



Application

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

154182 - WC TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/09/2016 1:14 PM

Primary Contact

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Program Area of Interest	Energy Efficiency Conservation Block Grant		
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Agency			

Organization Information

Organization Name:	Woodbury Central Community School
Organization Type:	K-12 Education
DUNS:	
Organization Website:	woodbury-central.k12.ia.us

Address: 408 S. 4th Street
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Amy Benson
Title Curriculum Director
Organization Woodbury Central Community School District

If you are an individual, please provide your First and Last Name.

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Fiscal Officer/Agent

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Name Douglas Glackin
Title Superintendent
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County(ies) Participating, Involved, or Affected by this Proposal	Woodbury County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	7
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	1
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **Not Applicable**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

The grant will positively impact ALL of our students.

Certification

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

Name of Person Submitting Certification. **Amy Benson**

Title of Person Submitting Certification **curriculum director**

Recipient Information

District	Woodbury Central Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	90-0977
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Douglas Glackin
Telephone Number	712-873-3128
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Street Address	408 South 4th St.
City	Moville
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51039

TLC Application Contact

Honorific	Ms.
Name of TLC Contact	Amy Benson
Telephone Number	712-389-0218
E-mail Address	abenson@k-pcsd.org
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City	Moville
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51039

Demographic Profile

October 2014 Certified Enrollment	553
October 2014 Free/ Reduced Lunch %	21
AEA Number	12

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

TLC Model Number	Model 3 Comparable Plan
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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Abstract

With the realization that all students can learn, the mission of the staff at Woodbury Central Community School District is to teach our students the intellectual, physical, creative, emotional, and social skills necessary for productive citizenship. Working side by side with members of the community, the staff strives to challenge all students to learn, achieve, and succeed. By celebrating the uniqueness and diversity of all individuals, we foster the development of respect and responsibility by providing a safe and stimulating environment which promotes life-long learning.

The staff at WC engages in professional development which best allows us to carry out our mission. At the elementary level, professional development focuses the instructional strategies that promote Close Reading. The secondary level maintains its focus on Authentic Intellectual Work (AIW).The TLC grant will allow us to continue to grow as a staff in those professional development areas, as well as those which best fulfill our students' needs.

Members of the Woodbury Central School District find it beneficial to create a five-tiered plan in order to enhance the instructional practices within the district. The primary step in this plan is comprised of Initial Teachers that are new to the district. Initial Teachers are defined as those that have been in the district two years or less. These teachers are involved in the Northwest AEA mentoring program and are active members of professional development teams. Career Teachers also act as active members of professional development teams. They serve as mentors to initial teachers and provide models for those that are new to the district. Both groups are also engaged in leading and mentoring students through the Olweus Anti-Bullying Program. In addition, both groups develop their understanding of their craft in small collaboration partnerships.The third tier of our plan is defined as Teacher Leaders. Teacher Leaders guide colleagues in professional and academic collaboration. They also further their understanding of current professional development and its application in the classroom through continued training. This team will also work closely with those involved in the fourth tier, Instructional Coaches. Instructional Coaches will be willing to open their classrooms for observation by other teachers in the district and serve as a resource for teachers wanting to learn about a particular instructional practice or content specific techniques. They will observe classroom teachers to improve best classroom practice and collect and analyze data to guide instruction. In addition, they will work closely with professional development groups in order to maximize student achievement. The fifth tier of our plan encompasses the role of a Curriculum Director. This individual will continue to observe and support teacher practices, align professional develop with district goals, and ensure the district curriculum aligns with the Iowa Core.

Woodbury Central already has many of the TLC components in place. We currently have a Curriculum Director (shared with two neighboring districts). Our Teacher Leaders have been in place for six years. Once AIW was implemented at Woodbury Central, their leadership role greatly increased. Our Initial Teachers will continue to attend mentoring through our local AEA. The Woodbury Central Community School District currently uses the Iowa Professional Development Model. Adding the TLC funding will strengthen and expand opportunities for teacher leadership and growth.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **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 I

Deciding to Apply

In 2013, the local education association and administration studied the three options, attended AEA workshops, and contacted teacher leaders from other schools. The committee, at the time, continued to further research the benefits of the grant and how the funds would be utilized within the district to enhance the current professional development programs at Woodbury Central. Within those three years, Woodbury Central decided to overhaul professional development on all levels to best fulfill our students' needs. We decided to apply in year three, after we fully researched all the options and were able to visualize how positively the TLC grant would unify our current initiatives. Funds were used to hire substitute teachers so TLC committee members could collaborate with the Curriculum Director and begin the grant writing process.

