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Application

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147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153118 - TLC

Teacher Leadership and Compensation System

Status: Under Review **Submitted Date:** 2016-02-03 02:30:37
Signature: Jay D Lutt **Submitted By:** Jay David Lutt

Applicant Information

Project Officer

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First Name Middle Name Last Name
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City* Farragut Iowa 51639
City State/Province Postal Code/Zip
Phone:* 712-385-8131
Phone Ext.

Program Area of Interest* Early Intervention Grants
Fax:
Agency

Organization Information

Organization Name:* Westwood School District
Organization Type:* K-12 Education
DUNS:
Organization Website: www.westwood.k12.ia.us
Address: 1000 Rebel Way

City Sloan Iowa 51055
City State/Province Postal Code/Zip
Phone: 712-428-3355
Ext.
Fax: 712-428-3246
Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Jay Lutt
Title* Superintendent
Organization* Westwood CSD
If you are an individual, please provide your First and Last Name.
Address* 1000 Rebel Way

City/State/Zip* Sloan, IA Iowa 51055
City State Zip
Telephone Number* 712-259-6644
E-Mail* jlutt@wcsdrebels.com

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.

Name* JIll Sponder
 Title Business Manager
 Organization
 Address
 City/State/Zip
 Telephone Number
 E-Mail
 County(ies) Participating, Involved, or Affected by this Proposal* Statewide
 Congressional District(s) Involved or Affected by this Proposal* Statewide
 Iowa Senate District(s) Involved or Affected by this Proposal* Statewide
 Iowa House District(s) Involved or Affected by this Proposal* Statewide

Iowa
 City State Zip

City

State

Zip

Statewide

Statewide
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Statewide
[District Map](#)

Statewide
[District Map](#)

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.* No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.* No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.* No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.* Yes

Name of Person Submitting Certification.* Jay D Lutt

Title of Person Submitting Certification* Jay D Lutt

Recipient Information

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

County-District Number* 52-3141
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent* Jay Lutt

Telephone Number* 712-259-6444

E-mail Address* jlutt@wcsdrebels.com

Street Address* 1000 Rebel Way

City* Sloan

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

Zip Code* 51055

TLC Application Contact

Honorific

Name of TLC Contact* Jay Lutt

Telephone Number* 712-259-6644

E-mail Address* jlutt@wcsdrebels.com

Street Address* 1000 Rebel Way

City* Sloan

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

Zip Code* 51055

Demographic Profile

October 2014 Certified Enrollment 520

October 2014 Free/ Reduced Lunch % 35

AEA Number 12

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

TLC Model Number* Model 3 – Comparable Plan

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)

Westwood Community School has reached a critical juncture in the direction of our school district. The vision for student learning that has been established by our board, administration, staff, and community stakeholders will be greatly empowered by our participation in the Teacher Leadership and Compensation (TLC) plan. In August 2014, the Westwood Community School District Board held a retreat to conduct long-range planning to best prepare our students for the 21st century world of work. With input from our School Improvement Advisory Committee, community and regional surveys, and with feedback from community and school stakeholders, the board identified a vision and goals.

Vision

The Westwood Community School District will provide collaborative and safe environments where teachers focus and strive to improve student achievement with data driven decision making and new/creative opportunities for professional growth that utilizes and expands staff expertise.

Goals

The goals of implementation for the TLC grant are as follows:

- improve student achievement by strengthening instruction
- insure problem solving and critical thinking skills are embedded within instruction

- create opportunities for teachers and students to access and utilize technology within instruction
- create positions within districts to fully utilize staff expertise
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

Roles

Westwood serves 560 students in grades PK-12. Our TLC plan will add 2 FTE instructional coaches. In alignment with the instructional coaches, we will fill an additional two or more model/mentor teacher positions. We will include eight Student Teacher Assistant Team (STAT) Leaders.

The instructional coaches will be well-versed in vertical and horizontal alignment of the core curriculum within our district, the MTSS process, and effective strategies for instruction in literacy, science and math. These positions will also coordinate our formative and summative assessments and will work with our building principals and stakeholders to disaggregate and analyze the learning data that is collected through our assessments. They will plan and implement professional development with staff, monitor Iowa Core implementation, work with model/mentor teachers and administration and set up a curriculum cycle. They will work with teachers to identify and implement differentiated strategies to benefit all students. They will support teachers in improving all aspects of practice.

The model/mentor teachers in each building will serve as guides for beginning teachers and teachers new to the district, and they will be well-versed in our policies, guidelines, and expectations. Model/mentor teachers will also aid in lesson planning and offer strategies in classroom management. They will work diligently to assist the instructional coaches in aligning curriculum, and they will perform these duties without relinquishing their teaching obligations. These positions will be funded with supplemental pay from the grant. In each building, model/mentor teachers will be divided in grade-level sections with emphasis on literacy, math, and science/technology.

The Student Teacher Assistance Team (STAT) Leaders will meet with teachers, administrators, and at times AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation.

