



Application

70554 - Teacher Leadership and Compensation (TLC) System

72875 - TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Planning/Grant Requirements

Planning included a thorough review of teacher leaders (**TLs**) literature & structures, involvement of multiple stakeholder groups & consideration of how the grant will support WCSD's focus on systemic improvement. All 5 "Must Haves" are addressed.

Vision & Goals

WCSD's vision is to enhance our system by utilizing **TLs** who will influence others to improve teaching & learning practices with the goal of increased student achievement.

Our TLC model is built on the principle that teachers, **TLs** & admin leadership team (ALT) will examine practices in reflective ways with a focus on learning. Student learning results will be the barometer of *systemic* improvement.

Goals include:

- Define WCSD standards of excellence for teaching & learning
- Replicate excellence in every classroom
- Expect all to collaborate
- Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all

Supporting & Strengthening WCSD

WCSD has made a concerted effort to develop a systemic strategic plan focused on student learning. The TLC grant will further our ability to execute a system of daily supports to enhance teacher learning & improve achievement. WCSD's key system structures interconnect & align to PLCs, Iowa Core, Instructional Framework—Gradual Release of Responsibility (GRR) & IPDM. They include:

- District & building PD plans aligned to IPDM
- Implementation of PLC culture
- Revision of Elem & MS common planning schedules
- Implementation of PD late starts
- Reinstatement of curriculum review cycle
- Focus on Iowa Core & National Content Standards
- Revision of role & focus of Building Leadership Teams (BLTs)
- Development of District Leadership Team (DLT)
- Data teams, data analysis & Multi-Tiered Support System (MTSS)
- Technology integration team

Currently, WCSD relies heavily on ALT & BLT support for implementation. We have been successful in improvement efforts but do not yet have the capacity to support teachers at levels necessary for long-term system-wide goal attainment. This fall, WCSD received the support of an AEA part-time elementary (K-3) instructional coach. This coaching experience is resulting in significant student learning. Recent DIBELS data confirms at least 10% more students moved to benchmark in every grade level as compared to the same time last year. Staff report morale has significantly improved by being coached in improvement of instruction, intervention & differentiation. With the TLC grant, we will be able to replicate this success district-wide & establish model classrooms for authentic teacher learning.

Improving Entry

MMTs & **ICs** will function as coaches, consultants & collaborators with all teachers new to the district. With a systemic view of district expectations, **TLs** will initiate new hires into key instructional, curricular & assessment practices. Job-embedded time will be scheduled to provide support for teachers.

Differentiated TL Roles

WCSD **TL** roles support key structures interconnected & aligned to PLCs, Iowa Core, GRR & IPDM. At least 25% of the teachers will be involved in **TL** roles.

• 20 Model/Mentor Teachers (MMTs)

MMTs will remain in classroom 100% of the time with additional duties beyond the standard contract, including mentoring, modeling, leading PLCs & serving as the content or grade level team resource

• 4 Instructional Coaches (ICs)

ICs will support teachers 100% of the time. These generalists will center on PD, GRR, evidence-based strategies, differentiation, reflective feedback & data coaching

• 3 K-12 Core Curriculum & Professional Development Leaders (CCPDs) CCPDs will support teachers 100% of the time in areas of critical district need: literacy, math/science & special education. These specialists will deliver PD, implement Iowa

Core & assure fidelity of implementation of new materials

• **1 Coordinator of TLs**

This role, funded by WCSD, reflects our commitment to the TLC grant. The coordinator will support **TLs** & ensure systemic alignment

Selection

TL candidates will be selected using multiple measures, displaying evidence of

- Effective instruction & high student growth
- Command of curriculum
- Skill in facilitating adult learning
- Life-long investment in professional growth behaviors

A rubric based on **TL** Model Standards will be used to score each component of the selection process.

Roles in PD

TLs will be instrumental in planning, implementing & evaluating the IPDM to achieve a coordinated PD system. **TLs** will support WCSD's long-range PD goals of Iowa Core, GRR & PLCs. Currently PD occurs in whole group settings with little follow-up. **TLs** will provide on-demand access & daily support to improve practice.

Impact/Effectiveness & Monitoring/Adjust

WCSD has developed a **TL** structure to support every teacher, every day. **TL** success will be evaluated using evidence focused on improvements in content knowledge, instruction & collaboration. WCSD will collect data frequently based upon developed criteria. Evaluation methods will use **TL** standards rubrics & include feedback from teachers, coaching logs, implementation data & assessments linking **TLs** to student gains. All stakeholders will be included in evaluation.

Budget

The budget reflects salary supplements for differentiated **TL** roles & replacement costs for 7 classroom teachers. **TL** training is limited to 3.5% of the total budget.

Capacity to Implement & Sustain

WCSD is poised to sustain **TLs** successfully because

- Our plan is built around **current initiatives**
- We have recommitted to our **fundamental purpose** - student learning
- The **TLC** grant **supports gaps** in our system
- WCSD supports the TLC concept **beyond state funding**
- WCSD & Heartland AEA have committed to a **continued partnership**

As early adopters, WCSD will ensure the integrity of the **TLC** System vision/goals & provide support for other Iowa districts as they begin their **TL** journey.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

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

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

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

Winterset Community School District (WCSD) was committed to strong involvement of teachers & stakeholders in developing our Teacher Leadership & Compensation (TLC) Plan. WCSD was awarded approximately \$11,000 for the purpose of planning & development. The following transpired upon notification of guidance from the Iowa Department of Education (DE):

- Review of TLC Guidance by Admin Leadership Team (ALT), Board & teacher leaders
- Appointment of Teacher Quality (TQ) Committee to study systems & propose program appropriate to WCSD's needs. TQ Committee consisted of 4 teachers & 3 admin
- Review of literature & current research related to teacher leadership, collaboration, instructional strategies, adult learning, system improvement & instructional coaches
- Review of current district initiatives & connection to teacher leadership
- Review of successful programs in existence across US
- Telephone conversations with districts utilizing teacher leaders in IL, AZ & IA
- Telephone conference regarding teacher leadership with National Teacher of Year, Sarah Brown-Wessling
- Monthly attendance at Heartland AEA's TLC planning workshops
- TQ team development of draft TLC plan
- Presentation of draft plan to ALT
- Presentation of draft TLC plan to all teachers
- Survey conducted so all teachers could provide feedback
- Presentation of draft TLC plan to Board
- Presentation of draft TLC plan to School Improvement Advisory Council (SIAC)
- Review of teacher survey results by TQ Committee
- Communication of TLC Grant & WCSD plan included in 2 issues of district newsletter as well as posted on district website
- Re-write & revision of plan based on feedback gathered from various groups
- Participation in Heartland AEA's peer review process
- Re-write & revision of plan based on feedback from 16 faculty during WCSD peer review session
- Final revision & re-write
- Submission of plan