Planning Committee Members

At its conception, the planning committee consisted of the superintendent, the secondary principal, and two local association members. That committee has since expanded to include the curriculum director and four additional teachers. All learning centers and grade levels were represented. Two of the teachers on the committee also have students enrolled in the district. The School Improvement Action Committee meets twice a year to discuss progress made on old goals and create new goals as needed. They also want to implement long-term goals, and they saw the TLC grant would synthesize some of their previous goals. Our SIAC is comprised of parents, community members, one administrator, four teachers, and four students. WC utilized the TLC planning funds to hire four substitute teachers for members of the TLC planning committee to collaborate on the grant writing process. These funds allowed for meeting time for the committee to discuss what the plan would exactly look like at WC and to discuss the leadership roles within our district.

Focusing on the District's Needs

The committee began focusing on the needs of the district and decided that Model 3 would be the most effective and affordable. As a district that has limited funding and a fully invested community, we've addressed the community's financial and educational concerns by choosing a model which allows us greater flexibility and local control.

Educating Staff and Community

Upon hearing recommendations from SIAC, the plan was developed. It was shared with the entire staff and parents in the community through a mass email. Administrators met with the staff to share the plan, and the committee continued to update them when changes or additions were made.

Administrative Support

The administrators at Woodbury Central were in support of the TLC Grant one hundred percent. Each learning center principal and the superintendent were involved in the development process. They were receptive to input from other stakeholders and were fully engaged in the planning committee meetings and district level meetings with staff. Our superintendent spearheaded the process by attending all TLC meetings at the AEA with two association members.

Teacher Support and Commitment

A survey was developed to assess the commitment of staff. Based on the survey, the majority of the staff feels this would be a positive step for the district. To follow up, an informational meeting was set up for teachers to voice concerns, give suggestions, or ask questions. Most of the questions and comments were about the new responsibilities of these teachers and how the integration of the grant would affect their own classroom. Administrators and union representatives provided scenarios as to how this would work for everyone's classroom. Upon receipt of the feedback, efforts were made to assure the staff that the new positions were not evaluative. This gave teachers a sense of trust that will help overcome resistance. The committee determined that the vision of the

district would be best supported through participation in the TLC program.

Use of Planning Grant Funds

WC utilized the TLC planning funds to hire four substitute teachers to enable the teacher members of the TLC planning committee to collaborate on the grant writing process. These funds allowed for meeting time for the committee to discuss what the plan would exactly look like at WC and to discuss the leadership roles within our district. Grant funds were used to compensate teachers for attendance at TLC planning meetings.

Grant Supports the Plan: \$7045.46 Total

TLC Team Meetings:

\$2000.00 Substitute Teachers

200.00 Meeting Expenses (meals for committee members)

4845.46 Grant Writing Salaries

\$7045.46 Total Used

Narrative

Using Part 2 application narrative from previous submission? **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 II

District TLC Vision

The TLC Plan aligns with the state Theory of Action and district goals. With the realization that all students can learn, the mission of the faculty at Woodbury Central Community School District is to provide our students the intellectual, physical, creative, emotional, and social skills necessary for productive citizenship. The Woodbury Central Community School District has a staff of 45 highly qualified teachers that collaborate on a regular basis. Working side by side with members of the community, the staff challenges all students to learn, achieve, and succeed. By celebrating the uniqueness and diversity of all individuals, we foster the development of respect and responsibility by providing a safe and stimulating environment which promotes lifelong learning. The district believes that the key to increased student achievement is quality teacher instruction. The teacher leadership program will give highly effective teachers opportunities to grow and share their expertise.

Local Context:

District Board Goals

The Woodbury Central Board has adopted the following 280.18 student achievement goals:

- The learner will use appropriate oral and written language to communicate clearly and effectively. (Speaking/Writing)
- The learner will demonstrate comprehension of information using appropriate reading and listening skills. (Reading/Listening)
- The learner will utilize appropriate learning styles to effectively develop sound study habits. (Study Habits/Learning Styles)
- The learner will successfully perform basic computations and problem solving strategies to find creative solutions in the decision-making process. (Mathematics/Reasoning)
- The learner will develop skills to access and apply technology to enhance learning. (Technology)
- The learner will acquire the skills and knowledge necessary to successfully develop and pursue vocational goals. (Career Planning)
- The learner will foster an appreciation for the arts and models a lifestyle of physical fitness. (Arts and Physical Fitness)

The School Improvement Advisory Committee determined the following areas for improvement in the next year.

- 2014-15 fourth graders will improve as fifth graders:reading-69.4% to 75%
- 2014-15 sixth graders will improve as seventh graders:math-70.5% to 72%
- 2014-15 sixth graders will improve as seventh graders:science-81.8% to 83%

Curriculum and Instruction

All teachers will define their curriculum with vertical and horizontal articulation in an effort for students to be proficient in reading, math, and science as measured by the Iowa Assessments and aligned to the Iowa Core.

District Achievement Data

These goals are based on a number of data sources:

- Iowa Assessments
- Skills Iowa
- ACT Scores
- FAST Scores

Professional Development

Data showed a need for increasing student achievement in math and reading, especially in elementary. In order to increase student achievement, the elementary staff has begun the process of Close Reading and the strategies that lie there within. A shift from BRI to FAST has also occurred at the elementary level. Additionally, the secondary level will maintain a focus on AIW in order to improve student achievement.