Within our plan, over 25% of our teaching staff will assume leadership roles that will directly impact our ability to achieve our proposed student learning goals. These positions will provide support for our building administrators and leadership for the rest of our teaching staff. The positions are going to greatly impact student achievement in the Westwood Community School District.

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

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application? Yes

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

Please include the following information in your narrative:

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

Planning Meetings:

The Westwood Community School District developed a Teacher Leadership Compensation (TLC) planning team in May 2015. The team was comprised of two district administrators, one counselor, six teachers, and two non-district grant writers. The planning funds were used to pay staff to attend planning meetings and to provide stipends for the non-district grant writers.

In April the administrators attended workshops at the Northwest AEA to learn more about the process. In June we met to begin the writing of the TLC grant. We spent time reviewing the TLC program, including planning the grant, dates for meeting and completing the grant writing process.

The planning team met at the Northwest AEA sponsored workshop on August 13. After this workshop the team also met to to develop surveys to gather input from staff regarding the teacher leadership. Ongoing meetings were held in August, September, and October by the grant writers to read and interface with the task of writing the grant.

Stakeholder Meetings:

Meetings were held on August 21, 24, 25 to inform staff of the grant legislation, intended usage of the grant funds and timelines. The superintendent and grant writers presented a review of the planning workshops, funding and the projected uses for the funds. Staff consensus approved moving ahead with the grant and indicated areas of need within the scope of the existing programs and initiatives. Staff provided input on the perception of teacher leaders among peers that guided the description of positions and responsibilities.

The School Improvement Advisory Committee (SIAC) was also used as a formal stakeholder group. The SIAC is comprised of teachers, administrators, parents, students, and community members. A final meeting was held with this group on August 25 to provide a status update. Participants were pleased with the progress and continued their support for the project. Parent input was solicited during fall conferences, which indicated support of the TLC plan. Stakeholders noted the possible negative effects of taking the best teachers out of the classroom setting and the potential negative impact that might have on the quality of instruction.

Each month during the summer the school board was advised of the progress of the TLC planning committee. The superintendent informed them of the TLC legislation, Department of Education grant funding mechanism and projected timelines. On September 16 the board was presented with and approved the final draft.

Developing the Plan:

The TLC Planning Committee used input from a multitude of sources in the development and alignment of the district's TLC plan to statewide goals of the Iowa Task Force on the Teacher Leadership on Compensation. TLC goals were developed that "fit" with our district's goals and current initiatives. The committee made the decision to adopt the Model 3 plan as most applicable to the school district. The TLC Grant will also provide ongoing support for the implementation of the Iowa Core.

Teachers provided input on the existing opportunities for teacher leadership. The majority indicated that they collaborate with other teachers and share best practices, influence key decisions that affect instruction and student success, and engage in and take responsibility for the success of the school. Conversely, the majority of teachers reported a low degree of leadership opportunities in two areas: (a) collaborative professional development, and (b) culture to facilitate teacher leadership.

Commitment and Support for the Plan:

All key stakeholders were involved in creating a high degree of commitment and support for the TLC Plan. Involvement of teachers, administrators, and parents through focus groups helped craft the vision for teacher leadership within the district.

Narrative

Using Part 2 application narrative from previous submission?* Yes

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

State Goals:

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

Vision and Goals

Vision

The Westwood Community School District will provide collaborative and safe environments where teachers focus and strive to improve student achievement with data driven decision making and new/creative opportunities for professional growth that utilizes and expands staff expertise.

Goals

The goals of implementation for the TLC grant are as follows:

- improve student achievement by strengthening instruction
- insure problem solving and critical thinking skills are embedded within instruction
- create opportunities for teachers and students to access and utilize technology within instruction
- create positions within districts to fully utilize staff expertise
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

The district recognizes that for student achievement to improve, professional development and teacher collaboration need to improve. More professional development opportunities are needed in all subject areas. The instructional coaches, model/mentor teachers and STAT Leaders will work to provide quality professional development and make collaboration time more meaningful and useful. This will make teaching more effective

and more teachers will be attracted to the districts due to the supports in place. The TLC supports will cater to the TLC goals of attracting new teachers, retaining effective ones, promoting collaboration, rewarding professional growth and improving student achievement through improving instruction.

Student Achievement Data

Iowa Assessment data shows room for improvement. Reading proficiencies have been very steady for the last four years. Collapsed grade levels 3-5th have 83% proficient for the 2014-15 school year. Grades 6-8th have 68% and grades 9-11th have 80%. Collapsed math proficiency has increased over four years in grades 3-5th to 88%, decreased over time in grades 6-8th to 68% and stayed steady in grades 9-11th at 78%. Collapsed science proficiency has increased over time for 3-5th at 94% proficient and 6-8th at 86% proficient. Collapsed grades in 9-11th have stayed steady at 84% proficient.

Using the FAST aReading data, our district showed a growth of 12% of students meeting or exceeding the target from the Fall 2014 to the Spring 2015 assessment.

