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## Application

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

### 95978 - Winfield - Mt. Union Teacher Leadership Grant

#### Teacher Leadership and Compensation System

Status: Under Review  
 Signature: Gabe Wylder  
 Submitted Date: 2014-10-30 06:46:51  
 Submitted By: Gabe Wylder

### Applicant Information

#### Project Officer

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Program Area Teacher Leadership and  
 of Interest\* Compensation System

Fax:  
 Agency

#### Organization Information

Organization Name\* Winfield-Mt. Union Community  
 School District  
 Organization Type\* K-12 Education  
 Tax ID:  
 DUNS:  
 Organization Website: www.wmu.k12.ia.us  
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 Number

### Recipient Information

District\* Winfield-Mt Union Community School District  
Use the drop-down menu to select the district name.

County-District Number\* 44-7047  
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 Ms.

Name of Superintendent\* Launi Dane

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

Zip Code\* 52659

**TLC Application Contact**

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State*	Iowa Use the drop-down menu to select the state.
Zip Code*	52659

**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)

**Vision and Mission:** Winfield - Mt. Union Community School District's (WMUCSD's) vision is to have a profoundly positive impact on each student's adult quality of life brought about by students' individual and collective educational experiences. WMUCSD's mission focuses on student learning rather than prescriptive materials. Therefore, we are quite hopeful our students will be equipped to be successful throughout their educational career and beyond the walls of WMU. We eagerly anticipate the implementation of the Teacher Leadership and Compensation grant as we highly believe it will dramatically improve the District's effort to improve student learning; as a byproduct, it will support and foster leadership development within WMU's walls. Furthermore, we believe that placing excellent teachers in leadership roles will:

- Increase collaboration time for teachers while sharpening their collaborative focus;
- Provide leadership opportunities to highly skilled professionals;
- Allow teachers to be innovative and hone their skill set;
- Reward teachers for their leadership responsibilities;
- Provide further accountability for the District's vision and mission;
- Ultimately, improve student learning.

**TLC Goals:** Teachers, administrators, board members, and parents - including the School Improvement Advisory Committee (SIAC) - met to articulate and align district improvement goals with TLC implementation:

1. Improve student achievement in reading and math, using Early Literacy Implementation (ELI) protocols and Annual Progress Report (APR) data;
2. Support the implementation of the district's 1:1 technology initiative by having 100% of instruction containing an avenue to use technology by staff and students;
3. Support the implementation of Professional Learning Communities (PLCs) so that each teacher is meeting on a regular basis and using data for instructional decision making;
4. Support teacher growth and development to further retention of teachers in the field of education;
5. Support teacher leaders to be successful in the implementation of WMU's TL Plan.

**Teacher Leadership:** The plan includes positions for at least 25% of our current teachers to be involved in the following leadership positions: 2 Lead Teachers, 2 Instructional Coaches, 1 Professional Development Leader, 1 Family and Community Liaison, 5 Mentor and Induction Committee members, and 1 Data Coordinator.

**Selection Process:** Applications will be easily accessible to all WMU teachers. There will be a team of two administrators, two non-applying teachers, and one non-certified staff member conducting interviews. The superintendent will make one year appointments based upon recommendations from the selection committee and notify the school board. Through the process, the District seeks teachers who demonstrate excellence in instructing students, fervor in implementing District initiatives and initiative taking on leadership responsibilities.

**Monitoring Progress:** Surveys and summative assessments will be used to measure the impact of WMU's TL Plan. Teacher Leaders will use self-evaluations to reflect on their progress in supporting the goals outlined in the TL Plan. Teacher Leaders will also be evaluated each quarter through self-assessments, peer-review, and administrator rubric evaluation.

**Continued Professional Development:** Teacher Leaders have formed a team that is committed to the success of WMU's implementation of the TL Plan. In that vein, each Teacher Leader will take an active role in the planning and delivery of professional development. Professional development will reflect the Iowa Professional Development Model (IPDM) and focus on researched-based instructional strategies. Also, Teacher Leaders will infuse the use of technology to further support District goals in professional development activities.