Funding supported costs related to:

- Acquisition of resources & books related to teacher leadership, collaboration, instructional strategies, adult learning, system improvement & ICs
- Teacher stipends for TQ Committee meetings focused on grant
- Registration fees related to WCSD staff members' attendance at Steve Barkley Instructional Coaching Training
- Remaining funding will be used to cover costs related to implementation of TLC in WCSD

Stakeholder Involvement

Teacher involvement included the following:

- 4 teachers are members of TQ Committee
- All certified staff (120) participated in informational session regarding initial plans for implementation
- All teachers were given opportunity to provide feedback through an open-ended question feedback tool - 72% of teaching staff responded
- Several individual meetings with teachers regarding vision & future planning
- Teacher attendance at Barkley Coaching Training

Administrator (ALT) involvement included the following:

- 3 ALT are members of TQ Committee
- All ALT participated in staff informational sessions
- All ALT participated in development of plan
- All ALT provided feedback through an open-ended question feedback tool
- All ALT provided feedback to TQ committee
- All ALT attended Barkley Coaching Training

Parent involvement included the following:

- Parent members of SIAC
- SIAC members participated in an informational session

- SIAC members provided suggestions & contributed to plan development
- Website information provided for all parents & stakeholders
- Other parents contributed to development through questions/feedback

Teacher Support

WCEA provided a letter of support to apply for grant. 72% of teaching staff responded to survey & provided narrative feedback regarding application. There was overwhelming support for WCSD to apply. The ratio of positive comments to negative comments was 7:1. Examples of teacher feedback include:

- “It will help us as teachers become better & move forward in doing what is best for our students”
- “With the adoption of new ELA curriculum materials, it will be essential to have support in place to help our teachers with the implementation process. Having leaders to turn to during this time of change would be extremely helpful”
- “The 2014-15 school year will be great timing for those who might be a bit hesitant to make curriculum & instructional changes required to align with the Iowa Core. With new materials it may be more natural for some to accept an instructional coach’s ideas & guidance”

ALT Support

All ALT are 100% in support of TLC plan. This year Heartland AEA & WCSD elementary school partnered to implement a part-time coach. This experience has been very positive for the culture & educational environment at the elementary. Preliminary student data is indicating an increase in student achievement as compared to previous years. Based on this success, other principals are encouraged about the opportunities **TLs** will provide for their building & their specific teacher & student learning needs. The ALT provided a letter of support to apply.

Parent Support

SIAC team members, upon contributing to the application, were 100% in support of the district pursuing the grant. The group’s consensus was:

- “We think it sounds great; we see it as a huge benefit for our kids”
- “It’s a great opportunity for Winterset. Teachers are going to have resources & tools rather than being on their own”

Additionally, the Board provided a letter of support for the grant. The vision & goals of the TLC grant align significantly with school improvement efforts underway in WCSD. This grant will provide the opportunity to further enhance supports available to teachers. There is confidence in knowing our superintendent has successfully implemented & supported the development of TL models in 2 other districts.

Narrative

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

Winterset Community School District (WCSD) assessment data shows a lack of accelerated growth. 5 years ago 75-80% of our students were proficient. The same proficiency level occurred in 2013. Last year's Kdg-6th DIBELS data indicated fewer students proficient in the spring than the fall. WCSD data shows a need for strong & consistent curriculum & implementation. While teachers regularly review data at PK-6th grade levels, they have not implemented system-wide instructional changes based on data. Likewise there is sporadic implementation of the Iowa Core, K-12. While teachers have been trained in instructional strategies, not all have applied them consistently to the classroom.

WCSD's vision is to enhance our system by utilizing **TLs** who will have the ability to influence their colleagues, principals & other members of the school community to improve teaching & learning practices with the goal of increased student learning & achievement.

WCSD goals are to:

- Define WCSD standards of excellence for teaching & learning by implementing the Iowa Core/National Content Standards in every classroom while utilizing Gradual Release of Responsibility (GRR) instructional model
- Replicate excellence in every classroom with clear standards, benchmarks, instructional strategies & assessment protocols
- Expect all to collaborate
- Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all. This will occur by:
 - Focusing on learning, not on teaching
 - Utilizing formative assessment
 - Using assessment of learning to instruct
 - Focusing on student engagement
 - Planning for rigor & pace of instruction
 - Evaluating effective teaching strategies

We've begun this work & have committed to focusing on meeting our goals. In 2012, WCSD wrote a district PD plan to align to Iowa Professional Development Model (IPDM). Building PD plans were written tied to this K-12 plan. In 2013, the DLT committed to adopting a PLC culture. We began our journey by making several systemic modifications to support our belief that student learning will improve if we focus on learning, results & collaboration.

As such we modified structures. For instance:

- K-12 teachers meet 90 minutes each week with their PLC team
- Elem(PK-3) & MS(4th-6th) meet daily with their PLC team
- In response to SINA status Elem & MS instituted a 20-30 minute *Whatever I Need(WIN)* time. Students are provided acceleration & intervention supports according to literacy needs

PLC teams write SMART goals aligned to the IPDM plan. They focus on learning about the Iowa Core, how that impacts teaching & learning in their content area & on the GRR instructional model. While we are in our first year of implementation of a PLC culture, we are seeing great promise in teachers collaborating together to improve student learning. The WCSD culture is gradually changing to one in which teachers are willing to examine their practice for system improvement. We realize this is a long-term commitment & a journey.

During the 12-13 school year, the Elem applied for a part-time instructional coach from Heartland AEA. This application was granted & a coach has been in place this year. WCSD modified a teaching assignment & instituted an Instructional Strategist so that we could have a WCSD employee assist & learn about the coaching process. The collaboration between Heartland & Winterset Elem has been successful & is resulting in significant change.

