



Application

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

95370 - Teacher Leadership and Compensation System Round 2

Teacher Leadership and Compensation System

Status: Under Review
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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

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Organization Type: K-12 Education

Tax ID: 42-6022097

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County-District Number 70-7038
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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)

High academic achievement is the precursor needed to become a successful citizen in our global society. Wilton Community School District's mission, long range goals, and leadership vision, in alignment with the statewide teacher leadership goals, reflect that critical importance. The TLC plan, as detailed in this application, creates a clear system of implementation through the framework of the Comparable Plan Model. A local planning committee examined data and identified needs specific to the district. The committee deemed it necessary to employ a literacy instructional coach, an instructional technology leader, a curriculum and professional development leader, and model teachers, as well as increased training and support for new teachers.

Declining scores and rising poverty have led to a shift in learning levels, resulting in Wilton Elementary School placed on SINA 2 status. Triangulated data analysis led to an initiative in which students receive explicit intervention supports that focuses on K-3 learners. A literacy instructional coach will further strengthen this initiative.

Technology integration has been a growing concern in the district, notably with the Jr/Sr High becoming a 1:1 building, as data findings have revealed the necessity for teacher professional development. An instructional technology coach will answer this specific need.

With evolving curriculum, emerging technologies, and the need for job-embedded professional learning, a curriculum and professional development teacher leader is a key advocate to support work that is aligned to best practice, state and national standards, and legislation. Increased teacher leadership is an avenue to make this happen for our district at a time when we have cut administrators due to declining enrollment and revenue.

Model teachers will be at the core of the TLC plan as leaders who demonstrate exemplary teaching skills, stay abreast of research-based instructional strategies, and assist in the development of a district-wide collaborative culture. Model teachers will mentor new staff to help ensure their professional growth.

As Wilton's plan is aligned with the Iowa Task Force's TLC Theory of Action, with the overarching goal of increased student achievement, all of the selected teacher leaders will follow the principles of the Iowa Professional Development Model framework. They will use needs assessments to find strengths and weaknesses, continuously analyze data and discuss findings to create strategies for improvement, and summarily evaluate the program for the following year.

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).

Planning Process:

Initial Steps - The administrative team read through the guidance, and reviewed the literature base and webinars provided on the Department of Education. Input was gathered from building leadership teams during October meetings. A presentation was given at the PTO meeting on October 7, 2013, with a request for parent volunteers to be part of the planning committee. School board members received information regarding the plan at their October 14, 2013 meeting with an assurance that regular updates would be provided.

Planning Committee Members - The planning committee, which consisted of: the elementary principal, Jr/Sr high principal, two parents who were PTO members not associated with the district, and four teachers who were represented by cross grade level, two of those who were association officers, met on October 23, 2013. The agenda included an introductory power point, needs and data review, and discussion of the three possible models and teacher leadership roles.

Further Steps - A draft of the plan was presented to the administrative team twice for review, building leadership teams on December 3rd and 4th, and then presentations were made to the teachers on December 9th and 13th. At each step, feedback was gathered and further plan revisions were made. The final planning committee meeting took place on January 6th where members reviewed the final draft, scored the grant against the rubric, and made summative adjustments to the Wilton Teacher Leadership and Compensation Plan Application. Continued guidance, communication, and further dialogue with stakeholders and the planning committee resulted in minor revisions through January 27th.

In preparation for the **2014-2015 TLC reapplication**, a district team attended a series of two TLC Planning Workshops in Bettendorf on September 3 and October 2, 2014. Input was also collected from both building leadership teams during their September meetings. As a result of their feedback, a one-page summary of the TLC plan was created and shared with groups: teachers, PTO, Parent Involvement Committee, superintendent, and school board. The summary served as a graphic organizer in order for stakeholders to clearly see and understand the plan.

During building staff meetings, presentations were made to update all faculty members. The plan and the literature base for teacher leadership goals were reviewed. A survey was completed by all teachers during the week of September 8th to quantify understanding of roles and interest in applying. Teachers showed overwhelming understanding and support of a teacher leadership system as evidenced in the survey results:

98% of teachers understand Wilton Community School's Plan

Teachers were able to match the job description with the teacher leader position with at least 91% accuracy

37% (19 of 51 teachers surveyed) were somewhat or very interested in applying for the three full-time positions

62% (32 of 51 teacher surveyed) were somewhat or very interested in applying for the model teacher positions

Grant writers met multiple times throughout September and early October in order to make appropriate revisions. The TLC grant planning committee reconvened on October 14th, 2014 to reread and clarify the application. Two community members joined the committee to perform the role of cold readers.

Use of grant funds:

Teachers were paid to attend information meetings, view webinars, interpret the guidance provided on the Iowa Department of Education website, and review the research through such as books as, *Cultivating Leadership in Schools: Connecting People, Purpose and Practice* and *Instructional Coaching: A Partnership Approach to Improving Instruction*. Teachers were also paid to revise the plan, create faculty presentations, and serve on the planning committee.

Stakeholder's engagement in the process:

Teachers – opportunity to serve on the planning committee, building leadership teams' review of the plan, and opportunity for input as the plan was continually shared. Those teachers not on the planning committee often asked questions about the process and asked to stay informed, which showed ongoing desire for engagement.

Administrators – participated in initial review of the guidance, assisted in shaping the direction of the plan, ongoing review and consideration of revisions, and administrators served on the planning committee.

