



Application

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

95338 - Williamsburg Teacher Leadership and Compensation Planning Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 3:34 PM

Primary Contact

AnA User Id	CAROL.MONTZ@IOWAID		
First Name*	Carol	Lavon	Montz
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Superintendent		
Email:	cmontz@williamsburg.k12.ia.us		
Address:	810 W Walnut St. Box 120		
City*	Williamsburg	Iowa	52361
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	319-668-1059		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	State Energy Program		
Fax:	319-668-1059		
Agency			

Organization Information

Organization Name:	Williamsburg Community School District
Organization Type:	K-12 Education
Tax ID:	42-6039258
DUNS:	02-549-3321

Organization Website: www.williamsburg.k12.ia.us
Address: 810 W Walnut St
Box 120
Williamsburg Iowa 52361
City State/Province Postal Code/Zip
Phone: 319-668-1059
Ext.
Fax: 319-668-9311
Benefactor
Vendor Number

Recipient Information

District Williamsburg Community School District
Use the drop-down menu to select the district name.
County-District Number 48-7029
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 Dr.
Name of Superintendent Carol Monta
Telephone Number 319-668-1059
E-mail Address cmontz@williamsburg.k12.ia.us
Street Address 810 W Walnut
City Williamsburg
State Iowa
Use the drop-down menu to select the state.
Zip Code 52361

TLC Application Contact

Honorific Dr.
Name of TLC Contact Carol Montz
Telephone Number 319-668-1059
E-mail Address cmontz@williamsburg.k12.ia.us
Street Address 810 W. Walnut
City Williamsburg

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52361

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)

Overview: The vision of the Williamsburg Teacher Leadership Compensation Plan is to create a differentiated teacher leadership system that strengthens instructional skills and builds a collaborative culture of continuous improvement in teaching and learning so each student becomes a productive and informed global citizen. The goals of the TLC Plan are aligned with the district's vision, mission, and core values. To ensure a tiered support system, the Williamsburg TLC Plan is aligned to the district's C-PLAN, SINA, and Professional Development Plan.

In 2013, the District completed a strategic planning process to create and revise the district's vision, mission, and core values to guide and focus the district. A Comprehensive Needs Assessment provided stakeholder input from district staff, board, parents, and community.

Williamsburg's Vision "Innovate...Lead...Excel" supports an innovative teacher leadership system with high expectations for all staff and students. Our mission statement, "The Williamsburg Community School District engages and empowers students to be productive and informed global citizens," reflects the belief that all students can learn at high levels. Based on recommendations from stakeholder groups, the board approved and committed to the following core values: safe and healthy environment, effective instructional strategies, commitment to continuous improvement, respect, inspiration and innovation, collaboration and communication, shared leadership and responsibility for learning. Stakeholder commitment to the district's vision, mission and core values supports successful implementation of the TLC Plan.

The TLC Plan creates a clearly defined teacher leadership model that provides additional compensation, learning opportunities and leadership pathways for beginning, developing, and highly qualified teachers. The TLC Committee identified the following measurable goals:

- Hire, develop, and retain highly qualified teachers
- Develop and support multiple differentiated teacher leadership roles
- Strengthen instructional skills through a culture of collaborative leadership and responsibility, and commitment to continuous improvement
- Increase student learning of district identified essential skills aligned with the Iowa Core

Based on a review of literature, district needs and initiatives, and much discussion, the TLC Committee identified four differentiated teacher leadership roles: Mentor Teacher, Model Teacher, Lead Learning Team (LLT) Leader, and Instructional Coach. Mentors, Model Teachers, and LLT Leaders will hold full-time teaching contracts while Instructional Coaches will serve as full-time teacher leaders.

While each teacher-leader role is clearly defined, collaboration fosters best practices and builds shared responsibility and accountability in strengthening instruction. The district's commitment to close the achievement gap and accelerate learning relies on teacher leaders' ability to create and sustain a truly professional learning community. Teachers analyzed student achievement data (SINA and C-Plan) and identified four focused professional learning initiatives: 1) Implementation of effective Collaborative Learning Teams (CLT), 2) Iowa Core alignment, 3) Evidence-based instructional strategies, and 4) MTSS. General responsibilities for each teacher-leader role are:

- Mentor Teacher Leaders will increase retention and effectiveness of beginning teachers by helping them understand the district's culture, procedures, and expectations. Beginning teachers will be supported in alignment of their skill levels to the Iowa Teaching Standards and participation in district initiatives. Mentors will be determined annually based on the number of new teachers.
- Model Teachers will be recognized as leaders of effective instruction. Model teachers will provide demonstration, consultation, peer review, and/or reflection on the CLT process and professional learning initiatives. Six model teachers will be selected, three at PK-6th, and three at the 7-12th grade.
- LLT Leaders will provide district-wide professional development in effective implementation of CLTs, and professional learning initiatives to support a continuous improvement model. Eight LLT leaders will be selected for the PK-6th building, and eight for the 7-12th building (16 total).
- Instructional Coaches will coach individuals and/or groups of teachers in skills and strategies essential for CLT process, Iowa Core alignment, instructional strategies, and MTSS strategies. Differentiated coaching will meet diverse teacher needs: integration of technology, personalized learning, standards based grading, and PBIS. Two instructional coaches will be selected, one for PK-6th, and one in 7-12th grade.

The collaborative learning team (CLT) process will provide a continuous improvement framework to center teaching on Iowa Core essential skills, teacher analysis and reflection of instructional practices and improved student learning. Teacher leaders will support accelerated learning through four essential questions: What skills do we want students to know? How will we know if they've learned them? What will we do if they haven't? What will we do if they already know them?

The TLC Committee selected Model 3: Comparable Plan Model. The Williamsburg's TLC Plan includes five specific criteria: 1) Minimum salary of \$33,500, 2) Improved entry into the professions, 3) Differentiated, multiple, meaningful teacher leadership roles, 4) Rigorous selection process, and 5) Aligned professional development. Teachers, administrators, board and the school community will use a variety of methods to support and monitor the TLC Plan. Teacher-leaders will establish a leadership CLT to analyze teacher and student data, set goals for teacher and student learning, monitor progress, and plan for their own professional learning. Hiring and retention data, teacher implementation and walk through data, and student achievement data will be collected, analyzed, and shared as a component of a continuous improvement cycle.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Williamsburg's planning for the TLC Grant was guided by a series of GWAEA workshops. One or more administrators attended six GWAEA planning sessions to bring back and share D.E. updates and AEA guidance. A quorum of the TLC Committee met for seven half-days from June 2 through October 28th. When planning meetings, consideration was given to teacher release time, administrator and parent work schedules. Members worked independently to review research, templates and approved plans. Sub-committees met throughout October to write, make revisions and ensure alignment with the scoring rubric. The district's allocation for the TLC Planning Grant was \$9,235.93. Funds compensated committee members with a \$425 stipend, and paid for substitute teachers, workshops, site visits, and travel.