- Cross-sectional comparison-same grade, different students, 12-13 to 13-14
- Growth from beginning of year to middle of year-% of students at or above benchmark

Grade	Skill	2012-13	2013-14
K	First Sound Fluency	13% growth	20% growth
1	Nonsense Word Fluency- Whole Words Read	17% growth	35% growth
2	Oral Reading Fluency	0% growth	13% growth
3	Oral Reading Fluency	4% growth	13% growth

Teachers report staff morale has significantly improved by being coached in improvement of instruction, intervention & differentiation. With the TLC grant, we will be able to replicate this success district-wide. Teachers have become more open to modeling & demonstration within their classrooms. Common pacing is occurring & data evaluation is no longer an event but a

process that occurs on a very frequent basis.

The positive implementation has sparked great enthusiasm for our TLC plan. The Elem success has prompted other teachers at all levels to appeal for similar support. WCSD has proven we can successfully implement a TL role with success & we will replicate it across the district upon receiving the TLC grant.

Our long-term vision & goals align to the statewide TLC goals.

- By designing a system in which K-12 teachers are supported, have time to collaborate & have a clear understanding of what students are to know & be able to do, we will be able to **attract able & promising teachers** to WCSD
- Although our **teacher retention** rate is high, we have lost highly effective teachers to the metro area for higher salaries & administrative positions. We believe with enhanced career opportunities & increased compensation WCSD will retain even more of our highly effective teachers
- Collaboration among teachers** is supported by our focus on PLCs, the significant systemic changes we have made & our expectations that we are a team. Expanding the opportunity for **TLs** to model, demonstrate, guide & provide instant feedback will reduce isolationism & enhance collaboration
- Our PD plans are based on enhancing **professional growth & effective teaching**. The TLC grant will allow us to deeply support the PD plan & strengthen instruction across the system. Underlying all WCSD improvement efforts is the expectation that **student achievement will improve**

We are committed to the TLC vision/goals & will work hard to ensure our **TL** plan supports improved student success.

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

Winterset Community School District (WCSD) embarked on a significant continuous improvement effort during the 12-13 school year. Many of the system changes tie directly to supports teacher leaders (**TLs**) can provide. The following initiatives & structures will most impact our student learning & will be strengthened by **TL** roles.

KEY INITIATIVES

Development of a PLC culture/structure that focuses on learning, collaboration & results

The TLC grant will provide funding & time for critical training of **Model/Mentor** teachers (**MMTs**) who serve as PLC facilitators. Once **MMTs** are trained they will lead the work of their PLC teams so that the following occurs:

- Clarity regarding what students need to know & be able to do
- Development of proficiency standards & expectations
- Development of common formative assessments
- Collaborative support for differentiation according to student needs based on student data
- Development of systemic interventions
- Focus on issues most significant in improving student achievement
- Development of annual & short term goals to monitor progress
- Analysis of data to identify strength & weaknesses to improve instructional effectiveness

Implementation of the Iowa Core

The TLC grant will provide the supports necessary to better implement the Iowa Core. With the addition of 3 **Core Curriculum & Professional Development Leaders (CCPDLs)** in the areas of English Language Arts, Math/Science & Special Education we will have the necessary supports to:

- Understand the content standards
- Implement the instructional expectations of the Iowa Core
- Understand how to integrate new curriculum materials
- Plan instruction & assessment to align with the Iowa Core
- Develop common formative assessments
- Analyze data to inform instruction & differentiation
- Provide individualized support for all students non-proficient thru advanced

Implementation of a district-wide instructional framework

The TLC grant will provide the supports necessary to ensure that the Gradual Release of Responsibility (GRR) instructional model & precision teaching is implemented throughout all WCSD buildings. **Instructional Coaches (ICs)** will guide the development of precision teaching, resulting in teachers

- Knowing their students & content well
- Regularly assessing students' understanding of the content
- Purposefully planning lessons that transfer responsibility from the teacher to the student

Use of Iowa Professional Development Model to improve instructional practices

The consistent use of the Iowa Professional Development Model (IPDM) will ensure that the focus on curriculum, instruction & assessment is continued. This model helps us invest our PD time & resources to WCSD's major initiatives. All **TLs** will be able to follow up with teachers after whole group PD by providing small group & individual support for teachers. **TLs** will be instrumental in facilitating action research, a key component of effective PLCs, as well as the IPDM. When all elements within the system are operating under this model we are focusing on WCSD initiatives. The strengths of the IPDM include:

- Participative decision making
- Distributed leadership with the expectation that we balance pressure & supports, identify needs & hold each other accountable
- Simultaneity whereby we use our priorities to address multiple elements of content, context & processes

KEY STRUCTURES

WCSD has several key system structures interconnected & aligned to PLCs, Iowa Core, Instructional Framework & IPDM.

Professional Learning Community Team (PLC)

Common planning time is an ideal time for **TLs** to support teachers implementing curriculum, reviewing data, grouping students based on needs, modeling instructional strategies & problem-solving

Building Leadership Team (BLT)

BLT structure will provide all **TLs** the opportunity to learn facilitation skills, support team & mentee goal development,

strengthen ability to analyze data, focus on action research & utilize common formative assessments to drive instruction

District Leadership Team (DLT)

DLT structure will provide **TLs** the opportunity to learn with peers across the district & provide input on our focus throughout the district. This structure provides an opportunity to learn deeply about effective instructional practices & to provide support to teachers within their PLC team

Mentoring & Induction Support

MMTs will be able to provide more concentrated support & assistance to beginning teachers as well as our new to the district teachers. We will expect these teachers & their mentors to meet regularly with the **IC** & to participate in modeling, demonstration, reflection, learning & dialogue to enhance their skills within the classroom. This more frequent & on-demand support will be invaluable to our teachers

Late Start Wednesdays

Late start Wednesdays serve as an opportunity for **TLs** to provide whole group or small group support to teachers based on their particular needs. Currently we only provide whole group PD for most of our staff. The ability to tailor support to the applicable content area will be more impactful & will provide for greater opportunity to transfer, apply & generalize strategies learned in PD

MTSS

We have a system-wide MTSS plan in WCSD. **TLs** will model effective strategies, utilize data & make informed instructional decisions. **TLs** will also connect teachers with others who have used strategies successfully

SINA Plan

Our elementary & middle schools have SINA plans. Implementation is dependent upon grade level teams & special teachers. **TLs** will provide expertise & support to ensure more consistent implementation across grade level teams & the district. With this intentional & intensive support we will impact our SINA status positively

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

ANALYSIS OF CURRENT PROGRAM

Winterset Community School District's (WCSD) current induction & mentoring program focuses on beginning teachers. It is a partnership between Heartland AEA & Madison County schools. A 15-hour course is provided by Heartland AEA for:

- Mentor teachers
- Beginning teachers
- Year 2 - combined beginning & mentor teachers

Teachers new to the district are assigned a district host who serves as an introductory guide.

