

4/21/14

TLC Meeting Notes

- **Next Full TLC Meeting: May 5th - Hoover Elem. 3:30 - 5:15 p.m.** (Assigned sections for reading from Mr. Hatfield, Parts V - IX Focus on #5 and #6 (Section 10 budget with Angie and Kevin and ultimately, committee and Board)
- A **TLC subcommittee will visit the GWAEA on April 24th, 9:00 - 11:30** to finish / refine Part I of the grant planning process.
- Mr. Hatfield will drive the team. Leaving from Hoover Elementary at 8:00 p.m.

I. Review of last meeting

Desired Goals

- Attract and retain
- Promote Professional Collaboration and Improved Instruction
- Reward Prof Growth
- Improve Student Achievement and Learning

Apply next year, visit schools, speaker, develop a google doc with role responsibilities

Committee leaning toward full release model (TBD)

District Communication Model (hierarchy efforts)

Leaning toward Model 2 or 3

Lead teachers mentor teachers

\$251, 835 (Anticipated Funding Total) / Planning Grant \$8022 (set aside approx. \$1000 for speakers, visits to implementing school districts)

II. Review of CSIP

Needs? Gaps?

Focus areas: Standards based grading, Technology, MTSS, PLC, Early Literacy, Leader in Me, Beginning Teachers, STEM

Initial Teacher

Career Teacher

Model Teacher

Model Teacher

Lead Teacher

Instructional Coach

Curriculum/Professional Development Leader

III. Review parts 1-4

Review of drafts--successful districts

Part 1: TLC Planning Process

I. The West Branch Community School District Teacher Leadership Compensation team (TLC), is composed of four administrators, one board member, three teachers (representing all levels), two West Branch Education Association chair people, many committee members are also parents in the district. The committee met in two meetings in the Fall of 2013 and one meeting in the Winter of 2014.

II. The planning committee was given background information on the House File 215 and the intended goals of the TLC. The planning committee read several articles on the effectiveness of teacher leadership roles. The committee worked on areas of need in West Branch and discussed which of the three models would improve student achievement and further district goals. The committee viewed the December webnair from the Iowa Department of Education. Jim Pedersen, from Grant Wood AEA attended the January meeting for the Round 2 application process. Several committee members attended the April 24 committee planning session at Grant Wood AEA. Reviewed successful grants.

III. The committee discussed whether or not it would be financially feasible for the district to consider participating. The committee also determined that there would be enough eligible staff to serve in leadership positions in order to cover the 25% requirement. The committee's application is based on the 2013-2014 enrollment of 813 students. The committee has decided for resources, training, and workshops the following goals:

Grant Supports the Plan: \$ 8,022

TLCS Team Meetings:

\$----- substitutes

\$----- meeting expenses

\$----- grant writing salaries

Educating the staff:

\$1,000 of the total (speakers, substitutes, travel expenses)

IV. The Master Contract has been reviewed. At this time no changes have been made to the contract regarding additional duties and stipend pay. We will be exploring M.O.U.

V. TBD – Vision, CSIP Goals

VI. TBD – Plan for Educating Staff and Community

VII. Review of our Strategic Plan goals and CSIP – Align mission statement, PLC, Teacher Leadership

VIII. Grant Writing

Part 2

Connecting State and Local Vision and Goals

(I. District Goals based on C-Plan/CSIP and District Achievement Data)

Vision: A Future Focused Community of Learners

Mission: Preparing Students to Live and Learn with Passion and Purpose

Destination: All Students are Career and College Ready

Strategic Goals:

1. Enhance Effective Teaching and Learning Processes to Meet 21st Century Student Needs
2. Invest in Human Capital and Leadership
3. A. Enhance and Maintain Current Facilities
3. B. Develop 10 Year Facilities and Technology Plan
4. Strengthen the West Branch Community School District's fiscal position to meet future student and teaching needs.
5. Enhance student learning environments through the continual evaluation of the effectiveness of all District programming curriculum, and learning environment.
6. Expanding Community Partnerships and Collaboration

C-Plan

1. All WBCSD students will meet college-career readiness standards in Reading (ACT, MAP) by graduation.
2. All WBCSD students will meet college-career ready standards in Math (ACT, MAP) by graduation.
3. All WBCSD students will meet college-career ready in Science targets (ACT, MAP) by graduation.

(II. Data trends related to achievement needs and gaps)

(see "Levels of Assessment Data" WB Google doc)

These goals are based on a number of data sources.

Iowa Assessment - (2-11)

ACT - (11-12)

Formative Assessment for Teachers (FAST)- Grades K-4

Indicators of Individual Growth and Development for Infants and Toddlers (IGDI's) - Preschool

Collaborating for Iowa's Kids (C4K) - (PK-4)

Learning Environment Indicators:

Data trends indicate a need for...(narrate)
 SINA status elementary and MS
 Standards Based Grading
 MTSS
 PLC

In the last ____ years, ____ our of ____ new teachers have been retained. We credit our strong mentoring program which

Site Accreditation info here

(III. TLC Alignment to District Goals and Data)

Theory of Action	TLC Connection
We have a limited amount of data demonstrating that the amount and quality of feedback (<i>students-to-students & teachers-to-students</i>)	
is contributing to improved performance on course standards	
and a more personalized learning experience.	