**Sustaining Teacher Leadership:** WMU is fortunate to have the full backing of the school board. In the spring of 2014, the school board voted unanimously to fund a modified version of this TL Plan. Stakeholders and the school believe heavily in the leadership of teachers and are currently compensating teachers at a reduced rate. In order to further support WMU's Plan, we believe the grant funding will further the support of the current commitment to teacher leadership. Receiving the grant will allow additional Teacher Leaders to be able to participate in the continued implementation of the TL Plan, growing our current Teacher Leader Team from six to twelve. The plan will also provide access to professional development to support Teacher Leaders' growth and effectiveness in their roles. Every teacher in WMUCSD will benefit from this Plan in that they will all have more support, feedback, and expertise at their fingertips.

WMUCSD's TLC Plan is a good plan that will only gain strength and momentum through iterations and applications of our Continuous Growth Model. Our plan is good for teachers, good for instruction, and most importantly, our plan is good for students.

"Alone we can do so little; together we can do so much." — Helen Keller

**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).

**Part 1: Use of Planning Grant and Stakeholder Engagement and Commitment**

Winfield-Mt. Union Community School District created a Teacher Leadership and Compensation Committee to drive the development of the District's TL Plan. This is a revision of the initial plan submitted on January 31, 2014.

**a. Planning Grant and Planning Time**

Planning grant funds had been used to provide replacement teachers on days the committee met. It was important to meet during school hours to ensure a focused and effective working environment. Initially, the funds offset the costs associated with attending out of district meetings presented by the AEA, SAI and DoE. The planning committee attended informational sessions provided by the Great Prairie AEA and Iowa Department of Education.

As the committee increased their understanding of the TL Plan, additional stakeholders were brought on board. Discussion centered around the needs of the students in our district and how we could better accommodate them. Option three was chosen to adapt to our unique needs as a district.

With a preschool through 12<sup>th</sup> grade student population of 481, Winfield-Mt. Union is a district with 48% of our students qualifying for free and reduced programs. Our focus is to support the instructor to ensure student success regardless of indicators.

**b) Stakeholders' Engagement in the Process**

The newly formed TL Team began the revision process during the summer of 2014. During this time, the TL Team met a total of 15 times:

June	July	August
20 Hours	16 Hours	6 Hours

During the 2014-2015 school year, the team leaders will be attending 17 day-long trainings regarding instructional coaching, Multi-Tiered Systems of Support, Professional Learning Communities and working with adult learners. Additional time was spent preparing for the implementation of a revised plan for the current school year. In July and August, the team volunteered over 20 hours meeting with stakeholders (parents and community members) and also worked on grant revisions.

**Stakeholders**

Administrators-3	Community Members-2
Secondary Teachers-4	Secondary Parents-3
Elementary Teachers-2	Elementary Parents-4

The TL Team is a diverse mix of teacher leaders with a collective longevity of 85 years at WMUCSD, and therefore has a vested interest in the success of the plan, as well as teacher and student growth. The team provides a stable platform of support for all teachers in the district. The district is composed of 3 administrators, 45 teachers and 34 classified staff members. This proposal infuses leadership expertise across job descriptions to lend support as need is identified.

Case in point, a new TL position was created to address the district's 1:1 technology initiative, which had been identified by staff as an area in need of support. The technology coach will assess technology needs of the staff and assist in the implementation of technology in the classrooms. The goal of the technology coach will be to enhance instruction through technology in our 1:1 computer environment. In addition to the technology coach supporting the district's needs, the other TL members will provide feedback and support to the technology coach to ensure the burden is manageable.

The revised plan for 2015-2016 will have a strong TL team that will meet once a week, and once every two weeks with administrators, to provide support for teacher leaders in their respective roles, direction for professional development and guidance for mentoring and induction. This team will:

- Brainstorm ideas;
- Gather and analyze district information and data;
- Collaborate and build networks within and beyond WMU.

We will delegate responsibilities that need to be addressed, such as helping teachers in the district reach out to neighboring districts to create a stronger Professional Learning Community (PLC), while also increasing Personal Learning Networks (PLNs), or to find a school where teachers can formally observe instruction, collaborate through lesson/unit design, and perhaps plan project-based learning activities to implement in respective schools.