Retention

The district has been able to attract and retain teachers due to its proximity to a large city, competitive salaries, small school size, quality staff, and supportive community. As the age of the staff increases and teachers retire, new teachers entering the district will benefit from the guidance and the clarity the TLC model provides.

TLC Plan Goals

By August of 2017, 25 percent of the staff will assume leadership roles with increased responsibilities and additional compensation depending on their leadership position. This will benefit the district by allowing us to recruit and retain highly effective teachers, increase the skills of teacher leaders, and improve staff morale and school culture.

The TLC will increase time for mentors to collaborate, observe, and discuss instructional and management strategies with mentees. This will allow for a more unified and effective teaching staff resulting in greater student achievement and staff retention.

TLC implementation will expand our use of professional development strategies to create a learning environment of non-judgemental and non-evaluative collaboration and support as provided by Teacher Leaders and Instructional Coaches.

The effectiveness of our newly appointed leaders will be evaluated annually on an individual and group basis. The evaluation will be conducted by administrators, the TLC committee and a survey completed by teachers who were served.

Most importantly, the grant will improve student achievement by strengthening instruction throughout the district. As teachers discuss assignments, share examples of strong teaching, and discuss student growth, we are able to share the best practices for helping all students learn. Throughout strengthened instruction, students will be better engaged in classroom learning at each grade level.

Using Part 3 application narrative from previous submission? **Yes**

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

Part III

The TLC plan will support and strengthen our district's key school improvement initiatives:

Multi-Tiered System of Supports (MTSS)

Our TLC leadership structure will implement strategies to improve our MTSS instruction time. With the guidance of the Curriculum Director and the assistance of the Teacher Leaders, Instructional Coaches will provide personalized feedback to all staff. These suggestions will help teachers use assessment information to plan instruction during MTSS or any other instruction. The TLC structure will support district learning goals by providing staff with focused and direct assistance. It will also provide a support system for incoming teachers within the district.

Implementation of and Alignment to the Iowa Core

Our intended curriculum is the Iowa Core. All K-12 curriculum maps have been aligned to the core; secondary maps are directed toward conceptual learning with an emphasis on big ideas. The Teacher Leaders will work with teams of teachers by grade level and subject to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The Teacher Leaders will be a vital part in ensuring that 100 percent of the teaching staff has met this priority.

Early Literacy Implementation (ELI)

The district has focused elementary professional development in early literacy by utilizing Close Reading strategies to improve comprehension. The Teacher Leader Team will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leader Team will support the district's efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System.

Innovation and Creativity

The secondary staff has been immersed in Project Based Learning (PBL) and continues to hone their application of PBL's through Authentic Intellectual Work (AIW). At WC, we require students to think creatively and to engage in higher order thinking. This commitment is supported at the elementary level through the use of Problem-based Instructional Tasks (PBITS). The transition to the MTSS at Woodbury Central will be fluid as a result of the work that has already been done with our current lead teachers. Selected Teacher Leaders, Instructional Coaches and the Curriculum Director will continue to lead the staff in their exploration of these initiatives.

Provide Support and Mentoring to New Teachers

The Teacher Leaders and/or Career Teachers will be assigned as mentors to new staff to the district. They will attend all mentoring meetings within the district and the local AEA. Our current mentoring and induction program at the AEA provides for four full days of mentoring and induction support to new teachers focusing on the eight Iowa Teaching Standards and ethics of teaching. The guidance of Teacher Leaders, Instructional Coaches, and Curriculum Director will allow for extra levels of support within the system.

The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in striving to be an exemplary Iowa school by providing all students the education to achieve their full potential in today's world.

Using Part 4 application narrative from previous submission? **No**

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

Part IV:

The goal of the Mentoring and Induction program is to retain teachers and provide them the support they need to ensure their success. The AEA mentoring program has been in place since 2007 and has provided a level of support for new teachers.

Current Mentoring Program

During this mentoring process, the initial teachers are immersed in the eight Iowa teaching standards and are paired with veteran teachers in a similar content area who support the new teachers during their first two years of teaching. With this support, first-year teachers have access to new strategies, classroom management techniques, answers to grading questions and other information, which in turn increases student achievement.

Mentors meet the following criteria:

- taught a minimum of five years with three years in the district
- must have experience in a parallel content area
- utilize and implement Iowa Teaching Standards within the classroom
- project a positive attitude toward the mentoring process
- exhibit effective coaching skills and scheduling flexibility
- align curriculum to the Iowa Core

Mentees must meet the following criteria:

- compile evidence to support proficiency in chosen teaching standards
- collaborate with mentor on a weekly basis
- attend all local AEA meetings

Gap Analysis

After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. We feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Discussions with former mentors/mentees within the last four years led us to the conclusion that we need to strengthen our current program. One hundred percent of our current and past members involved in the mentoring process stated that there is not enough time for adequate collaboration between our mentors/mentees. Mentors and initial teachers struggle to find common meeting times. Our mentors/mentees feel that the program at AEA is very general and not district specific. This data was obtained by surveying the mentors and mentees at Woodbury Central.

