is based on a three-year rotational system with members representing each department or grade level from each school. Our current BLT members represent 24% of our total teaching staff. The TLC system will improve on this practice by having a selection and review process for teacher leaders whereas our current BLT system does not. Additionally, our current BLT leadership system does not include carrying out professional development related to the data analysis and findings. These areas will be covered through PD led by our Instructional Coaches and Model Teachers.

Many of our current building goals reside in the area of literacy and improved instruction in regards to MTSS. According to our Iowa Assessment data, we have dropped in proficiency by 6.47% over a three year time span from 79.24% to 72.77% district-wide. Our reading goals to increase the number of student scoring proficient on this test as well as our other tests of NWEA MAP, AIMSWeb, and district-wide common assessment measures, will be supported by the Instructional Coaches and Model Teacher focus areas. With less than 80% of our students meeting benchmarks on these tests, we will use the TLC system to assist in the determination of our sufficiency of our Universal Tier of instruction. That team of teacher-leaders, alongside the administration team, will work collaboratively to make sure improvement occurs. They will make a determination on the next

learning system, and our collaborative opportunities.

According to our District Satisfaction Survey given in the spring of 2012, out of 272 (82%) staff responses, 98.9% stated they were satisfied with Western Dubuque Community School District. However, out of that same population, only 62.7% responded positively to feeling the district provides adequate opportunities for training, and only 52.3% responded positively to feeling that teachers and staff excellence was recognized and rewarded in our district. This data supports our need for our newly established TLC goals and the support of the state grant to fund these goals.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

The TLC system, leadership roles, and guidance are used to support and strengthen our key improvement structures, processes, and initiatives. Our planning team centered this work around a flow chart created to graphically explain to stakeholders how this system should not be viewed as “another thing” or unrelated initiative. The educational reform bill and the TLC system is directly connected to our current efforts of improvement, and is exactly the momentum push we need to advance for our students.

Iowa Core – The Characteristics of Effective Instruction and the professional development initiatives of our district to support the Characteristics are imbedded into all three tiers of leadership roles. Our Instructional Coaches would have a focus on increasing awareness and skills for all of our teachers to create student-centered classrooms that are focused on the students and their learning. The team of Instructional Coaches would spend two days a month with the administration team studying and gaining expertise in the Iowa Core Standards and the Six Universal Constructs as to focus their coaching in the buildings.

Multi-Tiered System of Supports – Within our current RtI structure and the five components of the Iowa MTSS framework, we would expect our Instructional Coaches and Model Teachers to continue to implement and support all of the key components.

- Evidence-based curriculum and instruction at the universal level – Coaches will help teacher make curriculum and instructional decisions based on the Iowa Core standards and criteria.
- Universal Screening three times per year – although classroom teachers will continue to carry out our AIMSWeb assessment systems, the coaches will assist the teachers in using the data to make informed decisions on how to respond to each individual student need.
- Evidence-based, instructional interventions at the Universal and Tiered levels shall be provided to each student who is in need – if there is one component to our current RtI system that needs extra support, it is our implementation and assessment of instructional interventions. These teacher leadership roles will implement research and evidence-based instructional strategies to provide a continuum of support for teachers in the MTSS process.

K-3 Literacy - It is said that the best arsenal against reading failure is quality classroom instruction in the early elementary grades. Effective and powerful instruction is the key to early reading achievement. Taylor et al. (1999) found several factors related to primary-level reading achievement - three of which connect directly to the Instructional Coach and Model Teacher roles in our plan: systematic assessment of student progress, research-based early interventions, and ongoing professional development. The study by Taylor et al. (1999) found that in the most effective schools with high reading achievement, peer coaching, teaming and collaboration, systematic formats for professional development, and data-based decisions were all priorities. These same priorities are the intentions of WDCSD. However, with sporadic collaboration and professional development time, limited opportunities for peer observation and peer coaching, and a lack of understanding of how to use data effectively, our current system struggles to accomplish the intents successfully.

Instructional Rounds –Used to help us develop a common language and agree on a definition of effective teaching and learning, WDCSD is in the infancy stages of studying instructional rounds. At this time we are working on understanding the difference between walk-throughs and instructional rounds with our administrative team. We are establishing the significant difference in that the focus of instructional rounds is on the practice and not the teacher. It is as much about the leadership in the building as it is about the improvement of student learning. We need a stronger teacher leadership system to support our findings that instructional rounds are about building a culture in which we model the collaboration and problem solving expected from our students to meet the Core. Our team of Instructional Coaches would help us take the idea that we are not using this practice to focus on assessing an individual teacher's practice. Rather, it is a practice to help us with our larger mission of identifying school and district-wide practices and improvement efforts. With the team coming together twice a month from each building, we can study the objective picture of patterns in teaching and learning throughout our entire district, in turn, giving us an organizational structure to guide all school improvement efforts.