### c. Support or Commitment

When we were not selected to receive grant money, the WMU school board shared the teacher leadership vision and voted unanimously, five votes in favor, to fund a modified version of our original plan submitted to the state - at approximately 40% of the estimated state funding (\$116,641.31). The district filled six redefined TL team positions from the original proposal to begin the team work in the district. The positions were streamlined for clarity, consistency and support regarding the expectations for each position.

## 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.

### Part 2: Vision and Goals

#### Vision:

Winfield-Mt. Union Community School District's vision states the District "strives to have a profoundly positive impact on each student's adult quality of life brought about by students' individual and collective educational experiences." In order to accomplish this, WMU embraces Iowa's vision which provides the opportunity to improve the educational structure by fostering the development of all teachers. These visions focus on students and their abilities to adapt and thrive in their future endeavors.

WMU envisions implementing the TL Plan to improve current avenues that support student success, address areas of concern with student achievement and create new structures for student/community involvement. WMU has created a TL Plan (Model 3) in order to customize the broad vision of the State with the specific vision and needs of our District. Our Plan strives to improve student learning and achievement, and additionally focuses on teacher support by recognizing the expertise teachers have attained and are able to share. The Plan advocates teachers sharing their expert qualities to elevate ALL District teachers. By promoting teachers teaching teachers, the TL Team encourages the increase of quality instruction at WMU, thereby increasing student learning and achievement.

#### Goals:

WMU's proposal has four specific goals:

1. To improve the District's use of student data through improved analysis and recording methods; based on Iowa Assessment results, APR data and District universal screening data;
2. To improve teacher instructional methods, based on District summative and formative assessment data, as well as current research practices;
3. To ensure teachers are supported in the implementation of District improvement goals;
4. To improve school, parent and community communication by improving existing methods and creating new opportunities for interaction.

The District's TL Plan includes the five directives as indicated by the State:

1. To ensure that teachers are adequately compensated by:
  - Raising first and second year salaries to \$33,500 -- board approved 2014;
  - Providing additional district contracts for teacher leadership roles -- TL Team agreed to a reduced compensation package, and the district provided funds for the 2014-2015 school year;
2. Improving the entry of new teachers into the profession by:
  - Providing opportunities for collaboration with a seasoned and eclectic group of well-trained teachers;
  - Placing new teachers into a mentoring support group;
3. Providing differentiated, multiple and meaningful teacher leadership roles:
  - Creating new opportunities for teachers to expand their career horizons;

- Enabling the TL Team to make coherent instructional improvements that will strengthen instruction and improve student learning/achievement throughout WMU. The individuals will spend 80% - 95% of the time instructing students and 20% - 5% in their respective leadership roles.

Job	Primary Purpose	Vision
<b>Lead Teachers (2)</b>	Aid by advising and initiating recommendations to the administrative team and staff; Act as a catalyst for instructional changes while coordinating, facilitating and coaching the implementation of such (evaluate the classroom needs and refer coaches).	Assist teachers in opportunities to improve professionally through the Iowa Teaching Standards.
<b>Professional Development Leader (1)</b>	Coordinate and evaluate professional development for the District based on teacher needs and student data.	Use data to improve professional development.
<b>(General) Instructional Coach (1)</b>	Act as a catalyst for instructional changes while coordinating, facilitating and coaching the implementation of such.	Assist teachers in opportunities to improve professionally through the Iowa Teaching Standards.
<b>(Technology) Instructional Coach (1)</b>	Act as a catalyst for technological changes while coordinating, facilitating and coaching the implementation of such.	Assist teachers in opportunities to improve professionally through the Iowa Teaching Standards.
<b>Family Community Liaison (1)</b>	Partner with staff to obtain greater parental/community support and involvement through improved communication.	Maintain data on parental involvement.
<b>Data Coordinator (1)</b>	Compile/examine student data to direct future professional development and instructional needs.	Provide PLC guidance and support, analyzing data to make instructional decisions.
<b>Mentoring Committee (5)</b>	Provide guidance for first and second year teachers with a wide range of experiences from multiple veteran teachers.	100% retention of mentored teachers.