Parents/Community – informed and updated at school board meetings, PTO meetings, received updates in the district newsletter, and served on the planning committee.

Description of support for and commitment to the plan:

There was **Teachers'** recognition that professional learning is continuous and collaborative and a willingness to attend informational meetings, provide feedback to enhance revisions, serve on the planning committee. Survey results revealed strong commitment from teachers with high percentages of them interested in one or more positions. Further support and commitment was demonstrated with teachers taking time to share the one-page summary of the TLC plan on October 8, 9, 2014, during parent-teacher conferences.

There was **Administrators'** recognition that teachers are committed to school improvement. Administrators willingly provided input regarding district needs and priorities and participated in the planning process. The administrators' willingness to communicate the need for teacher leadership encouraged teachers to apply for positions.

There was **Parents'/Community's** willingness to serve on the committee, share ideas with teachers and administration, review the plan, and display positive support for the plan. This was evidenced by positive comments made by parents during parent-teacher conferences and optimistic remarks business leaders made when the plan was presented to them.

There was **School Board members'** recognition of student learning needs and the importance of a district wide focus on improvement by their willingness to examine student data, offer feedback and approval of the plan, and include general fund and teacher quality money to support the TLC budget.

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 mission of the Wilton Community School District is to provide an education that encourages continual progress through the improvement of one's abilities, the expansion of one's interests and knowledge, and the growth of one's character."

DISTRICT LONG RANGE GOALS:

Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school

Goal 2: All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school

Goal 3: All K-12 students will achieve at high levels in science and be prepared for success beyond high school

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science

Goal 5: All students will feel safe at and connected to school.

The elementary is SINA-2 Reading and Mathematics. The AYP 13-14 literacy scores were 77.25% proficient, FAST literacy 68%, and the math scores were 81.4% proficient. The planning committee examined how teacher leadership would accomplish priority district long range goals 1 and 2. As a result of SINA investigations, the root cause was a lack of data analysis to inform instruction; consequently, the staff has implemented a data team process to increase understanding of data collection and its instructional impact. The six steps of the process include: collect and chart data, analyze and prioritize needs, set SMART goals, select research based instructional strategies, determine results indicators, and monitor and evaluate results. Math instruction has strengthened with K-2 teachers attending AEA Iowa Core implementation training, but teachers struggle with data-driven reading instruction; therefore, a TLC goal is to have a **literacy instructional coach** in the elementary building. With the ongoing Iowa Core classroom implementation, a **curriculum and professional development leader** and **model teachers** will provide needed support. The district currently has a curriculum director, serving in a dual role as the elementary principal, and a literacy instructional coach, in a dual role as a Title I teacher. In order to increase their capacity to support teachers and raise student achievement, these positions need to be fulltime.

The Jr/Sr High level is in year two of our 1:1 initiative. Professional development has been overwhelming, although there is strong recognition that this is a positive opportunity. Currently, there is one fulltime technology coordinator and part time assistant, but not an educational technology coach. With this need, and with the district goal 4, it was determined that a TLC goal would be to add an **instructional technology coach**. Below you will see our technology plan goals that align with this goal as well.

Technology Plan Goals

- To integrate technology into all aspects of instruction
- To develop staff competency in technology
- To enhance student achievement
- To promote effective use of technology by students and staff

Our school district is fortunate in that over 50% of the teachers have at least 15 years of experience, and 31% hold advanced degrees. The TLC plan provides opportunities for these excellent teachers to share their wealth of knowledge and use of best practices, which will lead to improved student outcomes. The planning committee is excited about the prospect of additional contract days for increased teacher communication about local needs, plan professional development, and establish purposeful, data-driven goals. All stakeholders embrace this shift from traditional, isolated teaching to shared leadership with high levels of team discussion and decision-making.

Additionally, the TLC plan aligns with statewide goals in the following ways:

Attract able, promising, new teachers

The literacy instructional coach, curriculum and professional development leader, and technology coach will extend their spheres of influence as they share their expertise and encourage career growth. A solid mentoring system with excellent model teachers will attract new teachers to Wilton. The combined efforts of group leadership will create a culture of both short- and long-term professional development that is teacher-driven, job-embedded, and relevant to our district's needs.

Retain effective teachers

Two major factors in student achievement are the teacher's sense of self-efficacy and teaching experience. Our TLC plan provides 13 teacher leadership roles that will empower experienced, proven effective teachers to have a voice in decision-making at the building, district, and community level, and opportunities to develop skills needed to meet changing pedagogical challenges. With the increased ability to share their expertise, these leaders will have more personal satisfaction and recognition, and a greater sense of job investment, which will lead to increased student learning.

Promote collaboration among teachers

Our TLC plan provides facilitation of meaningful collaboration through observation, reflective dialogue, co-teaching, lesson studies, and joint data analysis. Teacher leaders will reflect upon and improve their growth with increased opportunities to collaborate with colleagues, AEA personnel, and teacher leaders from other districts.

Reward professional growth and effective teaching

The TLC plan is the only way to compensate teachers beyond the master contract. We have 55 teachers, with 13 available teacher leader positions. This would greatly enhance teacher growth and strengthen our district!