The TLC Committee included a variety of school and community stakeholders: 1) Eight teachers including early childhood, special education, K-12, and media specialist; 2) Two parents actively involved in various school and community committees; 3) Jim Pedersen and Lauren Keating, GWAEA; and 4) Six district administrators. Teacher volunteers were solicited and parents were invited to participate based on administrator recommendation. Members were selected on their willingness to develop an understanding of TLC legislative intent and requirements, and consider differentiated teacher leader roles, responsibilities and compensation.

Members reviewed research and literature related to teacher retention, compensation, and leadership independently. GWAEA templates and identified exemplars were shared at each meeting. Meetings were spent investigating, brainstorming, and identifying priorities. Much of the actual writing took place outside of committee meetings with written work shared prior to meetings. Administration reviewed proposals and suggested revisions for consideration. Each TLC member independently reviewed parts of the plan for alignment with the scoring rubric. In order to build commitment and support among stakeholders, effort was made to ensure each voice was heard, different perspectives and points of view shared, and general consensus reached on key components.

The purpose of the first meeting on June 2 was to increase knowledge of the goals and intent of TLC Legislation. The committee investigated:

- Iowa Department of Education's website and Guidance for TLC System
- Three TLC model options
- Approved TLC plans of similar sized districts

Members worked in subgroups to compare models and the five "must-haves" of Model Three. Members agreed the plan should be aligned with identified needs and current initiatives. Administrators recommended alignment of the TLC plan with the district's C-Plan, School In Need of Assistance (SINA) and Professional Development Plan.

At the Committee meeting held July 3, members:

- Reached consensus on proposed TLC vision and goals
- Selected Model 3 - Comparable Plan for submission
- Identified current initiatives - Collaborative Learning Team process, essential skills, curriculum and assessments aligned to Iowa Core, evidenced based instruction, and MTSS
- Discussed possible teacher leadership roles

At the meeting held on August 11th, members:

- Discussed alignment with C-Plan, SINA, and Professional Development Plans
- Identified five possible teacher leadership roles
- Discussed student achievement-SINA designation
- Discussed possible staff, parent, and community concerns

At the meeting on September 16, members:

- Shared research from the Center on Educator Compensation Reform
- Shared research (DuFour) on professional learning communities as a research-based process of continuous improvement for student learning
- Discussed selection criteria

After considerable discussion, consensus was reached on four differentiated teacher leader roles: Mentor, Model Teacher, Lead Learning Team Leaders, and Instructional Coaches. Leadership roles were selected based on potential to support research-based professional development, district-wide initiatives, create a collaborative culture, and strengthen instruction focused on improved learning.

At the meeting on October 8th, members:

- Received drafts of Parts I-III
- Reached consensus on criteria, selection, and compensation for each role
- Discussed SINA Plans
- Discussed mentoring and professional development components

At the meetings of October 15 and 28th, members:

- Collaborated with Benton Community teacher leaders on application, selection criteria, implementation and evaluation
- Wrote, reviewed and/or revised final drafts of TLC Plan

An overview of TLC legislation was provided to staff during an August workshop. Staff and board members received periodic updates. An overview of the plan was presented to the SIAC Committee on October 8th, and a board presentation will be made on November 12th. TLC information was submitted to the local paper and posted on the district website. A TLC website, available to teachers and parents, will provide information on the planning process, teacher leader positions, job descriptions, selection criteria, applications, implementation, and evaluation. The vision and goals of the TLC Plan are aligned with the district's vision, mission, and core values approved in 2013. Teachers, administration, parents, board and SIAC support a common goal of creating and sustaining a collaborative professional learning culture that is innovative, sets high academic expectations, engages and empowers students and improves learning for all. The TLC Grant is supported by all

stakeholders because it is aligned with the mission, learning needs and initiatives, provides funds to significantly increase leadership capacity, and provides implementation of a collaborative continuous improvement model to strengthen teaching and improve student learning.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

The District's TLC vision is to create a teacher leadership system that results in improved quality of teaching and learning so each student becomes a productive and informed global citizen. The core of the plan is aligned with the district's vision, "Innovate..Lead..Excel, " and mission, "The Williamsburg Community School District engages and empowers students to be productive and informed global citizens." The premise is that developed and supported teacher leadership will result in our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared for the global marketplace. To ensure a tiered support system, the TLC plan is also aligned with the C-Plan, SINA, and Professional Development Plans.

In August, the district received D.E. notification that Mary Welsh Elementary was designated a SINA school in reading and mathematics. The Jr.-Sr. High designated a SINA school in mathematics. Teachers analyzed student data and demographics (C-Plan and SINA) to identify three-year trend-line data:

- Decreased proficiency in reading and math in grades 3-6
- 7-12th reading proficiency improved
- 7-12th math proficiency remained flat
- Low SES students were less proficient at every grade level in reading and math
- IEP students were significantly less proficient
- Number of identified At-Risk and SES students increased 15-20%

The district is in the process of writing SINA goals in reading and math. Student data, trends, and APR Goals were shared with SIAC members to ensure transparency with our community. APR recommendations from staff and SIAC were presented and approved by the Board on September 8th.

2014-15 Annual Progress Goals:

- Reading: In 2013-14, 82% of 3-5th graders (222 students) were proficient as measured by Iowa Assessments. In the spring of 2015, the cohort group of 3-5th graders of 2013 will increase the number of students who are proficient by 10% as measured by the Iowa Assessments.
- Math: In 2013-14, 69% of 6-8th graders (214 students) met the one year expected growth as measured by Iowa Assessments. In the Spring of 2015, the cohort group of 6-8th grade of 2013 will increase the number of students who make one year's expected growth by 25% as measured by the Iowa Assessments.
- Science: In 2013-14, 52% of the 9-11th graders (245 students) met the one year expected growth as measured by Iowa Assessments. In the Spring of 2015, the cohort group of 9-11th graders of 2013 will increase the number of students who make one year's expected growth as measured by the Iowa Assessments.

Since 2011, the district has focused on the Collaborative Learning Team (CLT) process of continuous improvement to impact teaching and learning. However, designation as a SINA school has created a sense of urgency to systematically accelerate a change in teaching and learning. The TLC Plan greatly expands leadership capacity to immerse the CLT framework in professional learning, which we believe will increase collaboration, coherence, and clarity of purpose in improving achievement.

While each teacher leader role serves a different purpose, the plan supports a cohesive commitment to the CLT framework of continuous improvement. Based on teacher survey and student data (SINA), teachers identified three areas of professional learning focused on student learning. Embedded within the CLT process will be on-going professional development in three areas:

- Development of curriculum, assessments and essential skills aligned with Iowa Core
- Research-based instructional strategies
- MTSS implementation

The TLC goals are aligned with the district's vision and belief that if we hire and retain highly qualified teachers, provide a collaborative framework of continuous improvement, then we will accelerate excellence in teaching and learning.

Goal 1: Hire, develop and retain highly-qualified teachers.