Since 2001, WCSD has hired 52 beginning teachers. Of the 52:

- 12 (23%) have left the district for educational employment in another district
- 29 (56%) have remained in the district
- 11 (21%) are no longer in the profession

This compares to data collected by the National Commission on Teaching & America's Future, which estimates that one-third of all new teachers leave after three years & 46% leave the profession within 5 years.

Over half of the district hires the past 3 years have been experienced teachers. While a "host" is assigned for these teachers, feedback indicates gaps in support. No district system is in place to provide a smooth transition & PD regarding the district's professional practices & expectations.

The planning team utilized a gap analysis protocol to determine the following needs:

- Mentor training extended throughout the school year to address changing needs of beginning teachers
- Mentor training with multiple opportunities to observe teaching, rehearse lessons, collect & analyze data & offer effective feedback aligned to Iowa Core content & pedagogy as well as IPDM
- Mentor training with job-embedded, collaborative routines
- Sufficient processes & support for induction & training of experienced teachers
- Use of a TL structure to enhance induction for both beginning & experienced teachers

TLC INDUCTION AND MENTORING ACTIONS

The goal of WCSD's plan utilizing TLC programming & funding is to:

- Create a systemic, job-embedded mentoring & induction program
- Provide support for beginning teachers leading to sustainability in education
- Support educators new to WCSD leading toward district longevity

The ultimate goal is to develop high-performing educators who positively impact & accelerate learning. WCSD, through the TLC grant, will design a 2-year induction program that includes:

- Training for mentors
- Systemic structures for job-embedded time for mentors, beginning teachers & teachers new to WCSD
- Development of
- Effective instructional practices of the Iowa Core
- Job-embedded structures for classroom observations
- data-driven reflection
- High quality feedback
- Practices aligned to WCSD's instructional programs

TLs play an integral role in the professional support of beginning teachers & induction of teachers new to the district. Their responsibilities include **coaching, consulting & collaboration** of:

- Iowa Core Standards & National Content Standards
- Standards-based teaching
- Iowa Core instructional expectations
- PLC vision, culture & structure
- Engagement strategies
- Instructional framework (GRR)
- Evidence-based instructional strategies
- Assessment continuum
- MTSS

- Data-informed instructional practices
- Curriculum materials, including intervention & acceleration
- District processes & procedures
- Reflective practice & professional growth
- Collaboration skills
- Professional guidance: ethics, rules & regulations
- Iowa Teaching Standards
- Iowa Professional Development Model
- Technology Integration

MMTs will be trained in 4 areas:

- The beginning teacher: Phases of the first year of teaching, mentoring continuum, district processes & procedures, navigating the culture, professional teaching standards & ethics
- Coaching skills: Structured conversations, effective feedback, reflective inquiry, peer observation skills & active listening
- Instructional improvement: Instructional shifts in Iowa Core, content standards & effective instructional practices
- Data collection: Analysis, decision-making & MTSS

Additional time to develop collegial support & opportunities to practice skills will be provided for all **MMTs** during:

- Pre-service
- Monthly DLT meetings
- Release time
- PLC time

Specific release time will be provided for **MMTs** & beginning teachers for:

- Common planning
- Observations of each other & other model teachers
- Reflection on feedback, collected data & analysis of student work

MMTs & experienced teachers new to WCSD will meet on a regular basis compared to the irregular nature of the current program. They will focus on:

- Curriculum implementation & assessment
- WCSD initiatives & expectations
- WCSD collaborative culture
- WCSD procedures & protocols
- Integration into the community

Narrative

Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

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

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

After much research & discussion, the framework for the TLC Plan resulted in **TL** roles that are supportive of our key system structures interconnected & aligned to PLCs, Iowa Core, Instructional Framework & IPDM.

This system will support all students reaching their full potential. At least 25% of teachers will be involved in **TL** roles.

All **TLs** will have:

- A proven record of effective instruction
- A strong command of the curriculum
- Skill in facilitating adult learning

The following table summarizes the differentiated roles & responsibilities

Differentiated Roles	Primary Responsibilities	Expertise
Twenty Model/Mentor Teachers (MMTs)	<ul style="list-style-type: none"> •100% classroom + duties beyond standard contract •Facilitate PLC team •Serve as model classroom •Mentor beginning teachers & teachers new to WCSD •Participate in external PD specific to content area 	<ul style="list-style-type: none"> •Classroom instruction •Collaboration •Content, grade level knowledge •PLC teaming
Four Instructional Coaches (ICs)	<ul style="list-style-type: none"> •100% support of teachers & PD •Provide support to all teachers •Deliver PD—whole group, small group, 1:1 •Model, demo & support sound instructional practices 	<ul style="list-style-type: none"> •Instructional strategies •Differentiation •GRR •Adult learner
Three K-12 Core Curriculum/ Professional Development Leaders (CCPDs)	<ul style="list-style-type: none"> •100% support of teachers & PD •Lead implementation of Iowa Core, curriculum adoption & fidelity of implementation •Deliver PD—whole group, small group, 1:1 •Model, demo & support sound instructional practices 	<ul style="list-style-type: none"> •Systems thinker •K-12 alignment •Iowa Core, content knowledge •Curriculum, instruction & assessment

Twenty **Model/Mentor Teachers(MMTs)** will remain in the classroom 100% of the time, yet have additional duties beyond the standard contract day & year. They will be PLC team leaders & go-to persons on content or grade level teams. Key duties include:

- Facilitate Professional Learning Community team. They will:
- Cultivate clarity regarding what students need to know & be able to do
- Develop proficiency standards & expectations
- Create common formative assessments
- Plan collaborative support for differentiation according to student needs based on student data
- Establish systemic interventions
- Focus on issues most significant in improving student achievement
- Develop annual & short term goals to monitor progress
- Analyze data to identify strengths & weaknesses to improve instructional effectiveness
- Lead PLC team action research
- Serve on BLT & DLT
- Provide model classrooms
- Mentor new teachers to the profession
- Mentor teachers new to WCSD
- Participate in external PD specific to content area

Four **Instructional Coaches (ICs)** will support teachers across all contents 100% of the time. **ICs** will focus on instructional strategies while **CCPDs** will support specific content needs. Based on a review of current research, best practice, the

superintendent's past coaching experiences & an analysis of our district needs, we determined the generalist role would best suit WCSD. According to Jim Knight, a leading researcher on instructional coaching, the research is definitive in that coaching positively impacts:

- Teacher attitudes
- Teaching practices
- Teacher efficacy
- Student achievement

4 **ICs**, one in each building, may have different areas of content expertise but will be learning “generalists” who support any teacher regardless of content taught or level of assignment. Teachers will have on-demand access to an **IC** instead of scheduling & waiting for a content **IC**. **ICs** will not be assigned a roster of students yet will spend 80% of their time providing supports to teachers & 20% of their time learning & planning supports.

With the district's systemic focus on Iowa Core, PLCs & an Instructional Framework of Gradual Release of Responsibility, **ICs** in WCSD will:

- Provide at least weekly support to mentors & mentees
- Deliver whole group, small group & 1:1 PD
- Model, demonstrate & support sound instructional practices
- Assist with extending competencies including use of new learning tools
- Guide implementation of Iowa Core
- Facilitate time for teachers to consider the learning needs of all students, foster differentiation & MTSS
- Provide reflective feedback & dialogue about teaching
- Data coach, data analyze & foster instructional decision-making
- Provide support & encouragement for change
- Serve on BLT & DLT

Three **K-12 Core Curriculum & Professional Development Leaders (CCPDLs)** will provide systemic support of K-12 curriculum:

- English Language Arts
- Math/Science
- Special Education

The decision to provide this type of support is based on SINA designation in IEP sub-groups of reading & math (3-8), as well as teacher self-reporting inconsistent implementation of the Iowa Core throughout our system. **CCPDLs** will not be assigned a roster of students & will spend 80% of their time providing content specific supports to teachers & 20% of the time learning & planning supports. While the **CCPDLs** will support instruction, their main focus will be effective implementation of curriculum. Key duties will include:

- Deliver whole group, small group & 1:1 PD
- Model, demonstrate & support sound instructional practices
- Support implementation of K-12 Iowa Core to help teachers understand content standards & implement instructional shifts
- Lead implementation of new K-12 curriculum materials, assessments & supports specific to assigned curricular area to ensure fidelity
- Serve on BLT & DLT

WCSD has developed a comprehensive instructional improvement plan that will be supported by **TL** roles. While we have differentiated roles for **TLs**, all will play a specialized yet integrated role within our system plan. Main areas of emphasis are in bold; primary **TL** roles are italicized; key actions are listed; supporting **TL** roles are noted in parentheses.

Update Curriculum & Standards to Align with Iowa Core/National Content Standards

*The primary TL role is **CCPDL** with supports from **ICs** & **MMTs***

- Curriculum review process
- Implementation of new curriculum/ instructional materials (**IC**, **MMT**)
- Strategic & intensive instructional materials (**IC**, **MMT**)
- Tools for curriculum design, development, mapping, documentation of best practices
- Development & implementation of pacing guides (**IC**)
- Standards based reporting

Utilize Research Based Instructional Practices For Optimal Student Learning

The primary TL role is IC

- Gradual Release of Responsibility (GRR) instructional practice
- Lesson design tied to GRR & Iowa Core/National Content Standards
- Modeling incorporation of engagement strategies
- Instructional interventions for students

Utilize Assessments to Plan Instruction & Maximize Student Growth

The primary TL role is CCPDL with supports from MMTs & ICs

- Benchmark assessments
- Summative assessments
- Electronic portal of assessment questions aligned to standards
- Formative assessments (MMT, IC)

Recognize Learner Profiles & Differentiate According to Needs

The primary TL role is MMTs with supports from ICs

- MTSS support & differentiation (IC)
- Use of Infinite Campus to collect/analyze student demographic info

Analyze Data & Report Progress

The primary TL role is CCPDL with supports from MMTs & ICs

- Monitor & analyze data for system improvement
- Provide dashboard data for teachers, parents & administrators
- Create student progress reports on standards
- Analyze classroom, grade level, content area assessment (MMT, IC)

Maximize Professional Development Opportunities for Teacher Learning Utilizing the Iowa Professional Development Model (IPDM)

This is a role supported by all TLs

- PLC teams
- BLT/DLT teams
- Small group/1:1 PD
- Building Level PD
- District Level PD
- On-demand & differentiated PD needs

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Measures of effectiveness

b) Professional growth

TLs will be selected based upon the following criteria.

Proven record of effective instruction & high student learning measured by

- Data indicative of student growth
- Use of formative assessment
- Use of high impact instructional strategies
- Responsiveness to student needs

Strong command of the curriculum measured by

- Development of curricula & resources that reflect command of subject
- Students acquiring mastery of standards & benchmarks

Skill in facilitating adult learning measured by

- Use of engaging strategies appropriate to audience
- Ability to match content & skills to needs
- Providing opportunities for practice, reflection & feedback
- Outreach & collaboration with families & the community

Life-long investment in their own professional growth behaviors measured by

- Reflective assessment of strengths & areas for improvement
- Implementing skills aligned to WCSD's goals & key initiatives
- Utilizing skills & dispositions to support increased student achievement
- Cultivating a strong PLC culture conducive to improvement
- Exhibiting growth mindset & a leader of change

Specific expertise for each role will be considered in the selection process.