Improve student achievement

Leaders will guide data teams that focus on Iowa Core priority standards, use formative screening data to inform differentiated instruction. Leaders will model use of Webb's Depth of Knowledge, increased integration of STEM lessons, and digital technologies, resulting in a greater number of students prepared to succeed in a globally competitive environment, Annual Progress Report (APR) goals met, and removal from SINA Reading and Mathematics.

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)

This plan connects, supports, and strengthens our school improvement initiatives identified by administrators, school board, SIAC, and the TLC planning committee: **MTSS; K-3 literacy; Iowa Core implementation; technology integration; use of data for instruction and professional development; collaboration; and mentoring.**

MTSS – A **literacy instructional coach** will assist with knowledge of evidence-based intervention strategies, help teachers use FAST assessment and diagnostic assessment data to plan targeted instruction, provide support through facilitation of reflective observation and questioning, help coordinate professional development, and the implementation of statewide literacy intervention supports. **Model teachers** will assist in analyzing data, make decisions on appropriate instruction, and host teachers observing lessons. With the support of a **literacy instructional coach and model teacher leaders**, meaningful data will be collected, examined, and used to identify student needs based on tiers of support and followed by modeling of lessons, monitoring, and feedback. The **curriculum and professional development leader** will serve as the district lead to coordinate all teacher leaders' work to support MTSS.

K-3 Literacy – A **literacy instructional coach** will serve as a knowledgeable resource to support classroom teachers' pedagogical development, ask questions to guide teacher reflection, and support implementation of new strategies. This position will also observe and document effectiveness of the strategies as a collaborative peer. In 2014-15, iBlock was implemented; students receive twenty-five minutes of daily targeted, systematic skill instruction based on results from a research-based diagnostic screening tool. The **literacy instructional coach** will meet weekly with grade level teams to review data and preview instructional strategies for use during iBlock time. The **literacy instructional coach** will also coordinate reading data for the district, attend trainings, and stay abreast of and share new professional development resources and instructional strategy research. This coach will lead parent and community meetings to share strategies that will promote further engagement in learning outside of school. **Model teachers** will provide help with the FAST universal and progress monitoring assessments and diagnostic screeners. They will collaborate with classroom teachers to make decisions on appropriate instructional strategies for student growth. **Model teachers** will again open their classroom for observation of these strategies, and will provide additional support for grade level implementation of iBlock.

Iowa Core Implementation – Currently, the Title I teacher, in dual role as the literacy instructional coach, attends Iowa Core 3-5 ELA training sessions. The **literacy instructional coach** and the **curriculum and professional development leader** will ensure fidelity across the curriculum, especially with lesson design and characteristics of effective instruction and assessment. The **literacy instructional coach** and the **curriculum and professional development leader** will observe classroom lessons, coordinate training efforts, and work with grade levels to use standards-based assessments and reporting tools. An **instructional technology coach** will observe classrooms and provide support and specific integration ideas to make classrooms more student-centered. The **instructional technology coach** will also have opportunities to meet with the **curriculum and professional development leader** to assist with instruction and assessment.

Technology Integration – We are a 1:1 Jr/Sr High School as of November 8, 2013. Technology support is a critical area of need as reported by our teachers. Recent studies state that teachers who frequently use technology in their classrooms have greater student engagement and learning, and teachers who have access to coaching are more likely to use technology in their classroom. The **instructional technology coach** will be responsible for classroom observations, modeling lessons, leading peer groups, and meeting with content teams. He/she will stay abreast of trends in curriculum that are software-based, and will regularly assist teachers in the incorporation of hardware and software that will encourage job-embedded learning and enhanced lesson planning.

Use of Data – The established root cause of our SINA 2 status at Wilton Elementary is lack of data analysis to make instructional decisions. A **literacy instructional coach and a curriculum and professional development leader** will guide and monitor the data teams following the six step process from the *Data Team and Decision Making for Results* training received from The Leadership and Learning Center. Five teachers attended this training in 2013-14. This ensures implementation fidelity and improved student learning. They will also lead building data review with the building leadership teams (BLT). **Model teachers**, the **literacy instructional coach**, and the **curriculum and professional development leader** will assist and train teachers in analyzing FAST assessment results and progress monitoring through the Iowa TIER system.

Collaboration – This is a key component within all of our school improvement initiatives. **Model teachers** will strengthen the collaboration structure through purposeful planning of meetings, agendas, intensive dialogue, peer assistance, and discussion of FAST assessment data. The **literacy instructional coach and the instructional technology coach** will improve community/parent engagement and collaboration by presenting community/parent events in their assigned areas. All teacher leaders will have opportunities to collaborate further with AEA personnel and other leaders from different districts.

Mentoring – **Model teachers** will assure and accelerate novice teacher's professional growth. Peer coaching will increase as there will be extended contact with multiple teachers and increased time to collaborate. Novice teachers will have the opportunity to observe exemplary instruction.