- Minimum salary-\$33,500
- Mentors support understanding of culture, procedures, and expectations
- Mentors support alignment of skills with Iowa Teaching Standards
- Multi-year mentoring by highly qualified teachers
- Teacher leaders strengthen staff and student learning through collaborative culture (CLTs) and shared commitment and responsibility for learning
- Differentiated leadership pathways, responsibilities, learning opportunities, and compensation will lead to increased engagement and job satisfaction

Goal 2: Develop and support differentiated, multiple teacher leadership roles.

- Four teacher leader roles expand leadership capacity: mentors (6 positions), model teachers (6 positions), Lead Learning Team Leaders (16 positions), and instructional coaches (2 positions)
- Teacher leaders have differentiated roles, responsibilities, selection criteria, extended contract days, and compensation.
- Teacher leaders will receive targeted learning opportunities aligned to role and responsibilities

Goal 3: Strengthen instructional skills through a culture of shared leadership and responsibility, coaching, and collaboration.

- Effective implementation of CLT process
- Provide opportunities for discussion, reflection, and collaboration through a cycle of meaningful, non-evaluative observation, coaching, and feedback
- Collaborative professional learning is focused on essential skills/assessments aligned to Iowa Core, evidenced-based instructional strategies, and MTSS

Goal 4: Increase student learning of district identified essential skills aligned with the Iowa Core.

- Facilitate CLTs in identifying essential skills and alignment of Iowa Core in reading, mathematics, science, social studies and 21st Century Learning Skills
- Facilitate development and use of common formative assessments
- Facilitate lesson design, curriculum development and K-12 vertical and horizontal alignment
- Shared responsibility for guaranteed access to Iowa Core curriculum for all students

Using Part 3 application narrative from Year 1?

No

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

The vision and goals of the Williamsburg TLC Plan are aligned with the district's C-Plan, SINA, and professional development goals.

Professional learning initiatives were identified through teacher survey data and analysis of student achievement data. The Collaborative Learning Team process (DuFour's PLC), a model of continuous improvement, will provide structure and framework for focused teacher and student learning. Mentors, Model Teachers, LLT Leaders and Instructional Coaches will provide systemic support to sustain a cohesive commitment to the CLT process. Embedded within the CLT process will be on-going teaching and learning around these initiatives: Iowa Core, evidence-based instruction, and MTSS.

CLT Framework: CLTs have been embedded in the district's professional learning since 2011. Analysis of teacher survey data indicates a wide range of implementation. The TLC Plan will significantly increase leadership capacity to improve effectiveness of our CLT framework.

Teacher survey data identified the need to strengthen CLT skills: norms, essential skills, formative assessments, data analysis, SMART goals, explicit instruction, and progress monitoring. Teacher leaders will build coherence and clarity of purpose through targeted learning, data driven decision-making, and self-reflection.

Iowa Core: Williamsburg teachers continue to work diligently on identifying essential skills in reading, math, science, social studies and 21st Century Learning Skills. Teachers realize implementing Iowa Core will require on-going review, revision, and alignment. In addition, teachers identified a need to strengthen skills in formative assessments, core curriculum, and K-12 vertical and horizontal alignment.

Evidenced-Based Instructional Strategies: GWAEA has provided professional development in research-based literacy strategies for K-12 staff: Walpole's Differentiated Reading Instruction, Every Child Reads, and Second Chance Reading. Math teachers have attended numerous GWAEA workshops to increase skills, knowledge, concept development, and core alignment. Analysis of student achievement data (SINA) identifies a need to implement research-based literacy and math strategies with more consistency and fidelity.

MTSS: Implementation of MTSS varies by grade level and curricular area. Analysis of student data shows 20-25% of students have not mastered core curriculum. Our goal is to implement a MTSS process of continuous improvement to provide targeted and intensive instruction to increase mastery of core learning. MTSS supports teacher collaboration and consensus of instructional strategies for core, targeted, and intensive instruction, progress monitoring, and analysis of student data for instructional decision-making.

Connection of Teacher Leadership Roles to District Initiatives: Mentors, Model Teachers, LLT Leaders and Instructional Coaches will form collaborative leadership CLTs focused on shared responsibility and accountability to strengthen instruction and improve student learning. Each teacher leader is charged with engaging and supporting teachers in the collaborative CLT process and professional learning of district initiatives. While each teacher leader role is clearly defined, shared responsibility for strengthening instruction and cohesive systemic change requires teacher leader collaboration.

- Mentors will support beginning teachers in learning culture, established procedures, expectations, and guide them through the CLT process and district initiatives. Mentors will use Danielson's Four Domains of Teaching (2002) in focused conversations and reflections about teaching and learning. Danielson (2002) states collaborative reflection about learning targets, classroom management, and instruction builds confidence and increases competence. Mentors will collaborate with model teachers, LLT leaders, and coaches to identify specific instructional support to ensure beginning teacher success.
- Model Teachers are skilled teachers and leaders of effective professional learning. Model teachers will be available for demonstration, co-teaching, consultation and reflection of the CLT process and district-wide initiatives. Mentors and model teachers will receive core training in Danielson's Framework, CLT process, and district initiatives.
- LLT Leaders will plan and provide building/district wide professional development for effective implementation of CLTs, Iowa Core, research-based instruction, and MTSS. LLT Leaders will collect survey and implementation data to assess teacher learning and guide planning for professional learning. LLT Leaders will be assigned to CLT teams for consultation and implementation support. LLT Leaders will share implementation data with leadership CLTs to determine needs for specific mentor, modeling, or coaching support. LLT Leaders and Instructional Coaches will receive intensive core training on Iowa Professional Development Model, CLT process, implementation of Iowa Core, research-based instructional strategies, and MTSS.
- Instructional Coaches will provide core, targeted, or intensive coaching for an individual, small or large groups of teachers to ensure skill development and transfer of the CLT process, and successful implementation of the district's initiatives. Coaches and LLT Leaders will collect and analyze teacher survey and implementation data to identify specific skills that could be supported through Mentor, Model, or LLT Leaders. Coaches will provide targeted, differentiated support and coaching for diverse teacher learning needs: integration of technology, personalized learning, standards-based grading, PBIS, etc. Instructional coaches will receive additional targeted learning opportunities aligned to job-related responsibilities.

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)

Attracting and retaining highly qualified teachers is a national concern. National attrition rates indicate 17% of first year teachers leave teaching, 40% after three years, and 50% after five years. Nationally, 60% of teachers are eligible to retire in ten years. In 2008, 28% percent of Iowa's teachers are aged 51+ (Iowa's Condition of Education). Williamsburg's trend-line data shows a higher retention rate. Three-year trend line data shows 23% of our teachers have retired or left the district/profession:

- 21 new hires, 12 beginning teachers
- 38.1% (8) moved to other districts
- 14.2% (3) with 0-5 years of experience left the profession
- 18.2% (7) retired
- 3.2% (3) new positions were added: At-Risk, ELL, and elementary classroom teacher

Iowa is part of a national trend requiring mentoring for beginning teachers. Districts are required to provide a comprehensive mentoring plan, assigning mentors to beginning teachers through a formal support system. TLC funds will provide an increase in leadership capacity to support beginning teachers, improve quality, and expand focus of our current mentoring plan. We believe if we provide a clearly articulated mentoring and induction plan then we will significantly increase emotional support, job satisfaction and effective instruction for students, resulting in an increased likelihood of retention.