Collaboration Time (PLC's) - Within building schedules, teachers have (2) one hour blocks per week built into the regular instructional day for peer collaboration. In addition to this time, teachers have one hour blocks after school each month as an extension to weekly collaborative meetings with grade level teams. The Instructional Coach will facilitate the discussion within these grade level meetings based on student achievement data and instructional need within each grade level. With the help of the TLC system, we would also add the rest of the 36 hours of practitioner collaboration time through our structure of Coaches and Model Teachers being available for two hours each week outside the school day for additional collaboration time. Stated in the IPDM, professional learning through collective efforts of teachers through day-to-day teaching and leading is the key goal of professional development. The leadership positions through the TLC system assists us to ensure the authentic interaction among educators focused on instruction and the practitioner collaboration is of high quality so teaching and student learning

improve.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Upon review of our current mentoring program, we find it lacks in specific requirements for teachers to serve as mentors. There is also a lack in specific directives and time-lines to help guide both the mentor and mentee through a successful process of guidance and support. The largest deficit in our current program is the lack of funding and support for the mentors to observe the new teacher, and new teacher get out and observe other model teachers. In a survey to all current year one and two teachers, 100% stated they would like additional support and opportunities for observations.

Under the TLC plan, we would address these gaps. As seen below in the job description, the TLC team has devised an explicit overview of requirements for the most effective mentor opportunities to address the district's lack of specific requirements for serving in a mentor role. Since part of the Model Teacher position is to serve as a mentor to those in the building and/or district, the teachers selected will be able to provide experienced assistance to new teachers for a successful entry into the profession and our district. A key requirement to serving as a Model Teacher is having an open classroom for observation, therefore, we would ensure that any new teachers or mentees would have adequate time in the model classroom for observation and follow up collaborative conversations. Additional funding and support for the mentors to observe and meet with new teachers will be provided through receiving the TLS. A study of our past five years hiring and teacher retention data shows we have retained 91% of year 1-3 teachers. Although we feel this is a positive figure, we feel our support and opportunity to enhance the training new teachers in our district will benefit student achievement and retention of those teachers even more.

It has been found that teachers remain with a district when they feel strong bonds of connection to professional learning communities that have trust and respect. Although our current teacher retainment percentage is at a high 94%, our plan would allow us to make mentoring more coherent to our district plan and goals. We need to have a comprehensive program with clearly articulated goals, and an environment structured to support and nurture our new staff. Our vision is of Model Teachers working together to plan, implement, and support new teachers rather than one-size-fits-all district led sessions carried out in isolation with no coherence to our district goals.

Through the TLC system, we would address our current mentor selection process by following the new job description created for this plan:

Mentor/Model Teacher Job Description

Purpose: Exemplary educator who goes beyond his or her job description to accelerate student achievement, take risks, influence the practice of colleagues, support stakeholders and display excellence and high standards in building professional capacity.

Additional Contract days: 5 additional contract days

Qualifications:

1. BA+ preferred from an accredited college/university.
2. Minimum of three years of successful teaching experience in accordance with district evaluation processes.
3. Communicate and demonstrate researched-based instructional practices or district supported best practices and initiatives.
4. Ability to design, organize, and communicate quality professional development with administrators and teachers.
5. Ability to attend district trainings or workshops to refine professional practices related to this role as requested by district.
6. Utilizes best practices supported by Continuous Improvement strategies and techniques.
7. Demonstrates ability to function as a positive collaborative member of a team.
8. Demonstrate interest and engagement in professional learning and reflection.
9. Demonstrate ability to maintain confidentiality.

Essential Functions:

1. Support the philosophy and vision of WDCSD, WDCSD TLC system and IA DE Leadership System.
2. Mentor new educators through district Mentoring and Induction program.
3. Maintain a model classroom available for observation that exhibits best professional practices supported and promoted by the district.
4. Lead the implementation of instructional strategies, techniques, and practices to improve student achievement under the guidance of the Instructional Coach.
5. Available for additional collaboration with Instructional Coach and other teachers to assist in refining their professional practices.
6. Assist Instructional Coaches in developing and facilitating professional development for the school.

To address the lack of observation time, the TLC system would allow us to set up an observation schedule for each building based on the Mentor/Model teacher's role and the responsibilities for the rest of the staff in the building:

Model/Mentor Teachers

Teach full-time and serve as models of exemplary teaching practices.

Roles and Duties broke down by allocation of time:

Teaching

- Full-Time classroom teacher

Open Classroom

- *Classroom open for observation for all career teachers in building.*
- *Schedule made for each building to ensure all teachers observe*

Mentoring:

- Support the professional development of initial or newly hired teachers
- District Assessment overviews and training
- Building behavior system (PBIS)
- Iowa Core overview and training
- Observe new teacher once per quarter
- Attend monthly mentor/mentee sessions with continued support provided by district leaders.