STAR Reading Assessments show that the elementary grades read at a grade equivalent higher than the grade placement. In the case of fourth grade, on average, the class is reading a whole year higher than their placement. Most elementary grades have less than 13% of their students below the 25th percentile. The third grade class was the highest at 21% below 25th percentile. Seventh and eighth grade students averaged reading below the grade equivalent compared to the grade placement. In each grade over 30% of the students scored below 25th percentile.

Student achievement on the ACT has shown a decrease in scores over the last five years. Only 6% of the 16 students taking the ACT showed probable success in college compared to 31% at the state level.

Data-Driven Decision Making

Westwood's long range goals are as follows: The district will increase the achievement of students scoring below the proficiency level as measured by the results of the Iowa Assessments in Reading, Math, and Science. The district analyzes student progress in grades 1 through 11. Comparisons will be made by using cohort data (i.e. 3rd grade the prior year to 4th grade report, then 5th, etc.) In addition to this baseline goal, Westwood will also utilize the following assessments to monitor student achievement and progress. FAST (K-6)

Star Math and Literacy (K-11)

ASVAB (11)

ACT (11)

Instruction will then be differentiated using data driven decisions based on these assessment results.

Using Part 3 application narrative from previous submission?* Yes

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)

Multi-Tiered System of Supports

The fundamental component of the MTSS plan is providing high-quality, multi-tier instruction and interventions matched to students' needs, monitoring student progress frequently, and evaluating data on student progress. The elementary and secondary buildings both use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. All levels identify students at risk, alter teaching strategies, and collect data on improvement. The instructional coach, model/mentor teachers, STAT leaders and building administration will form a Teacher Leadership Committee (TLC) to analyze data to make decisions that will benefit student achievement. Instructional coaches will organize a more comprehensive collection of data on students who aren't improving at expected levels. The data team will work with and train teachers to analyze, use, and evaluate data such as FAST (Formative Assessment System for Teachers) data, STAR data, and curriculum-based measurement results to make instructional decisions to improve student learning. Through this process, they will identify student achievement needs and set goals with the teachers according to data findings. Model/mentor teachers will work with teachers to model strategies and content literacy in all content areas. The TLC will oversee the interventions already in place for secondary students and My Sidewalks reading intervention program at the elementary level to identify and place those students who need assistance. The TLC will also provide input for students needing credit recovery through FLC (Flexible Learning Center).

Iowa Core Implementation, Alignment, Assessment, and Rigor

The TLC will strengthen the district's work with Iowa Core implementation by structuring alignment, gathering resources, and evaluating curriculum to ensure full implementation of the Iowa Core. Our district has mapped the Iowa Core using Curriculum Mapper. The curriculum has been aligned through K-12. Instructional coaches along with the model/mentor teachers will perform peer reviews that can assist teachers in ensuring that the written curriculum is also curriculum being taught. They will also help gather resources that will aid in their implementation of the Iowa Core. The model/mentor teachers' duties will be to introduce new staff to the Iowa Core. They will also have regular meetings in which planning and preparing will take place. With instructional coaches, and a more structured mentoring program, we feel that the Iowa Core will be implemented with a much higher fidelity and rigor. The gaps and over-instruction in content and skills will be greatly reduced and have a positive impact on student achievement.

Teacher Professional Growth and Development

Instructional coaches will spend time in classrooms observing and gathering data and overseeing peer review/collaboration groups. The classroom teacher and instruction coach would then work as a team to improve instruction and learning through their Individual Career Development Plan (ICDP). Model/mentor teachers and instructional coaches will work with new staff to strengthen teachers' professional growth through their ICDP and in turn, raise student achievement.

The additional funds provided by the Teacher Leadership Supplement will provide additional time throughout the school year for the TLC members. Instructional coaches' additional time shall be used to mentor initial teachers, prepare for professional development, and strengthen instructional leadership of model/mentor teachers.

Using Part 4 application narrative from previous submission?* No

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

Current State of Mentoring:

Currently we partner with AEA to provide an explicit mentoring and induction program for teachers new to the profession. First and second year initial teachers participate in the program with an experienced teacher. They go together to meetings three times a year. Mentors and Mentees meet twice a month during our Monday late starts. During this time they discuss the prior week's effectiveness and look to the coming weeks. If needed, they will work together on lesson plans.

Findings from the needs assessment suggest that more collaboration is needed through observations, meetings (informal and formal), and feedback from model/mentor teachers. Administrators and board members felt instructional coaches and model/mentor teachers would improve student achievement with quality professional development.

Description of Needs Assessment:

To determine how best to improve entry into the profession for teachers who are new to our districts, we conducted a needs assessment. This was based on interviews of our mentors and mentees.

Identified Needs:

- Responses from mentees and mentors stated more time for collaboration was needed to help build effective instruction. More opportunities to observe in experienced teachers' classrooms are needed.
- A majority of teachers felt that the district could use instructional coaches and model/mentor teachers. A minority of teachers feel we could utilize a Dean of Students or Curriculum Teacher. Teachers also mentioned the elementary "We Care" program was not fulfilling its purpose, and the secondary staff mentioned they did not have a group of teachers to help students in need.
- Administrators and board members felt instructional coaches and model/mentor teachers would improve student achievement with quality professional development.