Proposed Additions to Mentoring Program Using TLC Funds

Eighty-seven percent of the WC faculty found the AEA mentor/mentee program to be beneficial especially when it comes to the teaching standards and ethics. However, we feel as though meeting the minimum standards is not providing the adequate support needed for incoming teachers. We would like to provide mentees with additional support in order to retain them within our school district and the teaching profession in general.

The additional resources provided by the Teacher Leadership and Compensation Plan will ensure the district provides a comprehensive and successful mentoring and induction program for all new teachers. We will make the following changes in the mentoring program through the integration of TLC funds in a number of ways:

Year One

Summer

- The mentor will make initial contact with mentee.
- The mentor will be available for collaboration with mentee.
- Using TLC funds, the district will add three additional days at the beginning of the school year for mentees to receive support and instruction on school policy and procedures and professional development expectations.
- Using TLC funds, the district will add three additional days at the beginning of the school year for mentors to receive

guidance on their mentor responsibilities and to provide the aforementioned support to the mentee.

School Year

- Using TLC funds, additional time to support new teachers will be integrated into the school year as they learn and implement building and district goals, initiatives, policies, and procedures.
- Instructional Coaches will offer another layer of support by providing them with evidence based instructional practices and implementation of instructional strategies that align with district goals.
- Mentors and mentees will continue to participate in the local AEA mentor induction program which includes:
 - The mentor will help mentee prepare for the first week with students.
 - The mentor and mentee will keep a contact log.
 - On a quarterly basis, the mentor will observe the mentee and debrief.
 - The mentor will go through the eight Iowa Teaching Standards and help the mentee choose an area of focus.
 - The mentor will guide mentee in developing a teaching portfolio.
 - The mentor will attend scheduled AEA mentoring meetings with the mentee.
 - The mentor will provide an evaluation of the mentee at the end of each year of the Mentor Induction Program.

Year Two

School Year

- The mentor and mentee will repeat requirements from year one.
- The mentor will encourage and support the mentee in the completion of the portfolio.

With implementation of TLC funds, the ten Teacher Leaders, two Instructional Coaches, and the Curriculum Director will also be available to provide support for Initial Teachers. By providing these additional layers of support, new teachers will have access to more people and resources intended to build and improve their teaching and learning.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Part V

The Woodbury Central Community School District TLC Committee selected the Option Three Plan as optimal because of the flexibility to best meet district needs. We propose to create a five-tiered system that includes:

- Initial Teachers
- Career Teachers
- Teacher Leaders (10 new TL roles)
- Instructional Coaches (2 new TL roles)
- Curriculum Director (new TL role)

This system adds 3 new teacher leadership roles and refines the responsibilities of existing teachers both those who are new to the profession (initial teachers) and career teachers.

All positions will work with the appropriate District and Building Leadership Teams.

Initial Teachers (100% in classroom)

Initial teachers are defined as educators in their first or second year of teaching. The district's starting salary exceeds the TLC minimum, \$33,500; as a result, no TLC grant money will be utilized as the following occur during the contractual school day.

They will be expected to:

- work three days beyond the district contract
- meet for one half hour with mentor teachers on a weekly basis
- participate in all professional development activities as outlined by the district (one afternoon per month and bimonthly morning meetings as part of the contracted days)
- participate in and complete the current mentor program as administered by the Northwest AEA quarterly throughout the year
- engage with TLC team (Teacher Leaders, Instructional Coaches, and Curriculum Director) in coaching interactions to improve instruction

Career Teachers (100% in classroom)

Career Teachers are those who have successfully completed the Initial Teacher Mentoring and Induction Program and have demonstrated the competencies of a career teacher as determined under the school district's comprehensive evaluation system.

They will be expected to:

- act as possible mentors to Initial Teachers, which will require three additional days beyond the district contract
- demonstrate lifelong learning and model continual improvement
- serve as members on building intervention teams
- actively participate in all professional development activities as outlined by the district (one afternoon per month and bimonthly morning meetings as part of the contracted days)
- engage with TLC Team in coaching interactions to improve instruction

Teacher Leaders (100% in classroom)

Teacher Leaders are defined as full time model educators who have been selected via an application process by a selection committee of administrators and career teachers. Any full time Career Teacher may apply for Teacher Leader positions.