Collaborative Time :Once a week be available two hours outside of contract time for collaborative planning, observation follow-up, and work with Instructional Coach

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Instructional Coaches (IC)	Model/Mentor Teachers	Professional Development (PD) Facilitators
<p>Full-time Instructional Coaching Roles and Duties broke down by allocation of time</p> <p><u>Collaborative Times</u></p> <ul style="list-style-type: none"> Attend grade-level or department level collaboration time to assist in planning for lesson plans, assessment analysis, MTSS process and other instructional conversations Secondary coach has one-department focus each month Shares instructional and professional resources <p><u>District : IC Team Meetings and PD days</u></p> <ul style="list-style-type: none"> Planning for IC lead PD days (replaces BLT lead PD days)(Four 3 hour PD sessions) Use system-level data to allocate resources for universal instruction and interventions District Curriculum meetings Plan together with Director of Curriculum -open for all administration Select and implement effective teaching strategies and studies how students respond Five summer planning meetings Bi-weekly meetings with other ICs <p><u>Instructional/Teaching</u></p> <p>Micor-Teach/Peer Teach lesson plans created with classroom teachers during collaborative times</p> <p>Substitute for scheduled observations of all career teachers to observe model teacher classroom</p> <p><u>Observation Time</u></p> <p>Peer Observation twice month on scheduled day—with feedback of all career teachers in building</p> <p><u>MTSS (formally RtI)</u></p> <p>Implement evidence-based instructional strategies with small groups of students</p> <p>Assist classroom teachers using student-level data to determine individual programming needs</p>	<p>Teach full-time and serve as models of exemplary teaching practices</p> <p>Roles and Duties broke down by allocation of time</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> Full-Time classroom teacher <p><u>Open Classroom</u></p> <ul style="list-style-type: none"> Classroom open for observation for all career teachers in building Schedule made for each building to ensure all teachers observe <p><u>Mentoring</u></p> <p>Support the professional development of initial or newly hired teachers</p> <ul style="list-style-type: none"> District Assessment overviews and training Building behavior system - PBIS Iowa Core overview and training <p>Observe new teacher once per quarter</p> <p>Attend monthly mentor/mentee sessions with continued support provided by district</p> <p><u>Collaborative Time</u></p> <p>Two hours outside of contract time for collaborative planning, observation follow-up and work with IC (once a week)</p>	<p>Teach full-time & facilitate small groups of teacher on PD days</p> <p>Roles and Duties broke down by allocation of time</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> Full-Time classroom teacher <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Engage in the planning, development, and implementation of PD Two summer planning meetings Pre and Post planning meetings before and after each PD day Facilitate Book Study on PD days Six 3-hour PD sessions Continue to provide district administration feedback and future direction of PD needs

<p>Logistics</p> <ul style="list-style-type: none"> Dyersville Elem 1 Epworth Elem 1 Farley Elem 1 Peosta Elem 1 Cascade & Bernard Elem PK-6 1 Drexler Middle Intermediate School 5/6 1 DMIS 7/8 1 Cascade Jr./Sr. High School 1 Western Dubuque High School (WDHS) 2 <p>Extra Contract days :8hrs/month/2 hrs/week outside of contract day, 10 additional contract days</p> <p>Contract Length :upon yearly reviewprocess;coaches must reapply each year</p> <p>Supplemental Payment: \$8,000</p>	<p>Logistics</p> <ul style="list-style-type: none"> DE 1 EE 1 FE 1 PE 1 Cascade and Bernard Elem PK-6 1 DMIS 5/6 1 DMIS 7/8 1 CJHS 1 WDHS 2 <p>Extra Contract days : 8 hrs/month/2hrs/week outside of contract day, 4 additional contract days</p> <p>Contract Length :uponyearly review</p> <p>Supplemental Payment: \$3,500</p>	<p>Logistics : 25 facilitators across district broke down by PD focus area and number of teachers signed up for specific area</p> <p>Extra Contract days: 5 days (after school meetings before and after PD days and summer PD planning)</p> <p>Contract Length 3 years – upon PD focus area rotations</p> <p>Supplemental Payment: \$1,000 (\$500 from TLS, \$500 from TQC)</p>
<p>Qualifications for Position*</p> <ul style="list-style-type: none"> Minimum BA +15 Teacher for 5 years Teacher in the district for 3 years <p>*See selection rubric for additional qualifications</p>	<p>Qualifications for Position*</p> <ul style="list-style-type: none"> Minimum BA +15 Teacher for 3 years Teacher in the district for 1 year Implements 8 components of CI <p>*See selection rubric for additional qualifications</p>	<p>Qualifications for Position</p> <ul style="list-style-type: none"> Commitment to PD focus area Proven desire for improvement
<p>Selection for Position</p> <ul style="list-style-type: none"> District application process Demonstration lesson with peers/adults Selection Rubric used by site-based review council 	<p>Selection for Position</p> <ul style="list-style-type: none"> District application process Recorded demonstration of teaching Selection Rubric used by site-based review council Best effort to cover grade spans/department with model teacher selections 	<p>Selection for Position</p> <ul style="list-style-type: none"> District application process Application questions include previous experience in PD focus area
<p>Evaluation of Position:</p> <p>Evaluation rubric, self-evaluation, and peer feedback process used with Site-based review council</p>	<p>Evaluation of Position: Site-based review council</p>	<p>Evaluation of Position: No formal evaluation process</p>