Gaps

Our current mentoring and induction program is not as effective as we would like it to be. The following are gaps we feel our district needs to improve upon in order to support and retain new teachers through the mentoring process:

- Our current mentoring plan needs to be updated to keep up with current best-practices.
- The plan does not have formal timelines in place for completion of learning projects.
- Our plan needs a formal system for determining our mentors in each building.
- Our current plan uses time beyond school hours for collaboration and mentorship.
- Our plan needs to include training on coaching skills.

Strategies:

In an effort to extend mentoring to all new teachers to our district, the model/mentors will observe and collaborate with all new teachers to address district specific initiatives.

We will utilize two (or more if needed) model/mentor teachers in our district to help mentees provide more time for collaboration and opportunities to view experienced instructors. Additionally, teachers in their first two years of teaching will be supported by two days of coverage by a substitute teacher that will allow the new teacher and his or her mentor the opportunity to observe model teachers' classrooms and reflect together on those observations. The role of these model/mentor teachers will be to facilitate induction and orientation of new teachers. This will help acclimate them. New teachers will be invited to a PLC, and welcome our new teachers to the district. The areas in which model/mentor teachers will be assisting new teachers are: policies, guidelines and expectations, lesson planning, curriculum alignment, and classroom management.

Policies, guidelines, expectations: The model/mentor teacher and administration will conduct an orientation for the beginning teacher or teachers that are new to the district to explain district policies, guidelines, and expectations related to the teaching staff.

Lesson Planning: The model/mentor teacher will guide the beginning teacher through the lesson plan writing process. He or she will collaborate with

the beginning teacher, observe instruction, and assess success of planning. New strategies will be explored and shared, and the experience of the model/mentor teacher will benefit the first year experience of the new teacher. Monthly meeting time during our late starts will include practice in lesson planning. Each mentor will work with their mentee to use student data, goals, and Core Curriculum to develop a lesson. Time will be provided for the new teacher and mentor to evaluate the lesson and review student responses to the lesson. They will meet on lesson planning at least twice a month during Monday late starts.

Curriculum alignment: The model/mentor teacher will assist the beginning teacher in curriculum alignment to the Iowa Core as well as connecting that curriculum with proven instructional methods. Model/mentor teachers will help the beginning teachers and teachers new to the district improve student achievement by implementing powerful instruction practices for teaching high content standards. Mentees will be provided release time once a month to observe in model teachers' classrooms. Mentors will process what the new teacher observed by engaging in dialogue following the observation. They will meet on curriculum alignment at least twice a month during Monday late starts.

Classroom Management: The model/mentor teacher will observe and offer strategies to maintain positive classroom management. A portion of our monthly late start time will include the mentee and mentor time to discuss and practice classroom management. They will work together to maintain an effective classroom environment, reach all students, and establish discipline with dignity. They will meet on classroom management after school when need arises.

Narrative

Using Part 5 application narrative from previous submission?* No

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

Please include the following information in your narrative:

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

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

Through the TLC grant, teachers who have taught for at least three years and one year in the district may apply for the following leadership roles: Instructional Coach, Model/Mentor Teacher, and Student Teacher Assistance Team. Through the collaboration of the TLC process these positions will work together to increase student achievement by providing professional development, mentoring, and modeling aligned to the needs of the teachers and staff at Westwood.

The list of planned job responsibilities is included below. While overlap in responsibilities may occur, so does the opportunity for collaboration.

Instructional Coaches (2 total)

Responsibilities:

- Providing and demonstrating teaching on an ongoing basis.
- Routinely working strategically in planning, monitoring, reviewing, and implementing best instructional practice.
- Observing and coaching teachers in effective instructional practices.
- Supporting teacher growth and reflective practices.
- Working with and training classroom teachers to provide interventions aligned by subject area. Supporting instruction and learning through the use of technology.
- Participating in collaborative problem solving and reflective practices which include, but are not limited to, professional study groups, peer-observations, grade-level planning, and weekly team meetings.
- Planning and delivering professional development activities designed to improve instructional strategies.
- Engaging in the development, adoption, and implementation of curriculum material.
- Coordinating the MTSS Process and serving as interventionist where needed.
- Offering leadership on strategies and direct involvement in the classrooms such as the literacy task "Daily 5", "My Sidewalks", Authentic Intellectual Work (AIW), and Second Chance Reading.
- Mentoring beginning teachers, guiding teachers new to the district, and supporting current teachers.
- Attending meetings to ensure distribution of information to the staff. Collecting, analyzing, and connecting district data.
- Reporting to our school board as needed.
- Conducting grade-level meetings and keeping records.
- Maintaining consistent horizontal alignment with Iowa Core Curriculum and instructional strategies supported within the Iowa teaching standards.