They will be expected to:

- work five days beyond the district contract
- act as possible mentors to Initial Teachers, which will require three additional days beyond the district contract

- serve as members on various building intervention teams (meet quarterly or more frequently as needed)
- fulfill professional development planning duties, align professional development with the Iowa Core Curriculum, and participate in all professional development activities as outlined by the district (one afternoon per month and bimonthly morning meetings)
- collaborate with the Curriculum Director, Administration, and Instructional Coaches during monthly half day planning sessions
- provide examples of high quality instruction for teachers to observe
- implement district initiatives and demonstrate high levels of instructional expertise
- upon request, provide assistance to Initial Teachers and Career Teachers to help improve student achievement
- demonstrate lifelong learning and model continual improvement

Instructional Coaches (62.5% TLC duties; 37.5% in classroom)

Instructional Coaches are defined as teachers who will instruct students and guide teachers in instruction via collaboration, observation, and modeling. Two additional teachers will be hired to fill new vacancies created by promotion of Instructional Coaches.

They will be expected to:

- work ten days beyond the district contract
- attend required training on teaching strategies and instructional coaching
- analyze student achievement and instructional practice data
- adjust methods according to data and suggest strategies to improve student achievement
- fulfill professional development planning duties, align professional development with the Iowa Core Curriculum, and participate in all professional development activities as outlined by the district (one afternoon per month and bimonthly morning meetings)
- provide model classrooms for teachers to observe
- implement district initiatives and demonstrate high levels of instructional expertise
- upon request, provide assistance to Initial Teachers and Career Teachers to help improve student achievement
- collaborate with the Curriculum Director once a week
- demonstrate lifelong learning and model continual improvement

Curriculum and Professional Development Leader (100% TLC duties)

- fulfill professional development planning duties, align professional development with the Iowa Core Curriculum, and participate in all professional development activities as outlined by the district (one afternoon per month)
- will use the IPDM to drive professional development which will focus on the Iowa Core, AIW, and FAST
- engage in and lead professional development training (one afternoon a month, coaching teachers in best instructional practices, and leading staff meetings to improve understanding of district expectations)
- meet with administrators at each level on a weekly basis to establish, discuss, and carry out building initiatives
- meet with Instructional Coaches on a weekly basis to assist with carrying out building initiatives and professional development

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (45 FTE)	Contract % Dedicated to Teaching Students
Teacher Leaders	\$2500	10	5 days	22	100

Instructional Coaches	\$7500	2	10 days	4	37.5
Curriculum and Professional Development Leader	\$10,000	1	15 days	2	0

The newly created Teacher Leader positions will build upon our existing lead team’s work in strategizing and presenting professional development, while incorporating additional training and planning days. Instructional Coaches will provide guidance and support for Teacher Leaders. In addition, they will serve as model teachers for Initial Teachers, Career Teachers, and Teacher Leaders and report to and work with the Curriculum and Professional Development Leader. The Curriculum and Professional Development Leader will meet with and observe Instructional Coaches, Teacher Leaders, Initial Teachers, and Career Teachers. All of the aforementioned leadership roles will be required to collaborate with and report to the administrative team of their respective learning centers.

Using Part 6 application narrative from previous submission? **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 VI

A selection committee of teachers and administrators from each of the district's building levels will accept and review applications for Teacher Leader and Instructional Coach positions. In turn, the committee will recommend a select group of candidates to the administrative team. The process, at that point, will include an administrative review of personnel files. The superintendent will present the final recommendations to the Board of Education for approval. This process will consist of:

1. Recruiting
2. Initial Application
3. Screening Applicants and Initial Scoring
4. Interviewing
5. Scoring
6. Final Selection and Recommendation to Superintendent
7. Biennial Review of Assignment

After a two year period, the process will begin again.

The following criteria will be considered:

- five years of teaching experience with three years in the district
- experience in district teacher leadership positions, such as mentor teachers, lead team members, and committee members
- relevant education or training
- knowledge and application of evidence-based instructional strategies
- participation and implementation of professional development
- excellent written and oral communication skills
- evidence of continual professional growth

Experience in Leadership Positions

Those who have served as mentor teachers, committee heads, and other leadership positions (e.g. Authentic Intellectual Work leaders, lead team members, SIAC members, etc) will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Relevant Education or Training

The candidate will have training in curriculum, instructional strategies, data analysis, and other areas to improve student achievement. Any training focused on Instructional Coaching will score higher on the rubric.

Knowledge and Application of Evidence-Based Instructional Strategies

The applicant is recognized as skilled in evidence-based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Participation and Implementation of Professional Development

Teachers who incorporate evidence based instruction developed through professional development opportunities will be given greater consideration. Teachers who show initiative by improving their skills by implementing on-going professional growth will rate higher in the selection process.

Excellent Written and Oral Communication Skills

Teachers who are knowledgeable of advanced educational terminology will be more effective in their roles as Teacher Leaders and Instructional Coaches and, therefore, will rank higher.

Evidence of Continual Professional Growth

Administrators will review personnel files and individual career development plans to determine evidence of professional growth.

Measure of Effectiveness

The review committee will utilize a three point rubric to determine which applicants best fulfill the criteria for selection.