Instructional Coach Job Description

Purpose: The Instructional Coach (IC) will work as a colleague with classroom teachers to support student learning. The IC will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction. In order to meet this purpose, the IC will provide personalized support that is based on the goals and identified needs of the individual teachers and students.

Responsible To: Building Principal and Director of Curriculum and Instruction

Payment Rate: According to Certified Salary Schedule and approved stipend

Additional Contract days: 10 additional contract days

Qualifications:

1. Master's degree or BA+ preferred from an accredited college/university
2. Minimum of five years of successful teaching experience in accordance with district evaluation processes

3. Communicate and demonstrate researched-based instructional practices and initiatives
4. Willingness and ability to gain a thorough understanding of
 1. the subject they are coaching
 2. familiarity with the curriculum teachers are currently using
 3. assessment systems that teachers are currently using
4. Build relationships, establish trust and credibility
5. Design, organize and communicate quality professional development
6. Attend off-district trainings or workshops to refine professional practices
7. Function as a positive collaborative team member
8. Demonstrate interest and engagement in professional learning and reflection
9. Maintain confidentiality

Essential Functions:

1. Support the philosophy and vision of WDCSD, WDCSD TLC system, and the Iowa Department of Education Teacher Leadership System
2. Teach, model, and facilitate research-based best practices within the school's instructional program
3. Assist with the collection and analysis of data results from current formative and summative-based assessments
4. Evaluate student achievement and assist with placing students
5. Provide professional development in literacy instruction across the curriculum
6. Provide integration and differentiation strategies
7. Network with other instructional coaches and participate in ongoing professional development to extend instructional competencies

Major Areas of Accountability

1. Maintain high degree of visibility in assigned schools
2. Serve as a continuous resources to local educators, teachers and administrators
3. Pursue further personal/professional growth
4. Understand when to contact administrators regarding issues of safety/ethics involving students in classroom observed
5. Supports teachers' achievement by using coaching strategies to gradually release responsibility for implementing instructional practices
6. Utilizes best practices supported by Continuous Improvement strategies and techniques

Model Teacher Job Description

Purpose: Exemplary educator who goes beyond his or her job description to accelerate student achievement, influence the practice of colleagues, support stakeholders and display excellence and high standards in building professional capacity

Responsible To: Building Principal and Director of Curriculum and Instruction

Payment Rate: According to Certified Salary Schedule and approved stipend

Additional Contract days: 5 additional contract days

Qualifications:

1. BA+ preferred from an accredited college/university
2. Minimum of three years of successful teaching experience in accordance with district evaluation processes
3. Communicate and demonstrate researched-based instructional practices and initiatives
4. Ability to design, organize, and communicate quality professional development with administrators and teachers
5. Ability to attend off-district trainings or workshops to refine professional practices related to this role as requested by district
6. Utilizes best practices supported by Continuous Improvement strategies and techniques
7. Demonstrated ability to function as a positive collaborative member of a team
8. Demonstrated interest and engagement in professional learning and reflection
9. Demonstrated ability to maintain confidentiality

Essential Functions:

1. Support the philosophy and vision of WDCSD, WDCSD TLC system and IA DE Leadership System
2. Mentor new educators through district Mentoring and Induction program
3. Maintain a model classroom available for observation that exhibits best professional practices supported and promoted by the district

4. Lead the implementation of instructional strategies, techniques and practices to improve student achievement under the guidance of the IC
5. Available for additional collaboration with the IC and other teachers to assist in refining professional practices
6. Assist IC in developing and facilitating professional development

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)Measures of effectiveness

b)Professional growth

Our site-based selection team will use the following rubrics (transferred into narrative style for space and attachment limitations) for the selection and review of the leadership positions. We would work with the AEA and DE to ensure our indicators match the training program and expectations for our coaches.

Instructional Coach Selection Rubric

The following indicators are rated as follows: **Exceedingly; Meeting; Developing; and Not Meeting.**

Facilitates Focused Curricular Conversation During Professional Development: Promotes conversation among adults that is relevant to the subject area; Solicits appropriate evidence from adults to support rigorous thinking; Reinforces and encourages positive adult interactions; Encourages comments, questions, examples, and other contributions from adults; Encourages use of current formative and summative assessment data to drive discussion; Models norms of good conversation: active listening, clarifying questions, and constructive responses.