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)

Our mentoring program has been successful, as evidenced by the data. 92% of teachers have been retained in the last five years and 100% of teachers have completed the required components, which include a book study, two parts of classroom management strategies, four classroom observations, formative and summative assessments, electronic portfolio measuring the Iowa Teaching Standards, and reflection. However, our program does not have a teacher leader in charge. Instead, it is administration driven with a need for more consistent monitoring and accountability. To have teacher leader coordination of this program is a necessary improvement. Our vision is to have **model teachers** as mentors who will meet on a regular basis to collaborate with mentees, have frequent consultation with the **curriculum and professional development leader** who will be in charge of the mentoring program, and steadily improve the program structure. In addition, we will have multiple levels of support personalized to meet individual needs. The TLC plan provides extra contract days for model teachers and mentees, with budgeted compensation. In order to improve entry into the profession and help Wilton schools retain quality teachers, the leadership positions will enhance the mentoring program in the following ways:

Model teachers will:

- Receive training on coaching and observation best practices
- Spend one or more days with new teachers prior to first contract day – orientation will include past professional development initiatives, and current practices
- Conduct orientation into district specific systems– homework room, truancy procedures, discipline referrals, requisition, materials request, substitute process, recertification process, and contract specifics
- Schedule collaboration with new teachers - minimum of 25 hours/year – topics will include classroom management, lesson planning, assessment practice, Iowa Core implementation
- Model exceptional instruction for new teachers and observe and coach new teachers on a quarterly basis
- Review professional articles on lesson design, classroom management and formative/summative assessments
- Review ethics guidelines from the Iowa Department of Education
- Conduct a mock parent/teacher conference
- Serve as assigned one-to-one mentors for new teachers
- Provide support for other model teachers' mentees (at least two other model teachers per new teacher) for observation and peer coaching
- Evaluate the mentoring program on an annual basis with input from all teachers

Literacy Instructional Coach will:

- Receive training on coaching and observation best practices
- Spend one or more days with new teachers prior to first contract day, be available all five additional days for support
- Model and provide in depth training on specific instructional strategies that are integral to current practice
- Be available to observe, team teach and coach new teachers
- Review district goals and student achievement goals with new teachers
- Review expectations on Iowa Core implementation
- Monitor content knowledge and expectations for literacy

Instructional Technology Coach will:

- Receive training on coaching and observation best practices
- Spend one or more days with new teachers prior to first contract day and, be available all five additional days for support
- Be responsible for the initial competency of new teachers with our technology initiatives and assist them as needed to ease their transition into our established system.
- Be available to observe, team teach and coach new teachers
- Monitor knowledge and expectations for technology integration

Curriculum and Professional Development Leader will:

- Coordinate the mentoring and induction program
 - Oversee the evaluation of the program
 - Facilitate the assignment of model teachers to new teachers as mentors
 - Communicate with the administration
 - Plan and attend training on coaching and observation best practices
-

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.

After considering input from all stakeholders, evaluating the needs of the district, and surveying the teachers, we determined that four leadership roles would be part of our program design. The administrative team, along with the TLC planning committee worked to map out duties and responsibilities for each role.

Elementary Literacy Instructional Coach

Examination of triangulated data sources determined that literacy is a priority in the elementary school with a critical need for teacher support in the improvement of literacy instructional strategies and assessment.

Responsibilities of this position include but are not limited to:

- Serve as Building Leadership Team (BLT) leader
- Assist in data collection and analysis, data team facilitator
- Display knowledge of evidence-based practices
- Act as explicit instructional strategy coach
- Lead literacy curriculum meetings and grade level meetings
- Host literacy community/parent information meetings
- Attend trainings for improved literacy instruction
- Support classroom teachers' professional growth
- Regularly schedule time for modeling, teacher observation, feedback, and reflective dialog
- Provide assessment assistance – Iowa Tier, diagnostic screeners, Iowa Assessments, formative assessments
- Aid in planning and implementation of all professional development
- Collaborate monthly with district administration to address instructional topics
- Collaborate monthly with curriculum and professional development leader, instructional technology coach, and model teachers
- Conduct monthly teacher leadership meetings with all teacher leaders
- Deliver school board updates quarterly

Timeframe:

- Full time leadership – no teaching duties assigned
- 10 additional contract days – per diem +\$50/day

Jr/Sr High Instructional Technology Coach

This person's role as a technology coach will initially be focused on the Junior/Senior High School because of the 1:1 initiative, but this position will evolve into a K-12 position in the future.

Responsibilities of this position include but are not limited to:

- Serve as member of both Building Leadership Teams (BLT)
- Serve as liaison between the classroom teacher and technology support systems
- Attend trainings and provide trainings about technology, the integration of technology
- Model technology integration for teachers
- Collaborate with every content area on a monthly basis to assist in moving teachers forward, answering questions, and collecting needs assessments
- Stay current on evidence-based practices
- Assist teachers in using technology to implement the Iowa Core
- Serve as student technology assistants team leader
- Provide support for all technology integration in the classroom and for all teachers
- Assist with planning and implementation of all professional development
- Collaborate monthly with district administration to address instructional topics
- Collaborate monthly with curriculum and professional development leader, literacy instructional coach, and model teachers
- Conduct monthly teacher leadership meetings with all teacher leaders
- Deliver school board updates quarterly

Timeframe:

- Full time leadership – no teaching duties assigned
- 10 additional contract days – per diem +\$50/day

Curriculum and Professional Development Leader

This person's role will be to work with building principals to plan and facilitate professional learning, assist in the development of standards-based assessment tools and reports, and work with all teacher leaders through the Iowa Professional Development Model.