The following scale will be used:

3=exceeds the minimum criteria; 2=meets the minimum criteria; 1=fails to meet the criteria

	3	2	1
Teacher Leadership System Application Criteria	Exceeds Minimum Criteria	Meets Minimum Criteria	Fails to Meet Criteria
Experience in Leadership Positions			
Relevant Education or Training			
Knowledge and Application of Evidence-Based Instructional Strategies			
Participation and Implementation of Professional Development			
Excellent Written and Oral Communication Skills			
Evidence of Continual Professional Growth			

Annual Review of Assignment

The creation of a rigorous selection process, professional development specific to the responsibilities of the teacher leaders, self-reflection, weekly leadership meetings, and end-of-the-year peer reviews will assure that those in the leadership positions are effectively carrying out the responsibilities of the position. We will use the aforementioned selection process and criteria in order to guide our end-of-the-year peer review process. A teacher who completes the term of assignment to a leadership role may apply for assignment in a new leadership role or for reassignment to the current role.

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Part VII

Alignment of TLC Plan with Iowa Professional Development Model

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system.

Teachers in all leadership roles will be responsible for the collection and analysis of data on the effectiveness of current professional development strategies used in the classroom through teacher observations, walk-throughs, teacher feedback, and student achievement data. The data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected and will adhere to the following principles of learning:

- maintain the focus of professional development on student achievement and operate on the belief that all students can and will learn
- respect and nurture the diverse intellectual, reflective, and leadership capacity of each individual in our school
- plan, implement, and evaluate collaboratively
- utilize best available research and data

Our implementation of the Comparable Plan Model will provide opportunities for teachers to have access to strategies presented in one-on-one, small group, and whole group settings. In each of these areas, professional development will be guided by the IPDM. Each of the teacher leadership roles will have responsibilities to develop and lead professional development.

Roles include:

Leadership Team: The TLC team (Instructional Coaches, Teacher Leaders, Curriculum Director) and administrators from each learning center will meet to organize, schedule, and facilitate PD.

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

Collecting and analyzing student data:

Our Instructional Coaches and Curriculum Director will collect and analyze student data.

Using student data to establish goals and select content:

1. **Goal setting:** The TLC Team will utilize student data to determine PD goals for each learning center.
2. **Selecting content:** All PD content is chosen by the TLC Team. Once the school year has started, they will monitor and change content as needed based on teacher feedback, change in student performance, or both.
3. **Designing PD:** The administrators and TLC Team will meet and decide on a PD calendar for the year. The design of PD will focus on improving student achievement.

Ensuring an ongoing professional development cycle; and

4. **Training opportunities:** Teachers will participate in training led by our TLC Team either by learning center, content area, or district. Instructional Coaches will also quarterly observe every teacher in their classroom and then provide individualized support through feedback.
5. **Collaboration:** PD supports teachers from the same learning center to analyze and evaluate in a collaborative setting. District level PD fosters collaboration among teachers from both learning centers to address common content, concerns, and skills.
6. **Implementation:** Participants in all learning center specific and district level PD will provide feedback to the TLC Team regarding the effectiveness of the PD following each session through exit surveys. The TLC Team will also

support new and career teachers in implementing PD strategies.

Coordinating periodic synthesis of summative evaluation data:

7. Formative PD Evaluation: Formative data will be collected to document student growth and anticipate future student needs.

8. Summative PD Evaluation: PD data collected by exit surveys and Instructional Coach observations will be evaluated to determine effectiveness. Changes in PD content will be made according to the data findings.

Individual teacher PD plans: Each principal ensures that teachers complete individual PD plans. The learning center principal reviews this with the teacher and revisits the plan at the end of the year to discuss positives and areas of potential growth. Our Instructional Coaches will support teachers in a non-evaluative role with the implementation of their PD plans through the individual coaching process.

Learning Center PD plans: Each learning center is responsible for developing a learning center improvement plan that is customized to the needs of their students. The improvement plans for both centers carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to positively impact student learning. The development of each center's plan is led by the TLC Team and the administrator in each center using ongoing assessments, collaboration, evaluation, communication, and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission? **Yes**

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

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

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

Part VIII

With the realization that all students can learn, the mission of the staff at Woodbury Central Community School District is to provide our students the intellectual, physical, creative, emotional, and social skills necessary for productive citizenship. Working side by side with members of the community, the staff challenges all students to learn, achieve, and succeed. By celebrating the uniqueness and diversity of all individuals, we foster the development of respect and responsibility by providing a safe and stimulating environment which promotes lifelong learning.

Woodbury Central's TLC Goals include:

- promote collaboration by developing and supporting opportunities for teachers to learn instructional and management strategies from one another
- retain a highly effective, professional staff and improve staff morale and school culture
- expand our use of professional development strategies to create a learning environment of non-judgemental and non-evaluative collaboration and support
- provide teacher leaders with opportunities to learn and implement strategies for greater classroom effectiveness
- increase student achievement through the use of professional development strategies

In order to ensure fidelity to the TLC process and measure the effectiveness of our TLC structure, Woodbury Central will implement a variety of assessments.