Demonstrates and Facilitates the Collection of Student Assessment Data and Ways to Reflect on the Data to Improve teaching and Learning: Systematically reflects on evidence of adult knowledge and skills at assigned schools to guide conversation; analyzes student work to further guide instruction to further enhance understanding; reviews evidence of student performance/assessments; Encourage teaching staff to save good examples of tools used for data collection, assessment, and observations.

Implements the District or School-Approved Curriculum: Presents staff development, attends team meetings, and initiates self-learning; Studies, reviews, and shares related research materials and documents to increase understanding of the curriculum; Demonstrates and includes implementation of the curriculum through student work and other relevant artifacts during professional development as related to the school setting.

Demonstrates Integrity, Professional and Ethical Standards with Colleagues, Parents, Guardians and other Community Members: Respects and maintains confidentiality; Assumes responsibility for personal actions, demeanor, and appearance; Understands and accommodates multicultural and individual differences.

Model Teachers Selection Rubric

To be selected a model teacher; the teacher must display 80% of the following qualities as related to instruction.

Standards and objectives: All learning objectives are clearly and explicitly communicated, connected to Iowa Core standards and referenced throughout lesson; Sub-objective are aligned and logically sequenced to the lesson's major objectives; Learning objectives are a)consistently connected to what students have previously learned, b) know life experiences and c)integrated with other disciplines; Expectations for student performance are clear, demanding and high; Evidence that most students demonstrate mastery of the daily objective.

Presenting Instructional Content: Presentation of content always include: Visuals that establish the purpose of the lesson, preview the organization of the lesson and include internal summaries of the lesson; Examples, illustrations, analogies and labels for new concepts and ideas; Effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; Concise communication; Logical sequencing and segmenting; All essential information; No irrelevant, confusing or non-essential information.

Lesson Structure and Pacing: Lesson starts promptly; Lesson's structure is coherent, with a beginning, middle and end; Lesson includes time for reflection; Pacing is brisk and provides many opportunities for individual students who progress at different learning rates; Routines for distributing materials are seamless; No instructional time is lost during transitions.

Questioning: Questions are varied and high-quality, providing a balanced mix of question types a)knowledge and comprehension, b)application and analysis, c)creation and evaluation; Questions require students to regularly cite evidence throughout lesson; Questions are consistently purposeful and coherent; Questions regularly require active responses a)whole class signaling, b)choral responses, c)written and shared responses, d)group and individual answers, e)wait time is consistently provided, f)calls on volunteers and non-volunteers, and a balance of students.

Assessment: Assessment Plans: Are aligned with Iowa Core Standards; Have clear measurement criteria; Require extended written tasks; Submitted to district data-base.

Academic Feedback: Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations; Feedback is frequently given during practice and homework/practice work review; Teacher circulates to prompt student thinking, assess each students' progress and provide individual feedback; Feedback from students is regularly used to monitor and adjust instruction.

Teacher Knowledge of Students: Practices display understanding of each student's anticipated learning difficulties; Practices regularly incorporating student interests; Regularly provides differentiated instructional methods and content to ensure children

have the opportunity to master what is begin taught.

DOK and Thinking: The teacher thoroughly teaches two or more types of thinking: Analytical thinking, Practical thinking, Creative thinking, Research-based thinking.

Expectations: Sets high and demanding academic expectations for every student; Encourages students to learn from mistakes; Creates learning opportunities where all students can experience success; Students take initiative and follow through with their own work; Optimizes instructional time, teaches more material and demands better performance from every student.

Positive Behavior Support: Teacher-student interactions demonstrate caring and respect for one another; Students exhibit caring and respect for one another; Positive relationships and interdependence characterize the classroom.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

Western Dubuque Community School District utilizes the Iowa Professional Development Model with Building Leadership and Professional Development Facilitator teams. We currently utilize the teams to analyze student data on a yearly basis and develop PD plans for the district based on collaboratively developed district and building SMART goals. These teacher leaders then assist their peers in establishing Teacher Improvement Plans based on specific SMART goals aligned with building and district goals.

According to Timperley, Wilson, Barrar and Fung (2007), effective professional development is done over three to five years, involves external experts, has teachers deeply engaged, challenges existing beliefs of teachers, involves teachers talking about their practices, and is supported by school leadership. Our current professional development system only includes a few of these criteria. Our current PD practices are outlined below:

Differentiated Professional Development:

In the 2013-2014 school year, all WDCSD teachers collaborate in the ongoing process of professional development. In order to achieve this philosophy, the district offered choices aligned with district goals that are application-focused and team-directed. Based on teacher choice, groups were organized to conduct a year-long study of one focus area. Groups are currently led by a Teacher Facilitator. The groups are responsible to the district's Professional Development Plan based on SMART goals. Each group meets on the designated times in order to collaborate on the learnings, implementations, and improvements being made. Between meetings, groups are responsible for reading the professional book provided to continue collaboration efforts by engaging in structured dialogue and discussion that explores issues deeply while considering the implications for school or classroom practices.