Responsibilities of this position include but are not limited to:

- Oversee the entire teacher leader program, in coordination with the district superintendent
- Serve as member of both Building Leadership Teams (BLT)
- Serve as mentoring coordinator-calendar and implementation

- Promote implementation of the Iowa Core
- Collaborate monthly with content level
- Coordinate materials review and selection
- Coordinate distribution of assessments in both buildings
- Facilitate assessment analysis in both buildings
- Coordinate evaluation of programs
- Attend district, AEA, and state level meetings
- Professional development coordinator for the district
- Facilitate School Improvement Advisory Council (SIAC)
- Organize complex levels of student data
- Assist teachers with implementing professional development building and district initiatives
- Observe and coach teachers in effective instructional practices
- Collaborate monthly with district administration to address instructional topics
- Collaborate monthly with literacy instructional coach, instructional technology coach, and model teachers
- Conduct monthly teacher leadership meetings with all teacher leaders
- Deliver school board updates quarterly

Timeframe:

- Full time leadership – no teaching duties assigned
- 15 additional contract days – per diem +\$50/day

Model Teachers

Teachers in this position will continue to teach fulltime, but work closely with the other teacher leaders, as they learn new strategies and then share that knowledge to promote change and contribute to collective collaboration.

Responsibilities of this position include but are not limited to:

- Serve as Building Leadership Team (BLT) members
- Serve as mentors to new teachers
- Act as grade-level or department chairs
- Observe and demonstrate instructional strategies
- Support school initiatives in practice and positively promote with actions
- Lead and model peer coaching
- Open their classrooms to observation and be available to observe others as part of the collaborative efforts with professional development
- Provide feedback to teachers, co-teach lessons, and assist with assessment
- Conduct monthly teacher leadership meetings with all teacher leaders

Timeframe:

- Full time teachers
- 5 additional contract days – \$2000

Current (2012) survey data compiled by MetLife found that teachers in leadership roles have greater job satisfaction and help to create a positive school culture, which points to the possible benefits of 13 teachers, out of 55, having leadership positions in Wilton! As well, the survey results listed the need for consistent collaboration, which is a key factor in our TLC plan. As these defined roles influence the administrators and staff, a cohesive culture of school improvement will empower everybody to work towards greater student achievement.

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.**

TLC Review Council: The Wilton School Board will appoint the TLC Review Council to select the teacher leaders. In order to obtain input from both teachers and administrators, this council will be made up of elementary and Jr/Sr high building administrators, and two representatives from each building leadership team. Members of the building leadership teams that serve on this council will not be applying for the three full time leadership positions. The council will review applications for assignment or reassignment in a teacher leadership role, interview, and make recommendations regarding the applications to the superintendent. Representatives from the leadership teams will be appointed annually by the Board.

Selection Process: The TLC Review Council will accept applications from those teachers who possess the minimum requirement of having taught at least three years with one year in the Wilton district. Teacher leader candidates will be asked to provide the following items to the district office:

1. Letter of application stating the reason for interest in seeking the position, qualifications, teaching accomplishments, prior professional growth experiences
2. Two letters of peer recommendations explaining relationship characteristics that make the applicant a qualified candidate
3. Most recent evaluation based on the Iowa Teaching Standards as completed by the building principal
4. Last three years of Individual Professional Development Plan (IPDP)
5. A completed *Teacher Leadership Skills Self-Assessment (CSTP)*

Applicants will be screened using the district's Measurements of Effectiveness criteria developed by the committee from the *Teacher Leadership Skills Framework (CSTP)*. After completion of this process, the council will recommend the top qualified teacher applicants to the superintendent for interviews and selection.

Annual Review:

Measures of Effectiveness:

1. Job performance evaluation completed with building principal based on Iowa Leadership Standards and district evaluation system
2. Documented acknowledgement of job responsibilities (collaborative meetings, those conferences and trainings attended, professional development sessions provided to teachers)
3. Peer Feedback – will be collected based on the **District Measures of Effectiveness** criteria listed in the table below.

Professional Growth:

1. Develop two SMART goals on IPDP based on criteria included in district Measures of Effectiveness
2. Complete *Teacher Leadership Skills Self-Assessment (CSTP)* twice per year as documentation of reflection regarding leadership growth

District Measures of Effectiveness Criteria for Selection and Review: Specific factors are necessary in order to develop and retain effective teacher leaders. Based on discussion of information provided in the *Teacher Leadership Skills Framework (CSTP)*, there are five categories with skills leaders need, and evidence of those skills as displayed through leader's dispositions that make up our criteria.

Category	Skills	Evidence
Working with Adult Learners	Build relationships	Create safe and caring groups Encourage inquiry
	Facilitate teacher learning	Accept constructive feedback Value work of learners Possess courage to take risks
Communication	Comfortable with diverse dialogue, stays objective	Deep listening skills Value professional expertise Foster community Facilitate large and small groups Use questioning strategies Lead data driven discussions
	Technical skills	
Collaborative Work	Collaboration	Value all opinions Develop collaborative norms Hold oneself accountable Know when to intervene
	Organization	Move group to task completion Know resources and how to access Delegate responsibility to group members
Knowledge of Content and Pedagogy	Subject matter knowledge	Experience using strategies in classroom
	Use of strategies	Ability to assist colleagues to increase content knowledge
	Growth mindset	Reflective Adapts instruction based on new learning

Building administrators and teacher leaders will complete *Establishing A Supportive Environment Self-Assessment (CSTP)* twice per year in order to address support structures and needs. The TLC Review Council will make annual recommendations on teacher leaders' assignments to the superintendent. As a result of the annual review, or teacher leader request, a teacher could return to the classroom position following our VII. TRANSFER PROCEDURES on page 6 in our master contract.