The TLC Committee reviewed the current mentoring plan and researched the impact mentors have on job satisfaction and teacher retention. Committee members identified three areas for improvement: 1) mentor selection should include application and interview process; 2) increased structured support in the areas of instruction and classroom management; and 3) include survey/exit interviews. Danielson (2002) confirms that mentor support of instruction and classroom management builds competence and confidence in beginning teachers.

Mentor Selection Process

Mentor teacher leaders will apply through a comprehensive application and interview process. While mentor responsibilities are prescriptive, the relationship between mentors and beginning teachers is a key component to successful teacher development. Screening criteria will include:

- Full time highly qualified classroom teacher
- Valid teaching license
- Three or more years of successful teaching in the district
- Demonstrated ability to form positive professional relationships
- Demonstrated commitment to CLT process and district professional learning initiatives
- Demonstrated use of data-driven instruction to improve student achievement

To provide an increased collaborative focus on instruction and classroom management practices, mentors will create a common format for structured conversations and reflections using Danielson's Framework for Teaching. Mentors will use Danielson's Level of Performance Rubric to guide professional learning conversations and self-reflection. Key elements of Danielson's framework are aligned with Iowa Teaching Standards allowing mentees to self-assess progress towards performance standards. Mentors will focus on Danielson's Four Domains of teaching:

Domain 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Knowledge of resources
- Designing coherent instruction
- Assessing learning

Domain 2: Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture of learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 3: Instruction

- Communicating clearly and accurately
- Questioning and discussion techniques
- Engaging students
- Flexibility and responsiveness

Domain 4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school district
- Growing and developing professionally

- Showing professionalism

Mentor Responsibilities

All mentors will:

- Participate in core workshop training for Teacher Leaders
- Participate in established teacher leader CLTs for leadership development
- Attend training in Danielson's Four Domains
- Establish weekly meetings, maintain and submit reflective logs
- Meet with mentees and administration one day prior to first contract day
- Review established procedures, expectations, safety procedures, access to technology
- Schedule two classroom observations per semester, conduct post-observation meeting, provide non-evaluative feedback
- Meet with mentee and program coordinator each semester
- Collect beginning teacher job satisfaction survey data
- Complete exit interviews with all teachers leaving the district
- Analyze data/exit interviews for program evaluation and revision

Year 1 Mentors:

First Quarter:

- Prior to the start of school, review established procedures, expectations, safety procedures, access to technology
- Discuss lesson design, grading purpose and procedures
- Discuss district-wide assessments, formative assessments, essential skills aligned to Iowa Core Curriculum
- Provide specific feedback and reflection on implementation of district-wide initiatives
- Prepare for parent/teacher conferences

Second Quarter:

- Lead reflective conversations on components of Danielson's Framework for Teaching
- Review Portfolio
- Celebrate successes

Second Semester:

- Use Danielson's Level of Performance Rubric for reflection of teaching and student learning
- Review Portfolio
- Celebrate successes

Year 2 Mentors:

- Reduce weekly meetings to monthly meetings beginning 2nd quarter
- Lead reflective conversations on targeted components Danielson's Four Domains aligned to Iowa Teaching Standards
- Use Danielson's Level of Performance Rubric for mentee's self-reflection
- Provide frequent opportunities for communication, specific feedback, and reflection on district-wide initiatives
- Celebrate successful completion of mentoring program

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

One of the goals of Williamsburg's TLC plan is to create a differentiated teacher leadership system aligned to the district's mission. We believe that if the system is designed to strengthen instructional skills and build a collaborative culture of continuous improvement in teaching and learning, then each student will become a productive and informed global citizen. The TLC plan provides a rigorous selection process to engage thirty teachers (32%) in four differentiated teacher leader roles: Mentor, Model Teacher, Lead Learning Team Leader, and Instructional Coach. Mentors, Model Teachers, and LLT Leaders will continue to hold full-time teaching contracts, while Instructional Coaches will hold a full-time teacher leader contract.

The district's commitment to close the achievement gap and accelerate learning relies on teacher leaders' ability to create and sustain a truly professional learning community. Erkens and Twadell (2012) identify effective leadership as the most important factor in creating and sustaining collaborative learning communities focused on improved student learning. Effective leaders do not just hope for a collaborative culture, they establish expectations, criteria, and monitor conditions that ensure success (Erkens and Twadell, 2012). Effective teacher leaders provide protocols, templates, and processes to guide team learning. Teacher leaders must have a commitment to the school's vision and mission and value learning, along with modeling risk-taking and high expectations to earn the trust and respect of staff (Erkens and Twadell, 2012).

All teacher leaders will work with Initial Teachers and Career Teachers. Initial teachers are those that are in their first year of employment in the district. Career Teachers are those no longer on an initial license or experienced teachers no longer in their first year with the district. The district's current beginning salary is \$33,315 but administration anticipates the beginning salary for 2015-16 will meet the TLC minimum, of \$33,500.

The following Chart details each Teacher Leader position:

Teacher Leader	FTE	Extended Contract	Compensation	Contract
Mentors	6 (6.4%)	4 days	\$3,000	100%
Model Teachers	6 (6.4%)	4 days	\$3,000	100%
Lead Learning Team	16 (17.15%)	7 days	\$4,250	100%
Instructional Coaches	2 (2.1%)	15 days	\$10,000	100%

The Williamsburg TLC Committee selected four teacher leadership roles to support the district's goal of improved student achievement. While each of the four differentiated teacher leader roles has different responsibilities, each role will provide support in building a cohesive commitment to collaborative learning teams (CLTs). Embedded within the CLT process will be on-going teaching and learning around these district professional development initiatives:

- Identified essential skills, assessments and curriculum aligned to Iowa Core
- Evidence-based instructional strategies
- MTSS implementation

While the district currently utilizes mentors and lead learning team members, the TLC Grant will provide the funds to significantly expand leadership capacity by adding two additional leadership roles: model teacher and instructional coach. Research by Beverly and Showers (2002) indicates that successful implementation of instructional strategies increases to 95% when effective modeling and coaching support is a component of professional learning. The TLC Plan provides clarity and coherence in clearly defined teacher leader roles, responsibilities, compensation, and professional learning opportunities to achieve success.

1. Mentor Teachers will increase retention and effectiveness of beginning teachers by helping them understand the district's culture, procedures, and expectations. The number of Mentor Teachers will be determined annually based on number of new teachers. Mentors will collaborate with model teachers, LLT leaders, and instructional coaches to provide support, based on learning needs, for beginning teachers to ensure successful entry into the profession.