Building Leadership Teams Days:

Building Leadership Teams continue to lead during the 2013-2014 school year. The teams will continue the efforts started during the 2012-2013 school year. Our Instructional Coaches would lead these scheduled days for greater impact on professional development practices and structures.

Collaboration Time (before/after school times):

We have been leading up to, refining, and establishing collaboration time for the last few years. Elementary has worked on getting weekly collaboration time within the school day, teachers have been experimenting in what should and can get accomplished during this time, and Secondary teachers have been creating common assessments in order to have a means of collaborating to improve instruction and student achievement. It is time we have solid time, structure, and a plan to truly collaborate. All of this time could continue during the school day if we were afforded the opportunity to have Coaches and Model Teachers in each of our buildings.

This is WDCSD's mechanism through which all educators participate in the collaborative inquiry of professional practices, instruction, and assessment for overall improvement. Grade-level teams or content-focused teams will meet to focus on the guiding questions:

- What do we want students to learn? (curriculum, maps, standards)
- How will we know our students have learned these things? (common, formative, standardized assessments)
- What will we do for students who have learned it? What will we do for students who have not learned it? (Rtl)

The TLC system will allow our district to put best practice techniques into practice that we cannot afford to do without. The work of John Hattie finds that microteaching has a .88 effect size in positively impacting student achievement. Microteaching is the practice our Instructional Coaches and classroom teachers would engage in to drive our professional development focuses. Our three tiers of teacher leadership roles connect and will work closely together to plan, deliver, and support our professional development and continuous improvement efforts. The leadership teams will work together to serve as our in-house experts to deliver professional in a differentiated manner through the "I Do, We Do, You Do" model. The professional development facilitators will guide the groups through the research and book study materials on district-wide professional development days, the Instructional Coaches will guide the peer coaching and daily availability of expertise that result in the embedding of best-practice strategies in each classroom. Colleague-to-colleague support is the backbone of our plan, therefore, leading us closer to our goal of creating a closer and more cohesive district professional community. Funding is allocated in relation to the supplemental pay the teacher leaders will receive for their extra contact days devoted to this professional development training, planning, and reflection.

Our district realizes that when we make a commitment to teacher leadership and the job-embedded professional development supported in the IPDM, we must find ways to use our time and funding creatively. It is then possible to help all teachers and

students reach their academic and personal potential. Our teachers at Western Dubuque have already discovered the power of collaboration and reflection. They feel organized and energized with the opportunities to work together, however, this needs to occur more frequently and systematically. Persistence, thinking outside the box, and placing trust in each other must be in place for the efficient use of time and resources for professional development. Our plan is not a monumental shift for our district, however, it does give us the financial support we need to provide the necessary opportunities, structures, and resources for it to thrive and survive.

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

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

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

In order to determine impact and effectiveness of our TLC plan for both short-term and long-term goals, Western Dubuque utilizes the PDSA (Plan, Do, Study, Act): a four-step improvement cycle for organizing and managing change and continuous improvement. We are currently in the Plan phase; the Teacher Leadership and Compensation system is planned out to impact our desired change as indicated in our district TLC mission statement and goals:

Mission Statement: Provide a framework for innovative teachers to demonstrate their leadership potential while fostering trusting relationships, and enhancing support for professional development.

Goals:

- Improved teaching practices that result in engaging instruction and assessments for increased student learning.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instruction strategies.
- Provide multiple leadership opportunities for all through a fair and rigorous selection process.
- Create a closer and more cohesive district professional community.

In order to measure, monitor, and evaluate effectiveness, we will establish a TLC evaluation team as the year(s) progress in order to continue the Do, Study, and Act phases. In the Do phase, we will put the plan into action and have Coaches, Mentor/Model teachers, and Professional Development Facilitators in each of our schools. During the Do phase, our Coaches will meet at the District Office every other week with the Director of Curriculum, and other district administration in order to have continued collaboration between the teacher leaders and the administration. Together, they will set goals for the best practice instructional strategies delivered by the Coaches and Model teachers. This group will continue to monitor feedback and decide if improvements need to be made. The team will deploy improvements through the development of action plans added to the strategic plan for the TLC system. Frequent monitoring allows for rapid response to change the course, if needed.

In the Study phase, formative data measures are monitored and analyzed to see if the improvement is producing the desired change. Applying Guskey's work in evaluating professional development, this group needs to study data from both the teachers participation reactions and feedback, what the teachers implement from the Coaches and Model Teachers, and ultimately, from the student learning outcomes and achievement data.