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.

All of the teacher leader roles will assist in development, delivery, and evaluation of professional development for our district. Along with the administration, all teacher leaders will comprise the professional development leadership team at the district and building level. The **literacy instructional coach** will guide the professional literacy development of model teachers, and assist the curriculum and professional development leader in the overall planning and facilitation of professional development throughout the district. This will be delivered through individual and small group situations that focus on instructional conversations, classroom strategies, and reflective dialogue. The **instructional technology coach** will lead technology efforts at the Jr/Sr high level, through individual and small group conversation, discussion of appropriate lessons, and reflection. The **curriculum and professional development leader** will oversee the professional development and curriculum cycle, making certain that consistent curriculum is implemented and evaluated throughout the school; promote Iowa Core training and implementation; give final approval of teachers' individual growth plans; meet regularly with teacher leaders; and act as overall liaison between the teachers, model teachers, both building leadership teams, and the administration. **Model teachers** will lead mentoring efforts, lead and model high quality instruction through peer coaching, serve as department or grade-level heads, and act as integral members of their building's leadership team. All of these leadership roles will determine professional development activities based on the Iowa Professional Development Model and the framework and responsibility will be as follows:

Collecting and analyzing student data – literacy instructional coach, curriculum and professional development leader, instructional technology coach, administration, and model teachers will review pertinent data collected from observations, walk-throughs, teacher feedback, and student data assessments, including FAST Reading and FAST Math, Iowa Assessments, etc., and then determine areas of need. The teacher leaders will also increase the capacity of colleagues to design, score, and analyze student data for improvement of teaching practice and student learning. A staff needs assessment will be conducted to make sure that we are attending to the needs of our teachers.

Goal setting – ongoing discussions regarding collected data results will take place at teacher leadership meetings, building leadership team meetings, staff meetings, and during the teacher leaders' additional contract days for the purpose of determining priorities and targeted goal setting for the district.

Selecting content – all teacher leaders and administrators will be involved in this process. Content focus will be determined by SINA status, data analysis, and needs assessments.

Designing process for professional development – all teacher leaders will be involved with the development of the district-wide professional development plan and calendar; although scheduling will be fluid to accommodate building-level needs that may become priorities during the school year. Teacher leaders will analyze collected data, discuss the findings with all stakeholders, identify a targeted focus, and select evidence-based strategies that will then be aligned to those needs to create a professional development plan. Continuous discussions will be held at regularly scheduled monthly teacher leader meetings, monthly building leadership team meetings, and during the additional contract days. Teacher leaders will assist in the planning and implementation of staff individual professional development plans.

Training and learning opportunities – Teacher leaders and administrators will plan and lead weekly Wednesday morning one-hour professional development sessions, set building leadership team meeting agendas, and plan full day in-services. They will also provide multiple opportunities for practical job-embedded application of new learning. **Model teachers** will open their classrooms for observation and full-time teacher leaders will be available for team-teaching or additional planning and modeling opportunities.

Collaboration and implementation - peer coaching and data teams are an integral part of our professional development plan. The **literacy instructional coach, instructional technology coach, and model teachers** will model for our teams and serve as facilitators of group work to foster collaborative problem solving among the staff. Teacher leader meetings and building leadership team meetings will have scheduled time for discussion of data results and implications; this will include dialogue with administrators and other faculty.

Ongoing professional development data collection – teacher leaders will be in charge of collecting and analyzing data on improvement initiatives, and of leading discussions in applying the findings to improve instruction and student learning. Formative evaluation of our professional development will be part of our plan and will be addressed regularly at our teacher leader and administrative meetings.

Program evaluation – core tenets of the Iowa Professional Development Model are leadership, notably in the cooperative form of collected decision making, as shared leadership is more successful than individual. Teacher leaders will coordinate periodic synthesis of summative evaluation data. Our TLC plan aligns within this model as we will have 13 teacher leaders using a group process to analyze collected data, and set realistic goals based on use of evidence-based strategies that will include classroom teacher training, observation, and constructive feedback. This will be followed by a formative assessment of implemented strategies, and ultimately, a summative evaluation used to plan for the following school 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.

Impact/Effectiveness of the TLC Plan:

Below you will find our district goals and how we believe that teacher leaders will impact these goals and how we will know:

DISTRICT LONG RANGE GOALS:

Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school

The **literacy instructional coach, instructional technology coach, curriculum and professional development leader, and model teachers** will impact this directly by assuring fidelity to implementation of strategies and the Iowa Core. We will measure short-term impact by FAST assessments, common formative assessments, 95 Percent Group diagnostic screeners, DRA assessments, and completion of data team SMART goals. Long-term impact will be measured by SINA status, Iowa Assessments, trends of data over time, and alignment to the Iowa Core as measured by ICAT scores.

Goal 2: All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school

Our **curriculum and professional development leader** will attend Iowa Core and content trainings and support classroom work. The **instructional technology coach and model teachers** will have an impact on our mathematics instruction. We will measure short-term impact by our integration of technology with CLARITY teacher and CLARITY student surveys. CLARITY is an online software program that measures technology programming impact on student learning. CLARITY is developed by BrightBytes as an evidenced-based framework that combines research and analysis from schools. We will also use formative assessments and data team results to measure impact. Long-term impact will be measured by SINA status, Iowa Assessment scores, End of Course Exam scores, and alignment to the Iowa Core as measured by ICAT scores.