Promote collaboration by developing and supporting opportunities for teachers to learn instructional and management strategies from one another

Short term measures:

- monitor collaboration logs from pre-existing collaboration and professional development groups
- build extra days into the calendar for initial teachers and other teacher leaders

Long term measures:

- maintain extra days built into calendar
- annually assess effectiveness of collaboration

Retain a highly effective, professional staff and improve staff morale and school culture

Short term measures:

- continue to offer competitive salaries for Initial Teachers
- allow teachers to give and receive appropriate and effective avenues for feedback via a teacher leader of their choice
- create a teacher satisfaction survey to gauge staff morale

Long term measures:

- maintain a base salary that exceeds the TLC minimum of \$33,500
- annually review staff morale survey data
- maintain and analyze teacher retention data, including requiring exit interviews

Expand our use of professional development strategies to create a learning environment of non-judgemental and non-evaluative collaboration and support

Short term measures:

- continue to work with collaborative groups with both elementary and secondary staff
- reassure staff that leadership team is not evaluative in nature

Long term measures:

- allow teachers the avenue to voice their concerns and make positive adjustments to the TLC framework
- annually survey staff for feedback in regards to the professional development programs

Provide teacher leaders with opportunities to learn and implement strategies for greater classroom effectiveness

Short term measures:

- provide teacher leaders with Instructional Coaching training

- provide teacher leaders with instructions in classroom strategies, specifically AIW and Close Reading, our current professional development initiatives

- provide mentoring and induction training for Initial Teachers

Long term measures:

- review student achievement data annually to analyze effectiveness of TLC structure

- evaluate teacher leaders to determine retention of leadership roles

- survey Initial Teachers and mentors in regards to the efficacy of the mentoring program

Increase student achievement through the use of professional development strategies

Short term measures:

- analyze student data to gauge instructional effectiveness using Skills Iowa, FAST, and state assessments

Long term measures:

- analyze student data to identify trends over time using the same assessments

The measures described above will be used to determine the impact and effectiveness of our plan. Short term adjustments can be made in a timely manner through meetings involving Teacher Leaders, Instructional Leaders, and the Curriculum Director. We will continually study student data, revise teaching practices as needed, implement change, and improve teaching efforts to enhance student achievement over time.

Using Part 9 application narrative from previous submission? **No**

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

Part IX

Policy and Hiring

The current starting salary at Woodbury Central is \$34,629, which exceeds the minimum state TLC requirement of \$33,500. Woodbury Central is committed to supporting a salary that is competitive with other schools in the area in order to attract and maintain highly qualified teachers.

Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will be utilized to provide teacher stipends, training for teacher leadership roles, substitutes for training teachers, and the additional salary money required to add two 5/8ths time Instructional Coaches.

The Teacher Selection Committee will be composed of two administrators and three teachers. The committee members will implement a fair and equitable procedure for selecting teacher leaders. Teachers applying for leadership positions WILL NOT be a part of the selection committee. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the final selection of the teacher leaders. Final approval of teacher leaders will come from the school board after review of the superintendent's recommendations.

District's capacity to implement the TLC plan

- The district already utilizes learning center lead teams to assist in the development and implementation of professional development activities. Teachers have appreciated receiving guidance from their colleagues and are open to receiving suggestions for improvement.
- The district has implemented bimonthly small group collaboration meetings. Our teachers understand the need for relevant and effective professional development.
- New teachers are provided opportunities for collaboration with mentors.
- The 6-12 learning center currently has five lead members (four teachers and one administrator) and has been implementing AIW for two years.
- The K-5 lead team has six members (five teachers and one administrator) and has been implementing strategies to increase student achievement in the areas of reading and mathematics.

Past Successes in Implementing District Initiatives

AIW

- The 6-12 learning center currently has five lead members (four teachers and one administrator) and has been implementing AIW for two years. Staff has responded positively to AIW, with regular team meetings being active and productive. Each group has scored teacher tasks and student work, and some have begun to score instruction.

Mentoring and Induction

- The district currently has a Mentoring Induction program in place in cooperation with our local AEA.

How the TLC plan will move into the future systemically

Training and Support

The TLC plan will support current professional development initiatives by providing extended training to teacher leaders, who in turn will support all Initial and Career Teachers through modeling, professional development, data analysis, and collaboration. Initial Teachers will also receive three days of additional training and support for district policies and procedures. Instructional Coaches will complete Instructional Coach Training.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills. Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for those involved in the TLC program.

Feedback and Reporting

The district will put into place a clear set of criteria and protocols for evaluating each teacher leadership position. This will include a review by each building administrator and teacher surveys.

The Curriculum Director will oversee the analysis of district-wide student achievement data. The analysis is done by Instructional Coaches and the Curriculum Director. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year.

Future Sustainability

Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as members of the TLC team through clearly defined, differentiated, and meaningful pathways. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. The community will be kept abreast of the program through our school's website, communication with the school board, and articles submitted to our local newspaper.