In the Act phase, a decision is made as to whether the results have created the desired change for standardization or if more improvement is needed, in which case, the PDSA cycle starts all over again. This PDSA cycle will continue to be our basic structure for strategic planning for this system, needs analysis, and Coach and Model teacher goals-setting and evaluation.

We will compile data and feedback to use in our PDSA cycle through the use of:

- Plus-Delta feedback tool for Instructional Coach meetings and district PD days led by coaches
- Collaboration minutes submitted electronically at the conclusion of each building level meeting
- Student achievement data from AIMSWeb, NWEA MAP, Iowa Assessments, District-Wide Common Assessments
- Building strategic plans and goals – part of our CI system, each building submits annual goals based on student achievement data
- Teacher strategic plans and goals – each teacher submits two TIP goals based on one SMART and one STEM goal
- WDCSD Satisfaction Survey results from all stakeholder groups (already established) – given to all teachers, parents, students, and community members bi-annually

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

Key players responsible for the success of this plan boils down to every stakeholder in the district. The best professional development and change agents are those who are closest to the action. As Mike Schmoker states, "Internal expertise is of more value than what we import." The times of looking outside our schools for a fix are long over. We know that is it what we already have inside that is needed and valued most. Colleague-to-colleague support is the key component is sustaining this plan. No one person or leader can move a school or district forward; we all have to work together in paving the way to a greater educational system.

The Western Dubuque Community School District utilizes the Multi-Tiered System of Support (MTSS) to meet the needs of all learners. Within this system, teachers administer universal screening assessments to all students three times per year to determine individualized instructional needs. In addition to universal screening, students are given progress monitoring assessments on a weekly or bi-weekly basis to measure academic need, strengths, and areas for growth. The TLC system will allow additional support to provide evidenced based instructional interventions at the universal and tiered levels. Within building schedules, teachers have (2) one hour blocks per week in built into the regular instructional day for peer collaboration. In addition to this time, teachers have one hour blocks after school each month as an extension to weekly collaborative meetings with grade level teams. The Instructional Coach will facilitate the discussion within these grade level meetings based on student achievement data and instructional need within each grade level.

Building Leadership Teams (BLTs) exist within the WDCSD; however, a rigorous selection process does not exist for membership. The teacher leadership system will allow a progressive selection process as the roles and responsibilities of the BLT will improve with the addition of Model Teachers and Instructional Coaches.

Quality Concepts and the Continuous Improvement framework are definite areas of focus in WDCSD and will allow the Teacher Leadership and Compensation System to thrive for many years moving forward. Students, teachers, administrators, and support staff members set appropriate goals which guide instruction while progress is monitored to ensure increased achievement and continuous improvement.

With our school board approved District Plan on a Page, our current district mission, vision, and goals support our vision and goals for our Teacher Leadership System.

<i>State Goals</i>	<i>WDCSD District Goals</i>	WDCSD TLC Goals
<i>Improve student achievement by strengthening instruction.</i>	<i>Improve student growth and achievement in literacy, math, science, social studies, and twenty-first century skills.</i>	Improved teaching practices that result in engaging instruction and assessments for increased student learning.
<i>Retain effective teachers by providing enhanced career opportunities.</i>	<i>Provide a safe environment that supports student social, emotional, and behavioral development.</i>	Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
<i>Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.</i>	<i>Create a productive learning environment that utilizes exemplary professional practices.</i>	Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instructional strategies.
<i>Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.</i>	<i>Obtain efficient, effective, and equitable use of resources to provide district unity.</i>	Provide multiple leadership opportunities for all through a fair and rigorous selection process.
<i>Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.</i>	<i>Ensure a satisfying and productive partnership with families and communities.</i>	Create a closer and more cohesive district professional community.

Western Dubuque has a high sense of urgency for making the proposed changes and improvements. Without the allocated money from the Teacher Leadership and Compensation grant, WDCSD would not have the ability to create Instructional

opportunity that will have a direct, positive impact on students, and we simply cannot afford to miss it. In a prior attempt to support an instructional coach framework, we failed due to lack of funding and unforeseen budget cuts. Without the TLC grant, we will not be able to sustain these efforts.

We will continue to utilize our current teams to deliver the communication of our plans to all district stakeholders moving forward. Existing teams include School Improvement Advisory Committee, Building Leadership, Western Dubuque Board of Education, and District Leadership Teams. In addition to these teams we will apply the training and professional development provided by the DE and AEA. We will add our goal indicators and data to our established District and Building Scorecards and Data Dashboards.

Teachers, parents, community members, school board, administration, and all Western Dubuque stakeholders have a vested interest in this opportunity due to the direct impact it will have on learning and student achievement.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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 2949.56

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

District Enrollment-Based Allocation \$910,883.12

Total Allocation \$910,883.12

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$1,310.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$163,212.00
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)	\$735,413.00
Amount used to provide professional development related to the leadership pathways	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$909,935.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$909,935.00

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 \$948.12

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

Goal 1: Improved teaching practices that result in engaging instruction and assessments for increased student learning.