TLC Implementation Timeline

Part 3 - Connecting to Other Work

The TLC plan will directly improve teaching and learning by supporting the district's initiatives:

A. Implementation, Alignment, and Assessment of the Iowa Core

1. Standards/Competency Based Instruction: *The Teacher Leader will serve as the district's local coach for (SBG). They will lead the district's (SBG) efforts, which started in the 2010 school year. Rock Valley teachers will continue to use the (SBG) framework to design lessons and units aligned to the Iowa Core. The local (SBG) coach will assist in the development of a long-term plan which will sustain the (SBG) efforts in the Rock Valley CSD. (Rock Valley = AIW)*

2. Iowa Core Implementation: The TLC leader will work with the district curriculum teams to continue to measure the implementation and assessment of the Iowa Core standards.

3. STEM: *TLC can help implement STEM in context of innovation and creativity and incorporate digital technologies as well as support and enhance our core instruction. Literacy*

will be involved in every STEM learning opportunity for our students to help engage them at high levels in high interest learning opportunities. (Gilmore City-Bradgate)

4. 21st Century/Technology Integration:

B. Use Data to Guide Instruction and Professional Development

1. MTSS: *The Teacher Leader team will support the district's efforts in MTSS through collaboration with teachers on FAST data and curriculum-based measurement results that are all part of the Iowa TIER System. The Teacher Leader team will assist and train teachers in research-based instructional strategies and progress monitoring of student goals identified by the Student Assistance Team as part of the district's MTSS process. (Rock Valley)*

2. Early Literacy: *TLC can support our teachers by giving them fresh ideas and suggestions to improve instructions. One of our goals is that all students read well, this teacher collaboration can help strengthen core instruction by all teachers; for example helping with comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum. (Gilmore City-Bradgate)*

3. PLC/Data Teams: *The Rock Valley District has recently trained the Teacher Leadership Committee with data-driven decision making training. The selected Lead Teachers will become the facilitators with the Teacher Leadership Committee to use data to make decisions that will benefit student achievement and identify needs for professional development. The data team will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning. Through this process, they will identify student achievement needs, set goals with the teachers according to data findings, and establish professional development needs for the district. (Rock Valley)*

C. Provide Support and Mentoring to New Teachers

1. New Teacher Induction: *The Teacher Leaders will be assigned as mentors to new staff to the district. They will attend all meetings within the district with a focus on mentoring, and also attend the statewide mentoring and induction meetings offered through our local AEA. Our current mentoring and induction program provides for full days of mentoring and induction support to new teachers. The additional funds provided by the Teacher Leadership Supplement will provide for eight full days of mentoring and induction support for new teachers in addition to the AEA meetings. (Rock Valley)*

Part 4

Improved Entry Into the Profession:

- By Mentoring new and veteran teachers, you create a climate of best practice and reflective practice throughout district
- Edgewoods timeline for practice was helpful
- East Union similarity to induction coach model is helpful
- Orientation for new staff
- Durant's training examples--Instructional Coach, Core Curriculum training, formal mentoring training, leadership workshops, SAI attendance
- Regular Observation (as determined by mentor/administrator)

- One mentor is specialized in district initiatives for all new people (minus SBG)
- One mentor is specialized in creating assessments and analysis of student work
- Setting Professional Goals/meeting Iowa teaching standards

Any trends for accepted plans?

- Nobody had Model 1
- Benton and Bettendorf were Model 2
- Majority of schools were Model 3

Elementary TLC Wish List:

Full Release (4)

Reading:

Reading Strategy/Intervention Coach - PLC

Daily 5 Coach /Core Instruction (2 people - upper grade/lower grade)

Math:

Math Strategy/Intervention Coach - PLC

.5 (1)

Technology

Stipend (8)

Building Leadership Team/MTSS (4)

Leader In Me (2) - People who will train future staff/community

New Professionals/Mentor role (2)

*Each of these roles would be teaching teachers strategies.

MS/HS brainstormed list of needs Full Release?

- Instructional Coach: district initiatives (SBG, Assessment, Feedback,)
- Instructional Coach: Reading in the Content Area
- Data/PLC/Coach for MTSS at secondary setting
- New Teacher Induction: GWAEA?

MS/HS Model Teacher use?

- Essential Elements of Instruction (START)
- Technology Integration
- Feedback coaching

- Secondary Content PD leaders
- Building Leadership Team (assist with initiatives, PD)
- Building level professional partners
- Peer Reviews

Next Meeting:

May 5 3:30-5:15

Next Sections:

5-9

Defining Roles

Spend a lot of time on part 5 and part 6