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**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$52,270.78
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).	\$121,367.60
Amount used to provide professional development related to the leadership pathways.	\$3,500.00
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>	\$0.00
Totals	\$177,138.38

Grant Allocation

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

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

Certified Enrollment Number	553.6
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$173,099.65
Total Allocation	\$173,099.65

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$177,138.38
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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 (\$4,038.73)

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

The Woodbury Central Community School District (WCCSD) will receive \$174,637.71 in Teacher Leadership Supplemental funding from the state of Iowa. The WCCSD budget:

\$52,270.78 will be used to compensate teachers holding leadership positions (25% of the teaching staff)

\$121,367.60 will be used to hire 2 new employees to fill positions vacated by the newly hired instructional coaches. Funds needed to hire these new teachers are estimated at \$62,325.74 for each full-time teacher.

\$3,500 will be used for professional development expenses for teacher leaders. Professional development may include expenses for transportation, registration fees, per diem/lodging, materials, and substitutes

WCCSD already meets the minimum salary requirement of \$33,500

Total budget is estimated at \$177,138.38. The WCCSD will utilize \$2,500.67 in State of Iowa Professional Development Funds to balance the budget. All unforeseen expenses in the implementation of the TLC program will be covered by the district.

WCCSD calculated a budget that allows us to work towards our vision and goals. WCCSD goals are focused on student

learning. Teachers will collaborate with our teacher leaders to design and implement lessons that address the goals.

WCCSD believes in investigative learning, student demonstration of competency, and student application of concepts.

This is reflected in our learning goals:

The learner will

use appropriate oral and written language to communicate clearly and effectively

demonstrate comprehension of information using appropriate reading and listening skills

utilize appropriate learning styles to effectively develop sound study habits

successfully perform basic computations and problem solving strategies to find creative solutions in the decision-making process

develop skills to access and apply technology to enhance learning

acquire the skills and knowledge necessary to successfully develop and pursue vocational goals

foster an appreciation for the arts and models a lifestyle of physical fitness

The Curriculum Director (budgeted cost of \$11,467.78) will assist in meeting these goals by

providing input on lesson design

assisting in the research, development, and application of rubrics/formative assessments

assisting in use of data to determine student needs in each goal area

assisting in the use of data to determine teacher needs to ensure students attain each goal, providing input for professional development

compiling data for decisions made by teachers and teacher leaders

Utilizing additional contract days to

o analyze data – particularly data that shows progress towards district goals

o collaborate with the instructional coaches and model teachers to devise action steps toward accelerating the progress, and develop lessons that align with the action steps

o orient new teachers on professional development and curriculum

o prepare materials for advanced learning for the professional development leadership team

Instructional coaches (budgeted cost of \$11,658) will assist in meeting these goals by:

observing lessons and providing reflective feedback to improve student learning

modeling instructional strategies for teachers to improve teacher practice

collaborating with teachers on the design of lessons with specific student goals addressed

serving on the building level professional development leadership teams, these teams will design professional development that follows the Iowa Professional Development Model (IPDM)

collaborating with the curriculum director to provide resources to teachers, examples of these resources include access and training on technology, purchase of instructional materials, development of vocational and life skill applications within content areas, and scheduling observations of model teachers

utilizing additional contract days to

o analyze data – particularly data that shows progress towards district goals

- o collaborate with the curriculum director and model teachers to devise action steps toward accelerating the progress, and develop lessons that align with the action steps
- o orient new teachers on professional development and curriculum
- o prepare materials for advanced learning for the professional development leadership team, this may include evaluating logs, finding theory, preparing demonstrations, and preparing the practice

Model teachers (budgeted cost of \$29,145) will assist in meeting these goals by:

- opening their classrooms for teacher observation
- serving on the professional development leadership team, ensuring the IPDM is followed
- collaborating with the instructional coaches and curriculum director to develop lessons that will model needs of the teachers and students
- utilizing additional contract days to

- o analyze data – particularly data that shows progress towards district goals

- o collaborate with the instructional coaches and curriculum director to devise action steps toward accelerating the progress, and develop lessons that align with the action steps
- o orient new teachers on professional development and curriculum

2 new employees to fill positions vacated by the newly hired instructional coaches (budgeted cost of \$121,367.60) will assist in meeting these goals by:

- sharing the same vision and goals established by the district
- attending orientation to receive background knowledge on professional development, district goals, and standard operating procedures of the district
- incorporating student learning goals into lessons
- ensuring class sizes remain at targeted levels

Professional Development (budgeted cost of \$3500) will be used to train current and future teacher leaders. The training

will eventually benefit students through increased collaboration, increased knowledge, and increased morale of teachers.

In summary, every aspect of the budget is critical to reaching the district's goals. To ensure the system can be sustained,

the budget will be supplemented as needed using general fund money. Teachers leading teaching is an effective way to

ensure student learning goals are attained.