4. Initially, creating a rigorous selection process for leadership roles:

- Specific job descriptions with clear procedures and evaluation rubrics have been developed by a diverse and collaborative effort between teachers and administration.
- For the 2014-2015 school year, TL roles were filled with volunteers who believed in the TL philosophy and agreed to pursue a jump-start for our school district without available state funding.

5. Ensuring an aligned professional development system:

- WMU teachers are able to view and discuss student data weekly within PLCs.
- Meeting notes and focus areas are shared with our Professional Development Leader.
- Through data collected during each PD session, Lead Teachers and Instructional Coaches organize teacher instructional needs and/or informational data needed to grow and improve instruction for all students.

The PD Leader works to align district goals with teacher needs and teacher areas of expertise to ensure instructional growth and awareness that can improve student achievement. (This includes full integration of district student data with newly created teacher leadership positions and professional development planning and implementation.)

Using Part 3 application narrative from Year 1?\*

Yes

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

President Lincoln stated, "Whatever you are, be a good one," which communicates the WMU's vision of using the TL Plan to supplement and improve existing programs. The District has taken painstaking steps to assure the TL Plan supports all instructional initiatives, fosters sustainability, and strengthens the school and community climate, culture, and cohesiveness.

The vision, "WMUCSD strives to have a profoundly positive impact on each student's adult quality of life brought about by students' individual and collective educational experiences." has been married to the continual development of District initiatives. Currently, WMU is engaged in a 1:1 technology initiative, focused K-3 Literacy program, as well as the integration of the Multi-Tiered Support System (MTSS) within general education classrooms. Simultaneously, WMU has worked diligently to align curriculum with Iowa Core standards. To support and guide these initiatives and the ongoing process of basing instruction in the Iowa Core, the TL team will provide individual and collective assistance to teachers and students to help our system evolve as we continually seek diverse pathways to improve student learning and achievement.

WMU implemented a 1:1 technology initiative for grades 6-12 in 2010 to improve teaching and learning. Teachers have been provided with multiple professional development opportunities, including attending technology conferences and seminars, to enhance instruction in order to facilitate and improve students' creative, collaboration, and problem-solving skills. Training has also taught staff how to use data tools to track student progress, provide feedback, and tailor instruction to meet students' needs. As technology continues to advance at a rapid pace, the TL

team will be entrusted to support teachers' technological needs and encourage teachers the integration of technology to enhance instruction and learning.

For the past year, literacy instruction has been closely examined by administration and teachers to look for ways to improve instructional methods for K-3 literacy. Administrators and staff have attended ELI and FAST trainings to learn literacy strategies and best practices to implement in the classroom. The elementary has implemented a 90 minute reading block at the beginning of each day. Teachers utilize guided reading lessons to teach to students' diverse learning styles. The TL team will support literacy instruction by analyzing data, collaborating with teacher teams, modeling and co-teaching with individual teachers, and supplying resources and research for teachers. Professional development will provide additional support and time for collaboration, and learning as to how we can best meet students' learning needs.

WMU's current MTSS is especially evident in numerous elementary classrooms, most notably during guided reading lessons. Various student groupings, such as individual independent work settings, collaborative student partners, and selective student groups are utilized to provide diverse student learning opportunities. The District TL Plan will expand the MTSS strategy in all PK-12 teaching environments, including pull out, before school, after school, and summer additional supports. This year, the TL team instituted a 30-minute period at the end of each day for 6-12 students to make time available during school hours for interventions, remedial and advanced, with highly qualified teachers in the content areas. This time, aptly named PACK Time, will further provide unique opportunities for teachers to build relationships and connections with individual students and cohesion within PACK Time student groups.