MMTs	ICs	CCPDLs
<ul style="list-style-type: none"> •Classroom instruction •Collaboration •Content, grade level knowledge •PLC teaming 	<ul style="list-style-type: none"> •Instructional strategies •Differentiation •GRR •Adult learner 	<ul style="list-style-type: none"> •Systems thinker •K-12 alignment •Iowa Core, content knowledge •Curriculum, instruction & assessment

Upon receiving notification of the TLC grant the following will occur:

*A general information session for **TL** positions. Session will include an explanation of:*

- Alignment to district vision & goals
- Key actions & responsibilities
- Examples/non-examples of **TL** roles
- TL** evaluation tools

Encouragement of active BLT members by reminding them of their impact & roles in current improvement efforts

Encouragement of “quiet” leaders who have not held formal leadership roles

Interested candidates will submit an application providing examples, artifacts & reflections from current portfolio demonstrating evidence of:

- Effective instruction & student growth
- Strong command of the curriculum
- Skill in facilitating adult learning
- Life-long investment in their own professional growth behaviors
- PD implementation
- Support of change

Applications will be scored using a **TL** rubric. This rubric will be shared with candidates prior to submittal.

Candidates who score above the cut score will be invited to interview with the site- based selection committee consisting of:

- 6 Teachers
- 6 Administrators
- 1 AEA Representative
- 3 Parents/Community Members

During the interview, candidates will:

- Answer questions directly related to **TL** roles
- Reflect upon their professional growth
- Further explain examples, artifacts & reflections of personal **TL** qualities
- **MMT** candidates will facilitate a mock PLC team meeting
- **IC** candidates will facilitate a mock coaching session
- **CCPDL** candidates will facilitate a mock PD session

A rubric based on **TL** Model Standards (Teacher Leadership Exploratory Consortium) will be developed to score each component of the interview process. The rubric will measure the candidate's ability to:

- 1) Foster a collaborative culture to support educational development & student learning
- 2) Access & use research to improve practice & student learning
- 3) Promote professional learning for continuous improvement
- 4) Facilitate improvement in instruction & student learning
- 5) Promote the use of assessments & data for school & district improvement
- 6) Improve outreach & collaboration with families & the community
- 7) Advocate for student learning & the profession

The site-based selection committee will recommend viable candidates to **TL** roles who demonstrate strong ability to effectively carry out WCSD's goals & vision. In line with the current WCSD hiring process, final hiring recommendations will be made by the Superintendent to the Board.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

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

Click here [To access the Iowa Professional Development Model page.](#)

Well-designed PD, fully integrated with effective school improvement practices, improves student learning. During the 12-13 school year, the Winterset Community School District (WCSD) recommitted to utilizing the IPDM as a process for developing, implementing, & evaluating a comprehensive PD system that supports teacher professional development & effectiveness to improve student learning. This model has guided our efforts to ensure a focus on improving teachers' repertoires in curriculum, instruction & assessment.

WCSD's long-range PD plan focuses on 3 main goal areas:

- Iowa Core
- Professional Learning Communities (PLCs)
- Gradual Release of Responsibility (GRR) instructional model

TLs Role in Improving PD

TLs as members of DLT & BLT will be instrumental in all planning, implementing & evaluating phases of the IPDM. These teams are charged with leadership roles & responsibilities related to PD:

- Analyzing student achievement data & determining gaps
- Creating, organizing & supporting the district & building PD plans
- Helping principals sustain a focus on instruction & monitoring PD implementation
- Working with Teacher Quality Committee (TQ) to facilitate communication & decision-making

TL roles will provide much needed support & connection for teachers in small group & 1:1 settings. **TLs** will plan both short & long term to bridge roles & to sustain growth mindsets. **TLs** will utilize the IPDM to create plans & ensure PD is aligned to needs as well as impacting student learning.

Collecting/Analyzing Data

Roles: All **TLs** will lead teams in collecting & analyzing district/building, content/grade level & individual student data. This data will determine gaps in content & instructional practices. Based on data **TLs** will determine whole group, small group & 1:1 PD needs of teachers.

Alignment: The IPDM specifies if PD is to have an impact on student learning, it must precisely align with student needs. All **TLs** will help teachers analyze & interpret multiple sources of data & sub-group data.

Goal Setting & Student Learning

Roles: **MMTs** will lead teams in developing SMART goals that respond to district & building data. SMART goals will provide **TLs** focus & direction for work with teachers. Specific goals will enable **TLs** & teachers to decide on a PD target that best supports the learning needs of students.

Alignment: IPDM expects PD goals focused on instruction, aligned to data & based on district goals.

Selecting Content

Roles: DLT have written a multi-year plan for PD. All **TLs**, as members of DLT, will ensure content remains aligned to student data & needs, initiatives are limited & practice is refined.

Alignment: DLT have committed to a multi-year PD plan based on analysis of research, current WCSD knowledge/practices & alignment to Iowa Teaching Standards.

Designing Process for PD

Roles: DLT have developed a calendar for whole group district & building PD. BLT plans whole group & small group time. This time will be used by all **TLs** to provide theory, demonstration, practice & collaboration.

Alignment: The IPDM underscores the importance of theory, demonstration, practice & peer coaching which are all built into our plan. Transfer occurs at the highest rate when peer coaching is provided. Teachers will have frequent opportunities to receive peer coaching from **ICs** differentiated to their needs.

Training/Learning Opportunities

Roles: **ICs** & **CCPDLs** will be responsible for providing theory, demonstration, practice & collaboration so teachers will learn and apply a new set of skills & strategies for instruction. By reviewing student data on a frequent basis, they will adjust & refine PD based on student & implementation data.

Alignment: Our plan includes all teachers receiving learning opportunities & collaboration on a frequent basis. Whole & small group will occur at least weekly & 1:1 opportunities will be available daily.

Collaboration/Implementation

Roles: **MMTs** lead the PLC teams. PLC team meetings are structured, have agendas & produce artifacts. **MMTs** lead lesson planning, data discussions, formative assessment development & problem solving. **ICs** will provide support for learning

strategies & **CCPDs** will provide content specific support. All **TLS** will play a role in ensuring & supporting implementation.

Alignment: The WCSD PLC Handbook clearly articulates expectations for focus on learning, results & collaboration.

Ongoing Data Collection (Formative evaluation)

Roles: **MMTs** & **ICs** will support development of formative assessments, as well as the study, discussion & questioning of data to determine priority areas for action & opportunities for celebration. Formative data will be used to identify how PD is impacting individual student learning, within classrooms, buildings & throughout the district.

Alignment: Formative assessments will be conducted according to content/grade level assessment plans to analyze PD often & make adjustments quickly to ensure goals are met.

Program Evaluation (Summative evaluation)

Roles: **TLS** will lead annual analysis of summative data by DLT.