- Implementing and sustaining viability of targeted instructional strategies. Collaborating with model/mentor teacher for vertical alignment modeling lessons and co-teaching.
- Researching lessons and strategies.
- Serving as a reference for classroom management strategies.
- Writing grants.
- Conferencing with the administration and District Leadership Team (DLT) to assist in planning professional development.
- Applying the Iowa Professional Development Model to determine effectiveness for continuation of improvement process.

Allocation of Time:

100% of time in ICs role; 0% of time as classroom teacher

Reports to:

Superintendent and Building Principals

Terms of Employment:

- Employed for 15 extra days per FTE
- One year, renewable
- Position paid from TLC funding stream

Model/Mentor Teachers (2 per year - 1 per each first or second year teacher - Total number will vary year to year)

Responsibilities:

- Assisting in determining professional development goals by establishing agendas and informing new teachers before meetings.
- Planning and delivering activities designed to improve instructional strategies.
- Mentoring and guiding teachers new to the district.
- Helping with vertical teaming between elementary/secondary as necessary.
- Modeling lessons and observing others to build ideas and share strategies.

Allocation of Time:

5% of time in Model/Mentor role; 95% of time as classroom teacher

Reports to:

Superintendent and Building Principals

Terms of Employment:

- Employed for 4 extra days paid from TLC funding
- One year, renewable

Student Teacher Assistance Team (STAT) Leaders - (1 position in each grade area: PreK-2, 3-6, 7-8, 9-12)

Responsibilities:

- Meets with teachers, administrators and, at times, AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation
- Manages monthly STAT meetings with teachers
- Guides other teachers in implementing research-based interventions for students in need of assistance

Allocation of Time:

100% of time as classroom teacher

Reports to:

Superintendent, Principals, Instructional Coaches

Terms of Employment:

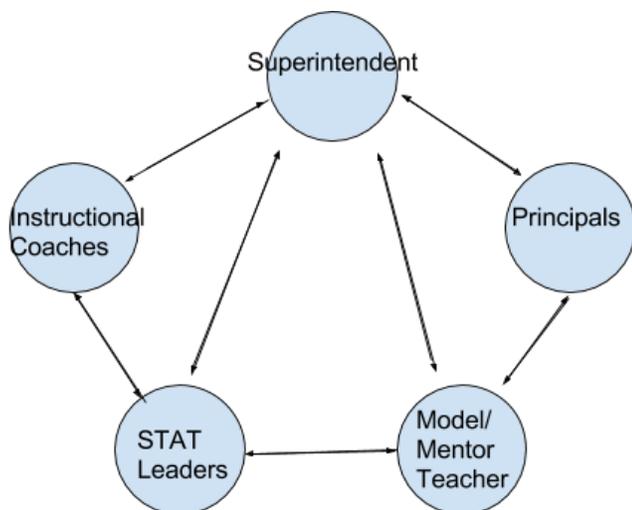
- Employed for 0 extra days
- One year, renewable
- Position paid from TLC funding stream

How new roles fit together and support existing teacher leadership

When Westwood receives a TLC grant, district administrators, instructional coaches, model/mentor teachers, and STAT Leaders will coordinate the PD calendar for each upcoming school year. During this process the team will:

- Determine learning outcomes for all teachers through this collaboration time.
- Ensure 100% participation by all teachers in implementing the instructional frameworks of our research based instructional strategies appropriate to grade level.
- Coordinate collaborative efforts to measure if learning targets are being met through our designated instructional frameworks.
- Provide ongoing support for teachers as they implement and assess instructional strategies within the building-level learning frameworks.

It is imperative that the leaders in these positions communicate effectively to cultivate trust and create a collaborative culture within a coherent system. The Instructional Coaches will work with the STAT Leaders and administration to collect and analyze student data to determine if students are succeeding. The DLT, STAT Leaders and Instructional Coaches will make decisions based on the data for whether the work being done should be continued or altered. The AEA, as well as the Instructional Coaches and administrators, will also work to train the model/mentor teachers.

TLC Chain of Communication

Using Part 6 application narrative from previous submission?* Yes

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.

A committee will be formed to select the Instructional Coaches. This committee will be comprised of an equal number of administrators and teachers

(not applying for any of the leadership positions.) Together they will select the Instructional Coaches based on the criteria below:

A strong and specific set of skills will be needed to effectively fulfill these new positions. The skill set is as follows:

- The ability to assist other educators to become better learners and teachers.
- The ability to interpret data and make effective instructional decisions.
- The ability to work productively with administration and colleagues.
- The proficient use of technology that will include, but is not limited, use of interactive whiteboards, Google Docs, and Microsoft Office.