The following teacher leadership positions will directly improve teaching and learning throughout the gamut of educational, social, emotional, and relationship building efforts:

1. Lead Teachers will provide overall guidance to the District in integrating new instructional practices. They will oversee all other leadership positions and participate in their evaluations.
2. Instructional Coaches will model new and best classroom practices, such as the MTSS strategy, ELI initiatives, and integrating technology to enhance teaching and learning, monitoring, instructing, and providing feedback to teachers.
3. PD Leader will help align all District leadership positions and instructional practices with the Iowa Core and ensure proper professional development to implement those efforts.
4. Mentoring and Induction Committee will assure new teachers' professional growth rate within our district's initiatives is accelerated and Career Learning Plans (CLPs) are purposeful and aligned.
5. Family and Community Liaison will build strength within our teacher community in the area of integrating family and community-specific efforts to strengthen our academic endeavors.

Efforts within Iowa Core implementation will feed into a continuous growth model and lead to instructional adaptations which will improve individual and collective learning. There is no doubt the teacher leadership positions will result in systemic and far reaching positive effects throughout the school and community by empowering the school with the ability to continue developing the District as a living and breathing biological organism, with the desire and ability to assess, adapt, and improvise teaching and learning as the truly living and breathing creature it is. The fundamental component of the MTSS plan is to "plan, resource, deliver, and assess multi-tiered instruction in accordance with the needs identified through multiple, diverse, and frequent assessments." The structure has been developed in such a manner that teacher leaders' efforts will result in profoundly positive life outcomes within our adult learners and most importantly, within our students.

Using Part 4 application narrative from Year 1?\*

No

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

**Part 4: Improved Entry Into The Profession**

The Winfield-Mt. Union Mentoring and Induction program uses the Pathwise Framework (Pathwise) and Journey to Excellence (Journey) programs for mentoring training. Individual mentor teachers meet 1:1 with their mentees. Mentors are asked to report to the superintendent for orientation and an end-of-the-year evaluation. The elementary and secondary administrators are expected to check in with mentors and mentees at the end of the second and third quarters. Mentor teachers log sessions with mentees to provide to administrators as an accountability measure. Mentors and mentees set observation and meeting dates that accommodate their schedules.

Teacher retention data for WMU shows that 87% of teachers who left the District in the last 10 years have continued in an educational career. The Pathwise/Journey programs permit flexibility in tying induction and mentoring processes to the elements of the eight Iowa Teaching Standards. With the Iowa Teaching Standards connection, teachers leaving will continue success regardless of their teaching location. Despite this evidence of the high percentage of teachers remaining in education who left the District, the TL Plan committee felt improvements could be made.

In examining our current 1:1 approach, the TL Team surveyed past mentors and mentees. Results showed issues that needed to be addressed in order to improve our mentoring program and further address the needs of our first year teachers. We will address these concerns by implementing a "mentoring by committee" approach.

1:1 Mentoring Concerns	Committee Mentoring Solutions
School size made matching new teachers with a mentor of the same subject or grade level difficult.	Multiple mentors will allow mentees to glean knowledge from experienced teachers, which provides mentees relevant answers to their needs.

Timing and teacher responsibilities made scheduling meetings with mentors/mentees difficult.	Opportunities for mentor observations and reflective discussions will be more frequent given the number of committee members.
The possibility of personality conflicts between mentors and mentees exists.	Mentees will have access to more mentor relationships allowing for better personality matches.
There was no administrative system to ensure mentor and mentee success.	Mentors will be held to a high level of accountability promoting fidelity and integrity.

The Mentoring Committee will collectively plan and implement new teacher induction, allowing mentors to collaborate to support WMU's TL vision. The new Mentoring Committee will continue to use the Pathwise and/or Journey programs for mentoring training. In our induction program review, we found no problems with the Pathwise/Journey approaches. Using the best elements of both programs allows us to adapt them to WMU's unique needs. The Mentoring Committee concept will pool available resources for the best results in our district. The Mentoring Committee will consult with the TL Team for assistance with transmitting best practices to ensure all district interests and needs are addressed.