Alignment: Annual summative data will be used to plan next year's PD & to inform staff/stakeholders about PD outcomes.

Our **TLS** will be highly involved in implementation of PD, curriculum, assessment & instruction. We have carefully crafted our plan to ensure **TLS** will be game changers in WCSD.

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

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

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

Winterset Community School District (WCSD) has developed a leadership structure to provide support for every teacher, every day. This structure is built upon WCSD goals & inherent to the model standards. These are the catalyst for improvement.

WCSD TLC Goals

- Define standards of excellence for teaching & learning within WCSD
- Replicate excellence in every classroom
- Expect all to collaborate
- Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all

TL Model Standards (Teacher Leadership Exploratory Consortium)

- Fostering a collaborative culture to support educator development & student learning
- Accessing & using research to improve practice & student learning
- Promoting professional learning for continuous improvement
- Facilitating improvements in instruction & student learning
- Promoting the use of assessments & data for school district improvement
- Improving outreach & collaboration with families & community
- Advocating for student learning & the profession

PLAN TO MEASURE TLC IMPACT & EFFECTIVENESS	
Goal	Measure & Monitor
Responsibility of	How Adjust
Define standards of excellence for teaching & learning within WCSD	<ul style="list-style-type: none"> •Classroomwalk throughs(daily) •PD/Curriculum Implementation data (weekly)
	BLT, DLT, all TLs , ALT
<ul style="list-style-type: none"> •Identify gaps in PD •Provide small group & 1:1 PD •Increase opportunities for demonstration, modeling & feedback •Align PD to student data 	<ul style="list-style-type: none"> •Individual PD plans (quarterly review)
	MMTs , ICs , ALT
Replicate excellence in every classroom	<ul style="list-style-type: none"> •PD feedback tool(after each session) •PD/Curriculum Implementation data (monthly)
CCPDLs , ICs , ALT	<ul style="list-style-type: none"> •Provide small group & 1:1 PD •Increase opportunities for demonstration, modeling & feedback
Expect all to collaborate	<ul style="list-style-type: none"> •Post coaching feedback tool (after each session)
	ICs , ALT
<ul style="list-style-type: none"> •Adjust coaching strategies to align to individual teacher needs 	<ul style="list-style-type: none"> •PLC artifacts •PLC agendas •SMART goals •Formative assessments (quarterly)
MMTs , BLT, DLT	<ul style="list-style-type: none"> •Provide differentiated support for MMTs to support PLC team needs •Provide tools to ensure focus on learning, results & collaboration
Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all	<ul style="list-style-type: none"> •Individual PD plans (quarterly review)
	MMTs , ICs , ALT
<ul style="list-style-type: none"> •Provide small group & 1:1 support based on data 	<ul style="list-style-type: none"> •Student progress monitoring •Summative assessments
All	•Align PD to student data

TL success will be evaluated using data focused on improvements in content, instruction & collaboration.

Determining Impact/Effectiveness of TLs	
Content Implementation Measures	Instructional Improvement Measures
Collaborative Culture & Structure Measures	Consensus maps
Implementation data: •GRR •Active engagement •Learning targets •Tech integration	PLC: •Agendas •Artifacts •SMART goals
Implementation of common formative assessments tied to content standards	Walk-thru data: •Administrator •Peer review
Tri-annual teacher surveys	Summative assessments: •Iowa assessments •Content specific assessments
Teacher feedback tools: •Post coaching •Post-PD •Individual reflection	Coaching logs
•Concurrent enrollment •AP enrollment •AP pass rate	TL artifacts: •Coaching logs •SMART goals •Results
Common formative assessments	Post-graduate surveys
Student achievement results: •Building •Classroom •MTSS •Subgroup	MTSS results

Successful implementation is critical to the success of our plan. Systemic evaluation by ALT, in cooperation with the **TL Coordinator**, will measure fidelity of implementation. If measures indicate misaligned trends, a root cause protocol will be used to objectively examine factors impacting the situation. Questions to be answered include:

- Context fidelity: Were training, caseloads, resources & intended supports provided?
- Compliance fidelity: Were team meetings, coaching contacts & lesson supports such as modeling, demonstration & feedback provided?
- Competence fidelity: Were **TLs** able to demonstrate ability aligned to **TL** standards?

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

Implementation Capacity

Winterset Community School District (WCSD) is positioned to implement the TLC plan with fidelity & success. Over the last 18 months many structures to support continuous improvement efforts & strengthen the focus on improved student learning have been implemented. These structures align to all goals of TLC. WCSD has committed to sustaining these long-term. Examples include:

District/Building Structures

- Strengthening of Building Leadership Team (BLT) process
- Development of District Leadership Team (DLT)
- Development of District & Building Professional Development Plans (PD) aligned to Iowa Professional Development Model (IPDM)
- Expansion of district's partnership with Heartland AEA to improve PD. Two designated professional developers deliver PD monthly to each building based on building needs & tied to the PD plan. PD follow-up & applied learning is facilitated by BLT & building principal
- Implementation of district calendar providing for weekly PD for all faculty
- Development of curriculum review process aligned to Iowa Core & National Content Standards
- Development & revision of handbooks/guidebooks to systematize processes supportive of improved student learning (PLCs, special education, alternative high school, hiring & BLTs)
- Implementation of a district-wide MTSS
- Study & beginning implementation of a district-wide instructional framework – Gradual Release of Responsibility (GRR)

Teacher Structures

- Heartland AEA partnered with WCSD to provide a part-time instructional coach in the Elem. The **IC** works collaboratively with WCSD's Instructional Strategist to match instruction to student needs & support teachers in building their repertoire of instructional strategies. This support has provided multiple opportunities for individual & group feedback & will be replicated in all buildings with the TLC grant
- Elem staff report morale has significantly improved by being coached in improvement of instruction, intervention & differentiation
- WCSD began the PLC journey. Each teacher is on a PLC team. Elem & MS teams meet daily. JH & HS teams meet weekly

Student Structures

- Implementation of Whatever I Need (WIN) at Elem & MS. Students are placed in small groups, according to literacy needs. This support, along with tutors, Title I & improved instruction in the classroom, is resulting in accelerated student data. Recent Elem DIBELS data confirms at least 10% more students moved to benchmark, in every grade level, as compared to the same time last year. In the MS, at least 15%, in each grade moved into benchmark from fall assessment to winter assessment.