Round #1

To begin the application process, prospective instructional coaches:

- Will hold and submit a valid teaching license and endorsements
- Will have taught for three years with one year teaching in the Westwood CSD.
- Will submit two letters, minimum, of recommendation from colleagues within the district.
- Will receive ID# to be used through Round 1 process provided by the Superintendent's secretary (anonymous application makes for unbiased approach to each applicant)
- Will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.
- Submit a resume highlighting service to the district in terms of collaboration, leadership and continuing education. (Instructional Coach applicants must give evidence of a strong literary background through courses, workshops, experience, etc.)
- Submit an essay explaining professional growth related to the position, what strengths applicant brings to the position, personal goals for the position and what steps the applicant will take to meet those goals
- Submit 2 artifacts highlighting strengths for the leadership position
- Submit artifacts showing knowledge of the Iowa Teaching Standards

Round #2

After approval of initial application, prospective instructional coaches will be interviewed by the selection committee and evaluated according to the following criteria:

- Evidence of a deep understanding of the Iowa Core.
- Artifacts that demonstrate adherence to the district's goals.
- Documentation of the prospective teacher-leader's previous attention to professional learning.
- Explanation of specific data collection that demonstrates student growth.

Once the instructional coaches are hired, a committee will then be formed to select model/mentor teachers. This committee will be comprised of two administrators, and the two instructional coaches previously hired. Together they will select the model/mentor teachers.

To begin the application process, the prospective model/mentor teachers:

- Will hold a valid teaching license.
- Will have taught for three years with one year in the Westwood CSD.
- Will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.

The selection committee will review the initial applications.

After approval of initial application, the prospective model/mentor teachers will:

- Be interviewed by the newly-formed committee including instructional coaches.
- Demonstrate adherence to the district's goals.
- Provide evidence of a deep understanding of the Iowa Core.
- Show documentation in previous teacher leadership positions such as Mentor Teachers, AIW Leaders, Building Leadership Teams.

A strong and specific set of skills will be needed to effectively fulfill these new positions. The skill set is as follows:

- The ability to assist other educators to become better learners and teachers.
- The ability to interpret data and make effective instructional decisions.
- The ability to work collaboratively with administration and colleagues.
- The progressive use of technology in their respective classrooms.

Narrative

Using Part 7 application narrative from previous submission?*

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.

Aligning Teacher Leadership Roles with Identified PD

Westwood CSD has the ability to develop and deliver PD that is clearly and carefully aligned across all grades PK-12. The 2015-2016 Professional Development Calendar sets aside six days of professional development time as part of our calendar. The district calendar also builds in additional hours of collaboration time through a one-hour late start for students every Monday throughout the school year. During one-hour professional development times, teachers will participate in the following activities to improve instructional practice and increase student achievement: AIW, Daily 5, My Sidewalks, Second Chance Reading, and other research based strategies.

Mentor Teachers, Instructional Coaches, administration, and the AEA personnel, will facilitate the development and delivery of all PD in the district. The Instructional Coaches (ICs), along with the model/mentor teachers will meet together with administration to form the DLT. This team will meet to organize, schedule, and facilitate PD.

Instructional Coaches (2 total)

Responsibilities:

- Providing and demonstrating teaching on an ongoing basis.
- Routinely working strategically in planning, monitoring, reviewing, and implementing best instructional practice.
- Observing and coaching teachers in effective instructional practices.
- Working with and training classroom teachers to provide interventions aligned by subject area. Supporting instruction and learning through the use of technology.
- Planning and delivering professional development activities designed to improve instructional strategies.
- Engaging in the development, adoption, and implementation of curriculum material.
- Coordinating the MTSS Process and serving as interventionist where needed.
- Mentoring beginning teachers, guiding teachers new to the district, and supporting current teachers.
- Conferencing with the administration and District Leadership Team (DLT) to assist in planning professional development.
- Applying the Iowa Professional Development Model to determine effectiveness for continuation of improvement process.

Our plan also incorporates the twelve essential elements of the Iowa PD model described in the Iowa PD Model Technical Guide.

Collecting and analyzing student data: Our ICs and STATS will collect and provide support for individual teachers to collect student data. The ICs and STATS will analyze the data to align instructional strategies to students' needs.

Using student data to set goals and select content: The ICs will utilize student data to determine PD goals with the DLT for the district.

1. Selecting content: All PD content is chosen initially by the DLT and administrative team. Once the school year has started we will collect

surveys after each PD day, monitoring and changing content as needed. Change in content could be in response to teacher feedback, changes in student performance, or a combination.

2. Designing PD: The administration and DLT will meet and decide on a PD calendar for the year. Design of PD will focus on ensuring students master academic skills that will create college and career readiness.

3. Ensuring an ongoing PD Cycle:

- 1. Training opportunities: Teachers will participate in training opportunities led by our Instructional Coaches and Model/Mentor Teachers, either by building level, content area, or district. In addition, the ICs will observe every teacher in the classroom each quarter, and then provide individualized support through feedback sessions.
- 2. Collaboration: Building-based PD supports teachers from the same building to learn collaboratively in a cross-curricular environment, while district level PD fosters collaboration among teachers from both buildings to address common content, concerns, and skills.
- 3. Implementation: Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys. ICs will also support new and career teachers in implementing PD strategies.
- 4. Formative PD Evaluation: Formative data will be collected to document student growth and forecast future student needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus.