This approach will replace the one mentor - one mentee pairing with a committee of five veteran mentor teachers. We believe the opportunity to build professional relationships will increase by allowing a mentee five possible mentors with which to bond. As educators, we encourage collaboration and cooperative work in problem-solving for both students and staff. We don't intend to eliminate the 1:1 relationship, but rather expand our connections beyond the two-person approach. From a practical standpoint, and especially critical for a small district, scheduling will be much easier using a group approach. A committee will continue to allow 1:1 interaction when needed. In addition to providing diverse feedback, a Mentoring Committee aligns with our TLC goal, "to ensure that teachers are supported," and will also allow for long term consistency in WMU's induction efforts.

It is our proposal that the Mentoring Committee will meet regularly with the mentees. In order to retain new teachers within the district, mentors will be encouraged to focus on:

- professional teaching standards;
- data-driven conversations;
- professional development that is based on needs;
- communicating with administrators;
- collaborating with various professional entities;
- setting specific meeting times;
- supporting instructional growth through coaching;
- providing times for observing exceptional teaching practices.

The District's Induction and Mentoring Plan focuses multiple minds on the important task of providing our new and seasoned teachers with support to improve teaching and learning in our classrooms, as well as enhance the retention of quality individuals in the profession of teaching/education.

**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.

**Part 5: Teacher Leadership Roles**

*Winfield-Mt. Union Community School District strives to have a profoundly positive impact on each student's adult quality of life brought about by students' individual and collective educational experiences. This vision focuses on students and their abilities to adapt and thrive in their future endeavors. As J. A Perez states, "A vision without a practical plan to develop it, is only that... 'a vision'." To achieve our vision, we will utilize the following goals to guide our journey:*

- Improve the district's use of student data through improved analysis and recording methods, based on Iowa Assessment results, APR data, and district universal screening data;
- Improve teacher instructional methods, based on district summative and formative assessment data as well as current research practices;
- Ensure that teachers are supported in the implementation of district improvement goals;

– Improve school, parent, and community communication by improving existing methods and creating new opportunities for interaction.

**a) WMU's TL Plan includes the following positions:**

To comply with state directives, the following 12 leadership positions represent 25% of the District's certified teaching staff.

**1. Lead Teachers (2 teachers)** will provide overall guidance to the District in integrating new instructional theories and strategies. They will support all other leadership positions and demonstrate organizational capacity. Specifically they will:

- Provide consistency and sustainability for the District's long range goals;
- Orchestrate necessary meetings for TL collaboration;
- Provide guidance with staff regarding educational issues, summarize positive and concerning trends to administrators and provide ideas and solutions for concerns that were communicated;
- Collaborate with administration to better articulate District direction for professional development, instructional initiatives, data usage and long range planning;
- Collaborate with Instructional Coaches to guide and sustain Professional Learning Communities (PLCs) by building trust with teachers, attending meetings, goal setting, offering instructional ideas, discussing and analyzing data, promoting assessment literacy, asking reflective questions, supporting teacher needs, while also maintaining the District vision;
- Engage in direct student instruction approximately 80% and 20% of the time in teacher leadership role;
- Fulfill 10 extra contract days.

**2. Instructional Coaches (2 teachers)** will model new and best classroom practices, monitoring and instructing other teachers in those practices. Specifically they will:

- Provide consistency and sustainability for the district's long range goals;
- Model instructional strategies and best practices (within their classrooms or during PD);
- Observe and provide coaching/feedback on intended instructional practices;
- Lead professional development activities;
- Collaborate with Lead Teachers to guide and sustain Professional Learning Communities (PLCs) by building trust with teachers, attending meetings, goal setting, offering instructional ideas, discussing and analyzing data, promoting assessment literacy, asking reflective questions, supporting teacher needs, while also maintaining the District vision;
- Spend 80% of the time in direct student instruction and 20% of the time in teacher leadership role;
- Fulfill 10 extra contract days.

**3. Professional Development (PD) Leader (1 teacher)** will differentiate PD, provide access to training and learning that appropriately meets teachers needs and provide stability and consistency in light of new initiatives. Specifically, s/he will:

- Plan, resource, execute and evaluate PD;
- Understand and utilize the C-Plan to ensure alignment, fidelity and integrity;
- Be flexible, when data highlights a PD area that requires focus, it can then be incorporated into future sessions;
- Spend 95% of the time in direct student instruction and 5% of the time in teacher leadership role;
- Fulfill 7 extra contract days.