Sustainability Capacity

WCSD is poised to sustain **TLs** successfully.

Our plan is built around our **current initiatives**

- PLC teams
- BLT/DLT
- AEA IC
- New curriculum implementation
- Instructional framework & strategies

We have recommitted to our **fundamental purpose** evidenced by accelerated student learning. This includes:

- Policies & expectations aligned to rigorous goals for improvement
- Supports designed to meet the goals

The TLC grant **supports gaps** in our system. It provides needed supports for:

- Instructional improvement
- On-going measures to monitor implementation
- Focus on initiatives to ensure fidelity & quality
- Constant monitoring utilizing short & long term measures
- Frequent communication throughout the system

WCSD supports the TLC concept **beyond state funding**. Successful implementation cannot occur without strategic

coordination & concentrated supports of **TLs** within our system. Our Board of Education will appropriate funds for a Coordinator of **TLs** to ensure successful implementation of our plan. This role will be instrumental in all aspects of our **TL** plan through:

- Planning
- Problem-solving
- Monitoring
- Adjusting for changing needs

WCSD & Heartland AEA have committed to our **continuing partnership**. Including:

- AEA professional developers
- AEA **IC** at elementary. Her ability to forge coaching relationships & influence teaching & learning has been a major catalyst for our **TL** plan. Our other teachers are eager to experience similar success. We foresee the Heartland Instructional Coach being a critical friend of our **TLs**.
- Initial & on-going training needs for **TLs**. We have offered suggestions & shown intent to partner with AEA to ensure success

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.*

Certified Enrollment Number	1714.88
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$529,589.24
Total Allocation	\$529,589.24

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$101,000.00
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)	\$400,000.00
Amount used to provide professional development related to the leadership pathways	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$18,589.24
Totals	\$529,589.24

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute Costs for Trainings	\$10,000.00
Professional Development	\$8,589.24
Materials/Supplies	
	\$18,589.24

Total Allocation Budgeted

Total Projected Amount to be Expended \$529,589.24

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

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

The TLC grant will be used primarily to fund:

- Supplemental Pay for 20 **Model/Mentor Teachers(MMTs)**
- Supplemental Pay & replacement costs for 4 **Instructional Coaches (ICs)**
- Supplemental Pay & replacement costs for 3 **K-12 Core Curriculum & Professional Development Leaders (CCPDs)**

Winterset Community School District (WCSD) Goals

1) Define standards of excellence for teaching & learning within WCSD

Upon examination of research & best practice, our District Leadership Team (DLT) has determined WCSD teachers will develop a professional learning culture that focuses on learning, collaboration & results. All teachers will utilize the Gradual Release of Responsibility (GRR) instructional model. The addition of **MMTs, ICs & CCPDLs** will accelerate implementation & provide deeper levels of support for teachers.

2) Replicate excellence in every classroom

Our **MMTs'** classrooms will be models of Iowa Core Implementation, GRR & PLC practices. These classrooms will be open for teacher observations. **ICs** will model & demonstrate practices within classrooms so teachers can see strategies in action within their specific content area or grade level. Our **TL** plan will offer multiple opportunities & options for teachers to:

- Observe model teachers at work
- Collaborate to improve student learning
- Prevent teaching in isolation

3) Expect collaboration of all

WCSD is in the first year of implementation of a PLC culture. PLC team leaders are learning & guiding their teams simultaneously. With the TLC grant our **MMTs, ICs & CCPDLs** will have more time to learn & provide support to ensure collaboration at all times, not just during PLC team time.

4) Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all.

With the TLC grant **MMTs, ICs, & CCPDLs** will:

- Focus on learning, not on teaching
- Utilize formative assessment
- Use assessment of learning to instruct
- Focus on student engagement
- Plan for rigor & pace of instruction
- Evaluate effective teaching strategies

With the TLC grant our **MMTs, ICs & CCPDLs** will provide teachers with deeper levels of on-demand, immediate support.

Without **TL** supports & ultimately the funding, we will not be able to reach our goals. Our plan illustrates a significant change in thinking & doing for teachers. The power of **TLS** in shifting & sustaining this mindset is critical. **TLS** guide, model, demonstrate & encourage teachers to bridge the knowing – doing gap, which will accelerate student learning.

Professional Development Costs

Approximately \$18,500 (3.5%) will be used for PD costs, materials & supplies as well as substitute costs. To successfully implement **TLS**, several fundamental trainings will occur. These include but are not limited to:

- Professional Learning Communities Institute (Solution Tree)
- Cognitive Coaching (AEA)
- Jim Knight Coaching Institute (Kansas University)
- Mid Iowa School Improvement Consortium Leadership & Curriculum Meetings/Workshops (MISIC)
- Content specific training or workshops
- Instructional Model-GRR (Fisher & Frey/AEA)

Resources & Supplies

TLS will have access to a variety of resources, beyond current resources, to support their work. Some examples include:

- Learning by Doing* (DuFour)
- Leading by Design: An action framework for PLC at work* (Erkens, Twadell)
- Visible Learning for Teachers* (Hattie)
- Instructional Coaching: A partnership approach to improving instruction* (Knight)
- Coaching: Perspectives & approaches* (Knight)
- Leading Professional Development Teams* (Sather)

- *Protocols for Professional Learning* (Easton)
- *Transformative Assessment* (Popham)
- *Better Learning Through Structured Teaching* (Fisher & Frey)

Substitute Costs

Daily time for teacher support is built within our system; however, some substitute costs for initial & career teachers may occur.

Examples include:

- Initial teacher release time to observe **MMTs** at work
- Teacher training & support sessions
- **MMT** training, support & delivery sessions

As we have experienced with our part-time AEA **IC** at the Elem, small gains accelerate excitement & commitment from teachers that in turn ignite a shift in the culture, a change in practice & an impact on student learning. **TLCs** will help us:

- Develop a shared commitment
- Clearly articulate essential knowledge & skills for students
- Develop clarity & consistency among teachers
- Utilize formative assessments to monitor learning
- Provide systematic interventions for those who need it
- Achieve goals by working interdependently

Elem teachers report staff morale has significantly improved by being coached in improvement of instruction, intervention & differentiation. With the TLC grant, we look forward to replicating this success district-wide.

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