Coordinating periodic synthesis of summative evaluation data

- 1. Summative PD Evaluation: PD data collected through online surveys and administrative walk throughs is analyzed by the district level team. One important task of the DLT is to make adjustments in how the PD is delivered and what content is covered based on the input of our instructional staff.
- 2. Individual teacher ICDP plans: Each building principal ensures that teachers complete individual career development plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered around this plan. Our ICs support teachers every year in a non-evaluative role with the implementation of their ICDP plans through the individual coaching process.
- 3. Building PD plans: Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of each building's plan is led by the DLT and the administrator in each building using ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission?*

Yes

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.

In order for any educational program to be effective, short-term and long-term measures must be in place. It is from these measures that data must be consistently gathered and scrutinized. The short-term and the long-term effectiveness of the Westwood TLC plan will be purposeful, effective, and measured by the following:

Improved student learning

Measurements will include:

Iowa Assessments

ACT

FAST

STAR Early Literacy, Reading, and Math

Assessment dropout/graduation rates

Post-high school plans

The number of initial teachers meeting the eight Iowa Teaching Standards

Measurements will include:

Teacher evaluation process

The number of teachers recommended for full licensure as determined by their Comprehensive Evaluation

Measurements will include:

Teacher evaluation process

Higher retention rate of qualified teachers

Measurements will include:

Teacher evaluation process

Success in meeting the district's CSIP short-term goals

Measurements will include:

APR (Annual Progress Report) Data

AYP (Adequate Yearly Progress) Data

Annual CSIP (Comprehensive School Improvement Plan) assurances update

Success in meeting the district's CSIP long-term goals

Measurements will include:

CSIP data

Increased community involvement with the school

Measurements will include:

SIAC (School Improvement Committee)

CTE; (Career and Technical Evaluation) Committee

Participation records for Volunteer Program

Parent/teacher conference attendance trend data

Decrease in students open enrolling out of the district

Measurements will include:

Student enrollment trend data (SRI Certified Enrollment)

Open enrollment trend data

Decrease in teacher turnover

Measurements will include:

Employment longevity trend data

Increased number of applicants for leadership positions

Measurements will include:

Application trends

The TLC plan will be monitored by the following components:

Exit survey/ interview for mentoring

Effectiveness of training provided for mentors

Additional training needed for mentors

Adequacy of time for mentee collaboration and observation

Resources available for mentors/ mentees

Evaluations of Instructional Coaches by administrators

Effectively communicated ICs needs and progress to the district

Maintained focus on District Goals

Planned and presented relevant professional development for the district

Reflections by teachers in leadership roles

Accomplishments

Areas for improvement

Goals for the future

Adequacy of training provided

District self-reflection of fidelity of implementation of TLC plan

Identification of methods that went well

Identification of methods that need improvement

Creation of an improvement plan for upcoming school year

Data analysis following the Iowa Professional Development Model

Monitoring our efforts to increase student achievement

Determining next steps based on student achievement data

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

The Westwood TLC committee realizes that there is more to the sustainability of our TLC Plan than funding. This grant will require the TLC committee to employ the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and high student achievement. The TLC plan requires a change in the culture of our district; a shift toward empowering teachers to take on leadership roles that impact what is happening within each classroom.

Capacity for Implementation

The district utilizes the District Leadership Team, administrators, the AEA, and other outside resources in the effective delivery of professional development.

- With the support of the Iowa Department of Education and the AEA, the district has implemented Authentic Intellectual Work (AIW) to foster collaboration and continuous improvement among colleagues. This result-oriented, research-based approach has created a focus on learning among our staff.
- The elementary staff has developed the My Sidewalks program. This provides reading enhancements for students no matter their reading level. Those that are assessed lower than district standards but not in Special Education receive 30 minutes of intense reading instruction at their level.
- The district currently has a mentoring program in place in cooperation with the AEA. New teachers are also provided one additional day at the beginning of the year and the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC plan will enhance our capacity to allow teachers to grow through the study of research-based teaching strategies and collaboration.
- In the above examples, quality teachers are a determining factor in student achievement and our teachers understand the need for strong professional development.

Personnel Responsible

We recognize the challenges inherent with implementing a Teacher Leadership Program in district. The following are responsible for ensuring a commitment to sustaining the TLC plan:

- The Westwood Community School District Board of Education, in partnership with the superintendent, will continue to ensure the alignment intended (i.e., fulfillment of TLC grant parts 1-10) and provide oversight of the roles and responsibilities to carry out the Westwood TLC plan as proposed.
- Building administrators in collaboration with instructional coaches and model/mentor teachers will be held accountable by the superintendent and the Board of Directors for full implementation of the Westwood TLC Plan.

Roles of Key Staff

- Superintendent - The superintendent will be responsible to provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as the district adjusts to a new leadership environment.

- Principals - Working with ICs and STAT Leaders on a regular basis, the principals will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.
- Instructional Coaches - Instructional Coaches will work one-on-one with staff to build relationships and trust which will provide better focus on the key elements of the TLC plan. The ICs will be able to help colleagues find ways to improve and reflect on lessons, instructional practices and assessments.
- STAT Leaders - The STAT Leaders will meet with teachers, administrators, and at times AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation.