**4. Mentoring and Induction Committee (5 teachers)** will assure new teachers' professional growth rate within our district's initiatives is accelerated and Career Development Plans (CDPs) are purposeful and aligned. Specifically, they will:

- Promote teacher retention;
- Create a smooth and effective transition for mentored teachers into the profession;
- Align the induction and mentoring process with WMU PD;
- Spend 95% of the time in direct student instruction and 5% of the time in teacher leadership role;
- Fulfill 3 extra contract days.

**5. Family and Community Liaison (1 teacher)** will empower and equip teachers to better integrate stakeholders, including how the district and families can partner to strengthen student academic learning. Specifically, s/he will:

- Develop activities and strategies that engage stakeholders in the learning process;
- Support primary teachers in their understanding, implementation, and community outreach efforts regarding the Early Literacy Implementation (ELI) as well as the requirements;
- Facilitate and train teachers in the use of outer agency resources to ensure family connectivity;
- Spend 95% of the time in direct student instruction and 5% of the time in teacher leadership role;
- Fulfill 7 extra contract days.

**6. Data Coordinator (1 teacher)** will teach teachers to collect, analyze, communicate and make data-based decisions, as well as compile and examine student data to direct future professional development and instructional needs. Specifically, s/he will:

- Establish a system that regularly collects, analyzes, monitors and communicates data with TL Team, PLCs and individual teachers;
- Ensure that data is accurate, valid and verifiable;
- Provide collaborative guidance and support based on data to make instructional decisions;
- Align and implement data-based instruction with District and State goals;
- Spend 95% of the time in direct student instruction and 5% of the time in teacher leadership role;
- Fulfill 7 extra contract days.

**b) Role Connectedness**

Our plan is like a game of Jenga. As Jenga is derived from the Swahili word meaning "to build," this metaphor becomes more meaningful in that the District's TL Plan has built an interconnectedness into our teacher leadership positions to foster an interdependence that will lead to team development and a common focus to improve teaching and learning.

Through multiple surveys in the past five years, students/staff/community have indicated the need for increased teacher-driven involvement with District initiative planning. To ensure relevancy, continuity and the sustainability of initiatives, the TL Team will incorporate leadership from previous teacher leaders. Initiatives have consisted of Student Assistance Teams, District Solutions Teams, Advisory Teams, Mentors, Every Child Reads, Second Chance Reading, Every Student Counts, Technology Team, PBIS, PLCs, SIAC and Extended Leadership Team. The TL Plan will provide the framework for a more cohesive and collaborative structure, allowing for a tight but loose learning environment. The TL Team will reinforce existing and develop new support networks (such as MTSS, ELI and systemic issues related to special education services and/or poverty) to address students' needs. While acknowledging the importance of data-based instruction, the TL Team's vision is to create a school climate and culture that embraces the whole child to improve learning and their adult quality of life.

Student learning will be enhanced through leadership roles that enrich instruction through knowledge, theory and application of instructional best practices tailored specifically to WMU's teachers and students. The TL Team will meet on a weekly basis to ensure needed focus and communication. They will provide individual and collective support for team members and create cohesive coordination with District goals (both short- and long-term). **Instructional Coaches** will take guidance from the **Lead Teachers** regarding District vision and direction to provide pertinent modeling/coaching for the staff. The **Data Coordinator** will manage and communicate the data needed to drive instructional changes. The **PD Leader** will differentiate professional development to achieve District goals, collaborating with **Lead Teachers, Instructional Coaches** and **Data Coordinator**. The **Mentoring and Induction Committee** will collaborate with the TL Team on a monthly basis, providing guidance to new teachers and creating a seamless transition into the District. The **Family and Community Liaison** will assist the District and Team in improving parent and community connectivity to WMU's vision and goals, giving a voice to support learning outside of our classroom walls. All positions will have an integral role on the **TL Team** providing collaboration and support for each other and being a catalyst for change in the District.