Expectations:

- Develop positive relationship with mentee
- Comply with established requirements for mentors: meetings, logs, observations, and duties specified in the district's TLC mentoring plan
- Support beginning teacher learning of district-wide initiatives: CLT process, essential skills, assessments, and curriculum aligned to Iowa Core, evidence-based instruction, and MTSS
- Support beginning teachers in professional learning of Danielson's Four Domains of Teaching
- Support beginning teacher portfolio development aligned to Iowa Teaching Standards
- Model high levels of engagement in CLT process and district-wide initiatives
- Model positive relationships with students, staff, and administration
- Participate in role-related professional development

2. Model Teachers will be recognized as demonstrated leaders of effective, data-driven instruction. Six model teachers will be selected district-wide, three at the elementary and three at the Jr.-Sr. High. Model teachers will collaborate with mentors, LLT leaders, and instructional coaches to support teacher engagement and strengthen instruction through demonstration, modeling, co-teaching, peer review, and reflection.

Expectations:

- Model effective implementation of district professional learning initiatives:
- CLT process
- Lessons/assessments/curricular units aligned with the Iowa Core

- Research-based instruction
- MTSS
- Model components of Danielson's Four Domains of Effective Teaching
- Collaborate with instructional coaches in researching and demonstrating specific instructional strategies
- Provide on-going opportunities for demonstration, observation, non-evaluative feedback, peer review, consultation, discussion and reflection
- Model high levels of engagement in the CLT process and district-wide initiatives
- Model positive relationships with students, staff, and administration
- Participate in role-related professional development

3. Lead Learning Team Leaders will work with administration and instructional coaches to plan, provide, and facilitate professional development on district-wide initiatives. Sixteen LLT leaders will be selected, eight LLT leaders at the elementary and eight at the Jr.-Sr. High. Expectations:

- Primary responsibility for planning and delivering research based professional development aligned to Iowa Professional Development Model and district-wide initiatives:
- CLT process
- Lessons/assessments/curricular units aligned with the Iowa Core
- Research-based instruction
- MTSS
- Participate in and provides consultation to CLTs to guide effective implementation
- Collaborates with instructional coaches and administration to plan/facilitate professional learning goals
- Collaborate with instructional coaches and administration to collect and analyze teacher implementation data and student achievement data to guide professional learning and district/building professional learning goals
- Available for demonstration, observation, non-evaluative feedback, consultation, discussion, and reflection
- Model high levels of engagement in CLT process and district-wide initiatives
- Model positive relationships with students, staff, and administration
- Participate in role-related professional development

4. Instructional Coaches have no teaching duties and will provide support for individual teachers, small/large groups (CLTs) in achieving the district's vision and mission as well as work closely with administration to facilitate the implementation of the district's C-Plan, SINA, and AYP goals. Two positions will be equally split between the two buildings, one elementary instructional coach and one jr/sr high school instructional coach.

Expectations:

- Provide individual, small group, and large group coaching to support research-based professional development aligned to district-wide initiatives:
- CLT process
- Lessons/assessments/curricular units aligned with the Iowa Core
- Research-based instruction
- MTSS
- Support mentors by coaching individual beginning teachers on district-wide initiatives and/or components of Danielson's Four Domains of Teaching
- Collaborate with Model Teachers in researching and demonstrating evidenced-based instructional strategies
- Collaborate with LLT leaders in the analysis of teacher implementation data to identify teacher needs for targeted coaching
- Collaborate with LLT leaders and administration to collect and analyze teacher implementation data and student achievement data to guide professional learning
- Collaborate with LLT leaders and administration to collect and analyze teacher implementation data and student achievement data to guide professional learning and identify district goals-C-Plan, SINA, APR goals
- Provide differentiated coaching to meet teacher needs, for example: integration of technology, personalized learning, PBIS, and standards-based grading
- Available for demonstration, observation, non-evaluative feedback, consultation, discussion and reflection
- Demonstrate high levels of engagement in CLT process and district-wide initiatives
- Model positive relationships with students, staff, and administration
- Participate in role-related professional development

All teacher leaders will have professional opportunities to participate in newly established leadership CLTs. Leadership CLTs will follow the continuous improvement cycle of identifying essential teacher skills, analyzing data, setting goals, providing evidence-base professional development, and monitoring teacher learning through student assessment data, teacher implementation data, walk-throughs, hiring, and retention data. Core professional development will be provided in the Iowa Professional Development Model, Professional Learning Communities, (DuFour), and Danielson's Framework for Teaching. Differentiated professional development, integration of technology, personalized learning, PBIS, standards based-grading, etc, will be provided based on teacher leader professional interests and learning needs.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Williamsburg has developed a rigorous teacher leader selection process and identifies multiple measures of professional effectiveness. The Williamsburg Community School District anticipates offering thirty (32%) teacher leadership positions for the 2015-16 school year: six Mentors, six Model Teachers, sixteen LLT Leaders, and two Instructional Coaches.

The Selection Committee, made up of three administrators and three teachers, will screen, interview, score and make recommendations to the superintendent for Board approval. The superintendent will appoint three administrators, and the Williamsburg Education Association will recommend three teachers, representing PK-12. Teachers identified for the selection committee will be career teachers that do not intend to apply for a teacher leadership position. The selection committee is responsible for candidate confidentiality.

Teacher leader positions and applications will be posted on the district TLC site. The TLC site will include the number of positions available for each role, job responsibilities, selection criteria, application, compensation, evaluation procedure, and equity statement. Teacher leader candidates may apply for more than one teacher leader position. Instructional coach positions will be filled first.

Screening criteria:

- Full time highly qualified classroom teacher
- Valid teaching license
- One year successful teaching in district
- Three or more years successful teaching
- Adheres to D.E.'s Professional Code of Ethics

Teacher leader applicants will be asked to submit:

- Letter of application, resume and one letter of recommendation
- Completed lesson plan
- Video of classroom teaching or participation in CLT team meeting
- Individual Career Development Plan
- One page paper describing student learning resulting from commitment to CLT process and district initiatives: Iowa Core, evidence-based instruction, and MTSS
- Self-assessment rubric on specific components of Danielson's Framework for Teaching (rubric will be provided in advance to applicants):
- Domain 1: Planning and Preparation: Components 1a, 1c, 1e, 1f
- Domain 2: Classroom Environment: Components 2a, 2c, 2d
- Domain 3: Instruction: Components 3a, 3c, 3d
- Domain 4: Professional Responsibilities: 4a, 4c, 4d, 4e, 4f

The TLC Committee recognizes the critical need to select teacher leaders with skills, knowledge, and characteristics to sustain a collaborative culture of continuous improvement of teaching and learning. Teacher leaders will demonstrate outstanding teaching practice, strong interpersonal skills, integrity, exemplary participation and engagement in professional learning and have respect of peers. The interview process will be used to identify teachers who have demonstrated the following expectations:

- High expectations for self and others
- Commitment to collaborative CLT process and district initiatives
- On-going professional learning
- Commitment to data-driven instruction
- Open, honest and effective communication with students, staff, and parents
- Collaborative work with peers and administration
- Shows sensitivity to peers, parents and student needs
- Ability to handle conflict and stress
- Respectful, responsible, and positive professional relationships

The TLC committees researched and reviewed Teacher Leader Model Standards. Interview questions and a scoring rubric will be developed using the seven Teacher Leader Standard Domains to assess attributes, skills, and district expectations. Teacher Leader Standard Domains are:

- Fosters a collaborative culture to support education development and student learning
- Access and use research to improve practice and student learning
- Promote professional learning for continuous improvement
- Facilitate improvements in instruction and student learning
- Promote use of assessments and data for school and district improvement
- Improve outreach and collaboration with families and community
- Advocate for student learning and the profession

Measuring professional growth of teacher leaders is critical in assessing effectiveness of the TLC Plan. If we develop and support teacher leaders, then we will improve our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared for the global marketplace.