Sustainability Over Time

- Westwood currently does not have Instructional Coaches, model/mentor teachers or a Student Teacher Assistance Team. These positions will meet with staff, develop technology integration plans, collaborate with colleagues and lead professional development at Westwood. These experiences show that we have the ability to sustain the program into the future.
- Over the last three years, Westwood has implemented numerous cost saving measures to secure our financial stability. We have strong working relationships with neighboring districts to provide the cooperation necessary to work together.
- Other means to contribute to the sustainability of the program include providing ongoing training to our Instructional Coaches provided through the AEA or other resources.
- The community will be kept abreast of the program through the website and through the communication with the school board.

Needed Systemic Infrastructure

- The district currently does not employ instructional coaches or model/mentor teachers. Through the rigorous selection process and detailed job descriptions that will be prepared, these additional roles will be defined and delineated. The need has been defined through meetings with stakeholders. The TLC funding structure will provide necessary resources to develop this infrastructure.
- While our district has successfully provided effective professional development for our teachers, we do not have anyone whose chief responsibility is dedicated to this area. This grant would allow us the opportunity to have individuals who are responsible for coordinating and providing professional development for improved teacher instruction.
- The district has a variety of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret that data and how the different types of data fit together. The ICs will utilize data to help provide the desired positive impact on student achievement.

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

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.	\$22,614.00
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).	\$134,000.00
Amount used to provide professional development related to the leadership pathways.	\$0.00
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>	\$5,979.60
Totals	\$162,593.60

Grant Allocation

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

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

Certified Enrollment Number* 520.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$162,593.60

Total Allocation \$162,593.60

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$162,593.60

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 previous application?* 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)

Part 10

This plan provides the best use of grant funds to support our vision and allow us to meet the following plan goals:

- improve student achievement by strengthening instruction
- insure problem solving and critical thinking skills are embedded within instruction
- create opportunities for teachers and students to access and utilize technology within instruction
- create positions within districts to fully utilize staff expertise
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

Based on student enrollment, the district will receive \$169,623 in Teacher Leadership Supplement Funds. We will have forty-one career teachers for the 2015-16 school year. The information below outlines the budgeted expenditures for the addition of two Instructional Coaches, a minimum of two Model/Mentor Teachers and eight STAT Leaders. The following provides details about the use and allocation of funds tied to the leadership roles. In addition, \$2,979.60 will be allocated to provide professional development opportunities to teacher leaders and mentees that include transportation, registration fees, and paying substitutes to cover classes. Replacement Teacher and Substitutes \$ 3,000.

Instructional Coaches:

The Instructional Coaches (ICs) will use the Iowa Professional Development Model to plan and implement professional development at the district level and building level. The administration and District Leadership Team (DLT) will be consulted for input on professional development planning and implementation. The ICs will support the the MTSS process and implementation of Iowa Core. The ICs will be responsible for the implementation of the Teacher Leadership Compensation Plan and for reporting progress to all stakeholders. They will provide additional guidance in one or more aspects of the teaching profession to teachers. The coaches will meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching and/or reflecting. A portion of the coaches' time will be spent with administration to provide input on professional development, researching evidence-based practices and compiling materials/resources to enhance instructional practices and student learning. Responsibilities are 100% Instructional Coaches; 0% of time as classroom teacher.

Position	Extended Contract Days	Total Contract Days per Position	Estimated Compensation per Position	Estimated Total Compensation with FICA and IPERS
2	30 (15 each)	201	\$4,800	\$11,190
Replacement Teachers		186 (each)		\$134,000

Model/Mentor Teachers:

Model/Mentor Teachers (MMT) serve as a role model of exemplary teaching practices. The model teacher has demonstrated success in the knowledge and implementation of instructional strategies and evidence-based practices. He/she will provide opportunities for new teachers to observe, collaborate and reflect. On average there will be 2 MMT for the district. Responsibilities are 5% MMT; 95% of time classroom teacher during the regular working day plus an extended contract.

Positions	Extended Contract Days	Total Contract Days per Position	Estimated Compensation per Position	Estimated Total Compensation with FICA and IPERS
2	8	190	\$2,500	\$5,828

Student Teacher Assistance Team (STAT) Leaders:

Student Teacher Assistance Team (STAT) Leaders will meet with teachers, administrators and at times AEA building representatives to discuss students in need of assistance based on data points from assessments and documentation. They will manage monthly STAT meetings with teachers in their grade span area. They will guide other teachers in implementing research-based interventions for students in need of assistance. 100% of time as a classroom teacher.

Positions	Extended Contract Days	Total Contract Days per Position	Estimated Compensation per Position	Estimated Total Compensation with FICA and IPERS
8	0	186	\$600	\$5,596

Westwood's current approximate application budget is \$162,593.60. Our total budget allowed based on the state calculation for TLC is \$162,593.60 .

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