To assure fidelity and focus of the District's vision and goals, the TL Plan will include a monitoring process that is reflective of our Continuous Growth Model, based on the Iowa Professional Development Model, by providing an uninterrupted process that brings about constant growth and adaptations to meet teachers' and students' instructional and learning needs. Our commitment to continuous growth will only clarify and strengthen our plan. It is our belief that through WMU's TL Plan, powerful student and adult growth will be obtained and surpassed once all systems are fully understood, aligned and working in unison.

"Alone we can do so little; together we can do so much." — Helen Keller

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.

**Part 6: Teacher Leader Selection**

As WMU analyzes the process for selecting TL candidates, numerous teachers have advanced degrees, taught college classes and been leaders in professional development training. The selection process, job descriptions and assessment rubric are foundational and a stable basis for the TL Plan.

Selecting the most effective and innovative teachers for the leadership positions will be critical to the success of our TL Plan and organization. The superintendent will advertise positions with job descriptions and designate the time window for which applications will be accepted. The selection committee will review applications, interview the applicants and make hiring recommendations to the superintendent, who will appoint each applicant to a one-year term and inform the school board of the appointments.

**Selection Committee Members Criteria**

2 Administrators	<ul style="list-style-type: none"> <li>• 1 elementary</li> <li>• 1 secondary</li> </ul>
2 Teachers	<ul style="list-style-type: none"> <li>• 1 teacher from elementary</li> <li>• 1 teacher from secondary</li> <li>• Minimum of 3 years teaching</li> <li>• At least 1 year in the district</li> <li>• Non-applicants</li> <li>• Appointed by Superintendent</li> </ul>
1 Non-certified Staff Member	<ul style="list-style-type: none"> <li>• At least 1 year in the district</li> <li>• Appointed by Superintendent</li> </ul>

**a) Measures of Effectiveness:**

The selection committee will review a variety of job-specific documents submitted by the applicants and review that evidence based on "The Rubric for Teacherpreneur Applicants," developed by the Center for Teaching Quality, 2012. Interview questions will be used in the screening process and are designed to measure a candidate's effectiveness as the questions are based on TL goals. Applicant submissions will include: cover letter, resume, completed application and 2 letters of reference (1 from a WMU teacher with whom collaboration happens regularly and 1 from an administrator).

Once selected, Teacher Leaders will create individual goals that focus on their specific leadership role, which will also be reviewed by the TL Team. TL members will do quarterly evaluations in the form of: self-evaluations, reflections and teachers' surveys. Administrators will evaluate

overall effectiveness of Teacher Leaders with quarterly evaluation data. The TL Assessment Rubric and Narrative will be used by Teacher Leaders as a self-assessment, that supports our District's Continuous Growth Model. The TL Events Calendar contains summer training sessions where TLs will receive job-specific training centered on job descriptions and the overall TL process.

Effectiveness Measures	Stage within the Application Process	Impact
Selection Committee	Screening	<ul style="list-style-type: none"> <li>• Creates a checks and balances structure to reduce screening bias</li> </ul>
Application Form	Screening	<ul style="list-style-type: none"> <li>• Provides materials that articulate teacher alignment with District TL vision</li> </ul>
Interview Questions	Selection	<ul style="list-style-type: none"> <li>• Provides a more candid response to leadership characteristics and belief in District TL vision</li> </ul>
Rubric for Teacher-preneur Applicants	Selection	<ul style="list-style-type: none"> <li>• Further removes bias</li> <li>• Objectively organizes applicant's skill set in a uniform manner</li> </ul>
One Year Term of Service	Post - Hire	<ul style="list-style-type: none"> <li>• Reduces complacency</li> <li>• Provides access to other qualified candidates</li> <li>• Encourages career advancement within teaching</li> </ul>
Individual Career Plans	Post - Hire	<ul style="list-style-type: none"> <li>• Aligns goals with District TL vision</li> <li>• Provides buy-in for professional growth relevant to position</li> </ul>
Quarterly Evaluations	Post - Hire	<ul style="list-style-type: none"> <li>• Provides timely and varied sources of feedback</li> <li>• Increases reflective practice</li> </ul>
Training Sessions	Post - Hire	