Professional growth of individual teacher leaders will be assessed through multiple measures: survey teacher implementation, and student achievement data analysis. Teacher leaders will submit a portfolio to building administrators that reflects demonstrated professional growth:

- Individual Career Development Plan aligned to district initiatives (CLT process, Iowa Core instructional strategies, and MTSS) and evaluated by building administrator
- Two teacher leader peer reviews and observations
- Classroom teacher lesson plans and implementation data
- Self-assessment on skills/implementation of Iowa Professional Development Model
- Self-reflection of core professional learning of district initiatives:
 - CLTs, Iowa Core, evidence-based instruction, and MTSS
- Self-reflection of professional learning aligned to Danielson's Framework for Teaching
- Self-assessment rubric aligned to the Teacher Leader Standards
- Documented workshops and conferences

A broader measure of teacher leaders' professional growth will be to evaluate the effectiveness of the TLC plan. Teacher leaders and administrators leadership CLTs will have responsibility, using a continuous improvement cycle embedded in the Iowa Professional Learning Model, to analyze the effectiveness of the TLC goals:

- Teacher hiring and retention
- Professional growth through differentiated learning opportunities
- Collaborative culture committed to strengthening instruction
- Improved student learning aligned to the Iowa Core

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Williamsburg's TLC vision is to create a differentiated teacher leadership system that strengthens instructional skills and builds a collaborative culture of continuous improvement in teaching and learning so each student becomes a productive and informed global citizen. "The goal of staff development is to change an individual's knowledge, understanding, behaviors, skills, values and beliefs" (Showers, 2002). If we actively engage teacher leaders, increase support for new teachers, expand leadership capacity to provide coherent and focused professional learning to strengthen instruction, then we will improve the quality of teaching and learning, increase student achievement and empower students to be global learners.

Joyce and Showers (2002) worked with Iowa Department of Education to create the Iowa Professional Development Model (IPDM). The TLC plan's inclusion of differentiated teacher leader roles and responsibilities supports Joyce and Showers (2002) extensive research on five components of effective staff development:

- Presentation of theory/description of new skill
- Modeling new strategy
- Practice new skill
- Feedback on performance
- Coaching

Williamsburg's Professional Development plan is aligned with the Iowa Professional Development Model. However, teacher survey and student achievement data analysis suggests a need to increase systemic implementation of evidence-based instructional strategies. Shower's (2002) research indicates minimal implementation (19%) is achieved with the first four components while transfer into practice increases to 95% with effective coaching. TLC expanded leadership capacity will include modeling and coaching to increase transfer and sustainability of new skills. Lead Learning Team (LLT) teacher leaders have primary responsibility to design differentiated professional development to ensure implementation of district initiatives: 1) CLT process, 2) alignment of curriculum and assessments to Iowa Core, 3) research-based instructional strategies, and 4) MTSS. All teacher leaders have responsibility to support and provide professional learning aligned to IPDM, a model of continuous improvement:

- **Collecting/Analyzing Student Data-** All teacher leaders will collect/analyze student data. Mentors and model teachers will provide support in collecting and analyzing data for instructional decision-making. LLT leaders provide professional development in formative and summative assessments and data analysis. Coaches will support teacher use of data analysis skills to guide instruction.
- **Goal Setting-** Mentors and model teachers support teachers in identifying student and professional learning SMART goals. LLT leaders and coaches will collaborate in analysis of teacher and student data in setting goals in the CLT and MTSS process. All teacher leaders will participate in district determining professional development goals and district wide goals for C-Plan, APR, and SINA.
- **Selecting Content-** LLT leaders and coaches will review and identify research, specific instructional strategies, and best practices to meet student and teacher learning goals. Mentors and model teachers will support participation and application of specific instructional strategies and identified district initiatives through demonstration, modeling, and reflective conversations.
- **Designing the Process-** LLT leaders and instructional coaches will collaborate with district administrators to design a differentiated professional development plan to meet a range of teacher learning needs. Model and mentor teachers will participate by collecting survey and implementation data for analysis, review, and revision of content or delivery of professional learning.
- **Teacher Learning Opportunities-** LLT leaders will plan and provide district professional development aligned to IPDM, to increase skills and knowledge in district initiatives: CLT process, Iowa Core, research based instructional strategies, and MTSS. Mentors will support beginning teacher participation in CLTs and district initiatives. Model teachers will provide demonstration, modeling, co-teaching, and reflective conversations. Coaches will support learning, transfer, and implementation of district initiatives. Model teachers, LLT leaders and coaches will provide targeted support in differentiated learning needs-integration of technology, personalized learning, PBIS, etc.
- **Collaboration/Implementation-** All teacher leaders have shared responsibility to build collaborative cultures for effective professional learning. The CLT and MTSS processes are collaborative, continuous improvement models closely aligned to IPDM. Both processes focus on essential skills, assessing and analyzing data, identifying instructional strategies, and emphasize teaching and monitoring student learning. The TLC plan aligns and supports the IPDM process by building a collaborative learning community focused on strengthening instructional skills and knowledge. The plan builds a shared responsibility for student learning.
- **Ongoing Data Collection-** Ongoing data collection is a key component in the IPDM continuous improvement cycle. LLT leaders will provide professional development on data-driven, instructional decision-making. Mentors and model teachers will support individual teachers in using data to guide instruction. LLT leaders and coaches will support district-wide implementation and sustainability.
- **Summative Evaluation-** All teacher leaders have the responsibility to collect and analyze teacher and student data. Teacher and student survey data, implementation data, student achievement data, and retention/exit interview data will be analyzed to evaluate the effectiveness of the district's professional development and TLC plans. The summative evaluation process will focus on analysis of teacher learning and student achievement data to guide the professional development plan for the upcoming year.

Using Part 8 application narrative from Year 1?