Goal 3: All K-12 students will achieve at high levels in science and be prepared for success beyond high school

Our **curriculum and professional development leader** will lead the science teachers through the Iowa Core and/or the adoption of the NGSS standards as well as technology integration will be evident in our science classrooms as a result of our instructional technology coach. We will measure short-term impact by participation in STEM activities, the integration of technology as measured by the CLARITY surveys, and classroom formative assessments. Long-term impact will be measured by our Iowa Assessment scores, our End of Course Exams, and alignment to the Iowa Core as measured by ICAT scores.

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science

Our **instructional technology coach** and our **model teachers** will have great impact on this district goal. Short term effectiveness will be measured by professional development activities and integration logs. Long-term effectiveness will be measured by Iowa Assessments, CLARITY teacher and student surveys, and technology impact rubric scores.

Goal 5: All students will feel safe at and connected to school.

Our belief is that with a professional, collaborative leadership, and common mission that is maintained in our district, the safer and connected our students will be. **Model teachers** will provide models of relationships and instruction that will impact this goal. Measures will come from Iowa Youth Survey, our building surveys, and our needs assessments.

In addition to the above goals and vision, our district, similar to the intended goals of the **Teacher Leadership and Compensation System**, will:

- 1. Attract able, promising, new teachers and offer short- and long-term professional development and leadership opportunities**
- 2. Retain effective teachers by providing enhanced career opportunities**
- 3. Promote collaboration by developing and supporting opportunities for teachers to learn from each other**
- 4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.**
- 5. Improve student achievement by strengthening instruction**

Short term measures:

District reflection of fidelity of implementation, teacher feedback to mentors, results of new teacher surveys, monitoring of professional development reflections and evaluations, teachers that indicated interest in the TLC will apply for positions, all positions will be offered and filled each year, review of teacher leader agendas, reflections from teacher leaders, input from teachers, input from administrators, and anecdotal information from Building Leadership Teams (BLT's).

Long term measures:

Annually review retention rates of teachers, annually survey teachers concerning job satisfaction and support, and career pathway advancement opportunities, annual review of summative measures of achievement data, Annual Progress Report (APR) goals met, annual review of individual professional development plans, annual review of district professional development program evaluation.

Monitoring and Adjusting the Plan:

Annually, the TLC Review Council will meet and review the data points listed above, as well as provide information from twice yearly teacher leaders' and administrators' completed *Establishing a Supportive Environment (CSTP)* system assessment and teacher leaders' completion of *Teacher Leadership Skills Self-Assessment*. Results and review of the data points will also be shared with the School Improvement Advisory Council (SIAC). During monthly meetings, the Building Leadership Teams will analyze student assessment data to measure the effectiveness of the teacher leaders. Further monitoring will occur through regularly scheduled communication between teachers and administrators. Support and adjustments will be provided through these discussions of the effectiveness of the TLC program goals.

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)

Current infrastructure that supports our TLC plan

- The curriculum director, in a dual role as elementary principal, organizes district professional development, district student assessment data analysis, and is a key member of building leadership teams.
- Well established technology leadership team in place.
- Secure mentoring program, which includes one additional day for new teachers to meet with mentors. All teachers have the opportunity for classroom observations.
- The district is involved in the early literacy implementation (ELI), FAST reading assessments, and involved in the pilot FAST math.
- Five elementary teachers were trained in the Leadership and Learning Center's six step data team process, trained the remaining teachers, and provides support at weekly data team meetings. Data teams are vital to improving student achievement in our district.
- The building principal and a teacher leader co-coordinated the development of iBlock, reading instruction interventions.
- We are one of four Iowa districts currently participating in a University of Iowa research study that focuses on leadership characteristics that promote implementation of school improvement initiatives.
- Building leadership teams (BLT's) have been in place for five years. They are involved in shared decision-making of professional development, analyze data, and discuss research articles for knowledge growth.
- Strong job satisfaction is demonstrated with a predominately veteran staff, and 31% have advanced degrees, demonstrating aspiration for learning.
- Teachers worked with administrators to create Parent Information Night (PIN). Follow-up survey results revealed 95% of teachers and 90% of parents supported this event and want it to continue. 49% of parents want an additional PIN session at mid-year.
- Teachers created a parent involvement committee, based on PIN survey feedback that 20% of parents would like to be more involved.
- 100% of the elementary teachers participated in a summer book study, *Annual Growth for All Students, Catch up Growth for those Behind*. Survey results found 95% of teachers are willing to participate in another study next summer.

Needed system/infrastructure changes

- Administrators and teacher leaders will complete *Establishing a Supportive Environment (CSTP)* twice a year to identify specific needs and develop longitudinal data.
- Duties of the Elementary Principal and Curriculum and Professional Development Leader, and Title I and Literacy Instructional Coach, need to be separate for more impact.
- Technology education leadership would provide a cohesive approach to district technology instruction and professional development.
- Our mentoring program needs leadership oversight and increased coaching capacity to make it even more effective.
- Current initiatives would benefit from comprehensive data analysis that combines results from formative and summative assessments.
- We need increased coaching capacity for successful Iowa Core implementation.