To improve teaching practices and have a visible impact on student learning targets, we must be devoted to the model of collaboration. The district must provide the necessary opportunities, structures, and resources for it to thrive. We shape our day to allow time for these important aspects of leadership. Our responsibility is to provide the conditions that support the adults in our district to increase their collective capacity and put improved teaching practices into play.

Goal 2: Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.

The guidance and support of colleagues is crucial as new teachers enter the profession and adapt to the climate and culture of our district. The funding and training allocations with our plan allows us to move this support beyond informal type of mentoring to a more systemic, consistent program that leads all new teachers to our shared vision, mission, and goals. We will also allocate funds to cover substitute payments for our Mentor Teachers to observe new teachers.

Goal 3: Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instructional strategies.

Additional funding is allocated for continued collaboration time with the teacher leaders and their colleagues. Teacher Quality Money as well as the TLC funds will support our scheduled collaboration time days. These days are built into the district calendar to occur twice a month for an hour outside the school day.

Goal 4: Provide multiple leadership opportunities for all through a fair and rigorous selection process.

Colleague-to-colleague leadership can be a daunting task, yet one that can reap powerful benefits for our district. This leadership positions must be selected with great care. They must be expert teachers who walk the talk of our Continuous Improvement efforts. They must have a record of embedding the best practices from the district's professional development initiatives in their daily practice as classroom teachers. Since actions always speak louder than words, in order to ensure our selection process matches these assurances, our site-based selection team must spend time outside of the interview process observing the applicants in their classrooms, analyzing past student achievement data, reviewing the teacher's Teacher Improvement Plans (goals) and professional development plans. We will need to compensate this site-based selection team for the time this will take to guarantee the selection of teacher leaders continues to build a positive culture of learning at Western Dubuque.

Goal 5: Create a closer and more cohesive district professional community.

Our three tiers of teacher leadership roles connect and will work closely together to plan, deliver, and support our professional development and continuous improvement efforts. The leadership teams will work together to serve as our in-house experts to deliver professional in a differentiated manner through the "I Do, We Do, You Do" model. The professional development facilitators will guide the groups through the research and book study materials on district-wide professional development days, the Instructional Coaches will guide the peer coaching and daily availability of expertise that result in the embedding of best-practice strategies in each classroom. Colleague-to-colleague support is the backbone of our plan, therefore, leading us closer to our goal of creating a closer and more cohesive district professional community. Funding is allocated in relation to the supplemental pay the teacher leaders will receive for their extra contact days devoted to this professional development training, planning, and reflection.

Our district realizes that when we make a commitment to teacher leadership and the job-embedded professional development supported in the IPDM, we must find ways to use our time and funding creatively. It is then possible to help all teachers and students reach their academic and personal potential. Our teachers at Western Dubuque have already discovered the power of collaboration and reflection. They feel organized and energized with the opportunities to work together, however, this needs to occur more frequently and systematically. Persistence, thinking outside the box, and placing trust in each other must be in place for the efficient use of time and resources for professional development. Our plan is not a monumental shift for our district, however, it does give us the financial support we need to provide the necessary opportunities, structures, and resources for it to thrive and survive.

Projected Expenses Table

<i>Ten New Hires at minimum of \$33,500 (current base is \$33,368)</i>	<i>Ten Instructional Coach salary and supplemental payment (plus insurance, FICA/IPERS) *depending on lane and step in salary schedule</i>	<i>Ten Model/Mentor Teacher supplemental payment (plus FICA/IPERS)</i>	<i>Twenty-Five Professional Development Facilitators (plus FICA/IPERS)</i>	<i>23% in Leadership Positions</i>
<i>10 x \$131</i>	<i>10 x 8,000 + salary</i>	<i>10 x 3,500 + 5,803</i>	<i>25 x 1,000 + 4,145</i>	<i>EST.</i>
<i>\$ 1,310.00</i>	<i>\$735,413.00</i>	<i>\$40,803</i>	<i>29,145</i>	<i>\$806,691</i>

Our amount of allocation to raise the minimum salary to \$33,500 is estimated at \$1,310. As of the 2014-2015 school year new teachers are scheduled to make \$33,368 based on our teacher contract; leaving only \$131 to get those teachers to the minimum. Estimating that the ten replacement teachers will have this difference to cover out of the TLC funding. The amount to cover the costs for our ten Instructional Coaches who are not providing direct instruction in a classroom is at an estimated amount based on the fact that we don't know the exact lane and step of the applicants. Our estimation does take into account our minimum requirements of a BA+ 15 and minimum 5 years teaching experience.

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