No

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

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

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

The purpose of the Williamsburg Teacher Leadership Compensation Plan is to create a clearly defined teacher leadership model that provides additional compensation, learning opportunities and leadership pathways for beginning, developing, and highly qualified teachers. Our school community has high expectations for teaching and learning. Williamsburg's mission, "Williamsburg Community School engages and empowers students to be productive and informed global citizens", is supported by measurable Teacher Leadership Compensation goals:

- Hire, develop, and retain highly qualified teachers
- Develop and support multiple differentiated teacher leadership roles
- Strengthen instructional skills through a culture of collaborative leadership and responsibility, and commitment to continuous improvement
- Increase student learning of district identified essential skills aligned with the Iowa Core

Monitoring and Adjusting TLC Plan:

Williamsburg administration and teacher leaders will create and participate in leadership CLTs. One primary responsibility of the leadership CLTs will be to use multiple measures to evaluate the effectiveness of the TLC plan. District leadership TLCs will use the Iowa Professional Development Model of continuous improvement: goal setting, selecting content, designing the process, training/learning opportunities, collaboration, ongoing data collection, and program evaluation to review, revise, and make adjustments to the TLC Plan. As we work through the TLC Plan the first year, teacher and district needs may suggest adjustments in the number of positions in each role, responsibilities, and/or compensation based. In addition, analysis of teacher and student data may require adjustments and revisions in professional learning priorities. The district's professional learning initiatives should be reflective of student and teacher needs and/or any changes in requirements from the Department of Education (for example, increased focus on early literacy). Summative results of effectiveness and recommended adjustments will be reported as required to the Department of Education, and annually on the district's website and to staff, board members, TLC and SIAC Committee.

Teachers leaders and administrators will be responsible to collect and analyze formative and summative data from multiple sources to measure the district's goals. The committee identified the multiple sources of data for analysis:

Goal 1: Williamsburg CSD will hire, develop and retain highly-qualified teachers:

- 100% of district teachers meet "highly qualified" guidelines
- Teacher retention and attrition data
- Exit interviews-strengths and recommendations of TLC Plan
- Beginning teacher portfolio exhibits meet alignment to Iowa Teaching Standards
- Beginning teacher self-assessment rubrics on Danielson's Framework for Teaching
- Beginning teacher survey-assessment of learning and participation in CLT and district professional learning initiatives
- Percentage of beginning teachers meeting Iowa Teaching Standards
- Job satisfaction survey completed by teacher leaders
- Survey to assess professional learning opportunities completed by teacher leaders
- Anecdotal teacher leader records

Goal 2: Develop, support and hire differentiated, multiple teacher leadership professionals:

- Percentage of teachers holding teacher leader positions.
- Percentage of teacher leaders re-applying for Year 2
- Job satisfaction survey completed by teacher leaders
- Assessment of professional learning survey completed by teacher leaders
- Self-reflection of personal growth in professional development for teacher leaders:
IPDM, CLTs, Iowa Core, evidence based instruction, MTSS, Danielson's Framework for Teaching
- Self-assessment rubric aligned to the Teacher Leader Standards
- Self-assessment rubric designed from Danielson's Framework for Teaching
- Formative and summative student achievement data
- Documented participation in AEA or state conferences
- Individual Career Development Plan aligned to district initiatives and Teacher Leader Standards

Goal 3: Strengthen instructional skills through a culture of shared leadership and responsibility, coaching, and collaboration:

- CLT protocols have been formally adopted and observed
- CLT agendas and minutes assessed by rubric-completed quarterly
- Collaborative teams identify essential skills aligned to Iowa Core
- Collaborative teams create smart goals, lesson design, and instruction based on student data
- Teams develop common formative and summative assessments for instructional decision-making
- Teacher implementation logs in formative and summative data analysis
- Teacher participation and implementation survey on effectiveness of district professional learning initiatives
- Family Contact log
- Individual Professional Development Plans aligned to district professional learning initiatives
- Teacher leaders complete self-reflection of learning in core professional development:
CLTs, Iowa Core, evidence based instruction, and MTSS
- District resources aligned to district professional learning initiatives

Goal 4: Increase student learning of district identified essential skills aligned with the Iowa Core.

- Walk through data- evidence of skills, assessments and curriculum aligned to Iowa Core
- Grade level/course formative assessments aligned to Iowa Core
- Standardized Tests-ACT, MAPS, Iowa Assessments, FAST, COMPASS
- Progress towards district goals: C-PLAN, SINA Goals, AYP, APR
- Percentage of student in special education, At-Risk, and TAG
- AP course enrollment
- Graduation rate
- Third grade proficiency in reading and mathematics
- PSEO completion
- Kirkwood dual enrollment course completion
- Standardized Test-ACT, MAPS, Iowa Assessments, FAST, COMPASS
- Attendance rate

- PBIS
- Discipline as reported to D.E.

Using Part 9 application narrative from Year 1?

No

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

"The demands of leadership almost invariably exceed the capacity of a single person to meet the needs at hand." Reeves, 2006. While the district has used mentors and building leadership teams effectively, the TLC grant allows us to add model teachers, expand the number of building leadership team members, and add coaching, significantly expanding the leadership capacity needed to sustain school improvement efforts. Community and teacher involvement in the TLC process has helped create a vision of new opportunities for talented teachers to lead collaborative professional learning communities.

The district's capacity to maintain and sustain the TLC plan is dependent on the teacher leader's ability to create a truly collaborative professional learning community committed to a shared responsibility for learning. In order for the TLC plan to be maintain and sustained over time, the following supports need to be in place:

- District-wide shared commitment to the district's vision and mission
- Clearly defined TLC vision and goals
- Clearly established procedures, policies, and selection criteria for fair and equitable hiring and evaluation of teacher leaders
- Clear teacher leader expectations
- On-going accurate communication through a district TLC Site
- Grant Wood AEA, SAI, IASB, ISEA-teacher leader workshops and conferences to support skill development for teacher leaders and increase teacher knowledge in literacy and math instructional strategies

The superintendent, curriculum director and building administrators will collaborate to provide a clearly defined operational framework. The TLC operational framework includes:

- Clearly defined leadership role descriptions, expectations, evaluation procedures
- Establish timeline for postings, application deadlines, interview schedule, sequence of hiring (Coaches, LLT, Model Teachers, then Mentors) and recommendations to the board
- Develop hiring interview questions and establish consistent hiring protocol
- Create exit interview questions and establish consistent interview protocol
- Teacher leaders and resources distributed equitably through district
- Create surveys, implementation logs, rubrics, etc. needed for data elements
- Identify teacher leader evaluation process
- Identify procedures and processes for implementing the Year 2 of TLC Plan:
 - Selection committee, re-application, termination of teacher leader, ability for teacher leaders to move in and out of roles
 - Formative and Summative data collection and analysis used in evaluation of the TLC Plan
 - Reporting effectiveness of the TLC plan to staff, parents, community, SIAC, TL Committee and board

District administrators and teacher leaders have the responsibility to provide a collaborative professional learning culture and build a shared commitment and responsibility to improve learning. In order to meet and sustain the goals of the TLC plan, the district administrators will support teacher leader skill development through the following:

- On-going focus and communication on the district's vision and mission and TLC goals
- Participation in leadership CLTs to provide and support a cohesive focus, common goals understanding, respect and caring
- On-going structured professional learning opportunities for teacher leaders:
 - IPDM
 - Danielson's Framework for Teaching
 - Iowa Core
 - Assessment and data analysis
 - Evidence-Based instructional strategies
 - MTSS
 - Clearly defined expectations and responsibilities
 - Structured opportunities for collaborative learning, observation, self-reflection, and feedback

Monitoring

Teacher leaders and administrators will monitor the degree to which new skills and knowledge are transferred to the classroom. Teacher leaders and administrators will collect and analyze multiple sources of data to measure the teacher learning, improved student achievement, and effectiveness of the TLC plan. In order for the TLC plan to be sustained over time, new teacher and student skills, knowledge, values and beliefs and practices will have to replace the old culture. The following indicators will be used to monitor the sustainability of change in our professional learning culture:

- Teachers work collaboratively in CLTs to set clear learning targets, and come to consensus on effective instructional strategies and assessments to guide instruction.
- Walk through data shows "I Can" statements, focused instruction, formative assessments aligned to Iowa Core
- Teacher leaders, administrators, and teachers align new learning of evidence based instructional strategies with IPDM.
- Teachers consistently implement MTSS, resulting in higher percentages of students achieving mastery of core instruction and equitable access for all students in core instruction.

If we actively engage teacher leaders, increase support for new teachers, expand leadership capacity to provide coherent and focused

professional learning to strengthen instruction, then we will improve the quality of teaching and learning, increase student achievement and empower student to be global learners. The TLC Committee, Board of Education, administration, staff, and community are committed to providing long-term support and sustainability in the implementation of a teacher leadership plan that improves the quality of teaching and learning.

Grant Allocation

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

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

Certified Enrollment Number	1143.6
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$353,166.55
Total Allocation	\$353,166.55

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.	\$121,242.20
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).	\$188,788.20
Amount used to provide professional development related to the leadership pathways.	\$43,136.15
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	\$353,166.55

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$353,166.55

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The Teacher Leadership Compensation site provides Budget Estimates based on a predetermined formula. The per-pupil allocation is \$308.82. Williamsburg's certified enrollment for 13-14 was 1143.6. The 15-16 budget estimate for Williamsburg is \$353,166.

The vision of the Williamsburg TLC Plan is to create a differentiated leadership system that strengthens instructional skills and builds a collaborative culture of continuous improvement in teaching and learning so each student becomes a productive and informed global citizen. TLC funds will support these measurable goals:

- Hire, develop, and retain highly qualified teachers
- Develop and support multiple differentiated teacher leadership roles
- Strengthen instructional skills through a culture of collaborative leadership and responsibility, and commitment to continuous improvement
- Increase student learning of district identified essential skills aligned with the Iowa Core

Williamsburg Community Schools has high expectations for innovation, leadership, and academic achievement. We are excited about increased opportunities for teachers. If we actively engage teacher leaders, increase effectiveness in supporting new teachers, expand leadership capacity to provide coherent and focused professional learning to strengthen instruction, then we will improve the quality of teaching and learning, increase student achievement and empower students and staff to be lifelong learners.

The district's TLC Plan creates a clearly defined teacher leadership model with differentiated compensation, learning opportunities and leadership pathways for beginning, developing, and highly qualified teachers. The TLC Committee identified four leadership roles to support district goals: Mentor, Model Teacher, Lead Learning Team Leader, and Instructional Coach. The Collaborative Learning Team (DuFour's PLC) process will provide the framework and structure for professional learning.

Teacher leaders have different roles and responsibilities but all will build cohesive commitment to the CLT process. Embedded within the CLT process will be district professional learning initiatives:

- Identified essential skills, assessments and curriculum alignment to the Iowa Core
- Evidence-based instructional strategies
- MTSS implementation

Teacher leaders will establish leadership CLTs to analyze teacher and student achievement data to identify how teacher leaders might collaborate to strengthen teacher learning and teaching. While each teacher leader has a different role and responsibility, we anticipate roles will overlap to meet learning needs. Teacher leaders will receive differentiated compensation, extended-day contracts and leadership responsibilities. The plan specifies the number of teachers hired for each position. Mentors, Model Teachers, and LLT Leaders will hold a full-time teaching contract. Instructional Coaches will hold a full-time teacher leader contract.

Primary responsibilities for each teacher role include:

Mentors

- Six mentor teachers-number determined annually based on number of new hires
- Full-time teaching contract
- \$3,000 stipend
- Four day extended contract
- Support initial teachers' understanding of the district's culture, procedures, and expectations
- Provide structured and reflective conversations about Danielson's Four Domains of Teaching
- Support effective participation in CLTs and district initiatives

Model Teacher

- Six model teachers: three at each level-elementary and Jr.-Sr. High
- Full-time teaching contract
- \$3,000 stipend
- Four day extended contract
- Models high levels of engagement and effective implementation of district initiatives
- Available for demonstration, modeling, co-teaching, peer review, and reflection of CLT implementation, and district initiatives

Lead Learning Team Leader

- Sixteen LLT Leaders: eight at each level- elementary and Jr.-Sr. High
- Full-time teaching contract

- \$4,250 stipend
- Seven day extended contract
- Plan and deliver research-based professional development aligned to IPDM, CLT process and district initiatives
- Collects/analyzes teacher implementation and student achievement data to guide professional learning

Instructional Coach

- Two instructional coaches: one at the elementary and one at the Jr.-Sr. High
- No teaching assignment, full-time teacher leader contract
- \$10,000 stipend
- Fifteen day extended contract
- Provide individual, small group, large group coaching to support application and transfer of research based professional development aligned to CLT process and district initiatives.

Williamsburg's B.A. base is \$33,315. The district anticipates beginning salary for 2014-15 to exceed the TLC minimum of \$33,500

Cost of Salary Supplements:

•Menter	\$20,984.20
•Model Teacher	\$20,984.20
•Lead Learning Team	\$79,272.15
*Includes FICA/IPERS	
Total	\$121,242.55

Cost of Full-time Teacher Leader: Salary + Stipend

•Instructional Coach - 2 positions	\$150,000
•Insurance	\$13,918
•FICA/IPERS	\$24,870
Total	\$188,788

In the first year, all teacher leaders receive core professional development in CLT Process and district initiatives. Mentors and Model Teachers will receive differentiated training in Danielson's Framework of Teaching. LLT Leaders and instructional coaches will receive in-depth training in Du Four's PLC process, IPDM, Iowa Core, instructional strategies, and MTSS.

Coaches will receive targeted training in adult learning and coaching strategies.

Professional Development:

•DuFour PLC Registration	\$24,500
•Conference expenses	\$4,500
•State/AEA/Local Conferences/	
•Registration/Substitutes	\$14,136
Total	\$43,136

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