Persons Responsible for Necessary Infrastructure Changes

- Superintendent, TLC Review Council, School Board: The superintendent, a supportive plan reviewer, will oversee the TLC plan in partnership with the TLC Review Council. They will ensure rigorous candidate selection process, monitor the duties of each leadership position, and maintain the commitment to training. The superintendent will meet monthly with the building administrators, and all teacher leaders.
- Principals: Each has expressed strong support for the TLC plan. They will schedule release time for model teacher observations, mentor and novice teacher collaboration, and meetings with literacy instructional coach. They will foster a positive change culture, and ensure that strategies are implemented with fidelity.
- Teacher Leaders: They will guide new teachers, gain an expertise base, and commit to development of skills needed to work successfully with adults.
- Wilton Education Association: Three Association negotiators are members of the planning committee. They will monitor the terms of the master contract and ensure that the TLC plan adheres to the agreed upon master contract language.
- AEA and Department of Education personnel: These entities will provide resources for appropriate training and support.

Future Sustainability

It is projected that the district will need an additional \$22,500 to compensate increased leadership duties. Our school board has committed dollars from the general fund and Teacher Quality Fund to supplement this effort, demonstrating their strong support for the plan. Teacher leaders will make regular board reports, and written updates for faculty and parents throughout the year.

Staff, parents, and community members are committed, evidenced by their support at the meetings, feedback received, and willingness to join the planning committee. 68% of our teachers expressed interest in applying for teacher leader positions, which shows an overwhelming desire to participate in the TLC program. Sustainability will be ongoing through the monthly dedicated dialogue and student data analysis work done at grade level and building leadership team meetings.

The teacher leaders will work with the administration to ensure smooth program operation, complete scheduled assessments, and guide review of data to improve instruction.

Professional development initiatives, which include ELI implementation, MTSS, Iowa Core implementation, and collaborative support of iBlock will ensure sustained leader roles. The work of the leaders will directly affect reaching the goals of these initiatives.

The current system is supported by all Wilton stakeholders. Further support is evidenced by a strong working relationship that exists with a neighboring district with shared student programming, and a shared district calendar. Because of the foundational work already in place, we will be able to sustain the additional roles of the TLC plan.

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	761.96
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$235,308.49
Total Allocation	\$235,308.49

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.	\$36,350.00
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).	\$192,128.49
Amount used to provide professional development related to the leadership pathways.	\$1,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$5,830.00
Totals	\$235,308.49

Other Budgeted Uses - Description

Item description	Amount budgeted
Initial teacher salary supplement to fund five days including payroll taxes.	\$5,830.00
	\$5,830.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$235,308.49

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)

Role	Days Added	Salary Supplement	Salary/Benefits Payroll Taxes	Positions	Total Cost – includes payroll taxes
Initial Teachers	+ 5 days	\$1,000	0	Estimating - 5	\$5830
Model Teachers	+ 5 days	\$2,000	0	10	\$23,350
Literacy Instructional Coach	+10 days	Paid per diem + \$50/day \$3,700	\$71,500	1	\$75,200
Instructional Technology Coach	+10 days	Paid per diem + 50/day \$3,700	\$71,500	1	\$75,200
Curriculum and Professional Development Leader	+15 days	Paid per diem +50/day \$5,600	\$71,500	1	\$77,100
Professional Development					\$1,000

**** The district already exceed the minimum salary of \$33,500**

**** Total number of teachers = 55 Total number of teachers involved in leadership roles = 13**

Budget Alignment

The planning committee has developed a budget that keeps the integrity of the district's vision, strongly aligns to our five long range goals and teacher leader goals. We will combine state and local resources so that our plan is sustainable. The dollars from the approved TLC plan and realignment of local resources will be used to increase compensation and extended contract time for initial teachers for mentoring and induction, time for three fulltime teacher leaders and ten model teachers to plan and implement professional learning that is team-based and linked to evidence-based instruction that will result in student success and achievement of district goals. This budget creates leadership opportunities for exemplary teachers that will improve instructional practices and increase student achievement. If we recruit, develop, and promote excellent teachers and support new teachers in our district by providing supports and professional growth opportunities for new and experienced teachers, then professional satisfaction and student learning will increase.

This budget reflects our commitment to provide leadership and collaboration time to positively impact student's achievement. Teacher leaders will increase the amount of staff access to support and so we wanted some of these positions to be full time. We want to improve instructional practices and we believe this is a way to do just that. We will provide more frequent training, collaboration and feedback opportunities so that teachers can grow professionally. Because we are using three full-time people, extending contracts for all, and using our AEA resources, we will keep our professional development cost low as teachers can attend training on school time without getting substitutes. We also believe that we are giving our effective teachers opportunities to grow by offering 13 meaningful, differentiated leadership roles to 13 teachers which provides opportunities for 25% of our staff.

While the budget carefully considers both the importance of increased compensation and local career opportunities, it also reflects fiscal parameters. Our funding will be about \$22,500 short, depending on who is chosen for the three full-time positions. Dollars from the Teacher Quality funds and our general fund will be committed to fit the established framework and support the TLC plan. We selected the framework of the **Comparable Plan Model** in order to bring the salaries more in line with our salary schedule, and allow for continual increases as salaries increase. Fiscal responsibility has been a longstanding priority in our district. The TLC plan's budget creates incentive for teacher leaders, addresses realistic funding issues, and is sustainable for our district.

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