

Durango School District 9-R Licensed Compensation System Phase III - Transformational Work

Durango School District 9-R Mission

The mission of Durango School District 9-R, an innovative educational system committed to excellence, is to ensure each student develops the skills and attributes for lifelong learning and has the ability to compete and contribute in the global community, by guaranteeing equitable educational opportunities in a safe and healthy environment.

Overview of Phase III Transformational Work

The Durango School District's Licensed Compensation System Phase III Transformational Work Plan option was developed to broaden and enrich the learning experience of Durango School District 9-R students by funding contracted work for a 1-3 year period of time that benefit 2 of 3 identified categories; school, community, or district. Licensed personnel who are non-probationary are eligible to apply. Licensed personnel who are on a formal improvement or remediation plan are not eligible.

The work in the Transformational Phase is designed to assist in the creation of exceptional learning experiences for educational professionals and students that:

- Integrate funding with district priorities and identified needs
- Support the scholarship of teaching and learning through ownership, action, and impact

The proposals should be aligned with the following Durango School District 9-R documents that outline district core beliefs, guiding principles, values, and results policies:

- ✓ [About Us](#) (*Core Beliefs, Beliefs About Learning, and Guiding Principles*)
- ✓ [The Elements of Effective Instruction](#)
- ✓ [RP01, RP02, RP03](#) (*board docs/policies/results policies*)
- ✓ [Own, Act, Impact](#)

The Proposal for Transformational Work will be reviewed by a committee comprised of joint Durango Education Association (DEA) and Durango School District 9-R members for recommendation to the Superintendent with final approval by the Board of Education.

If you have any questions about the Durango School District 9-R's Licensed Compensation System Phase III - Transformational Work please reach out to your supervisor.

Transformational Work Plan Development and Submission

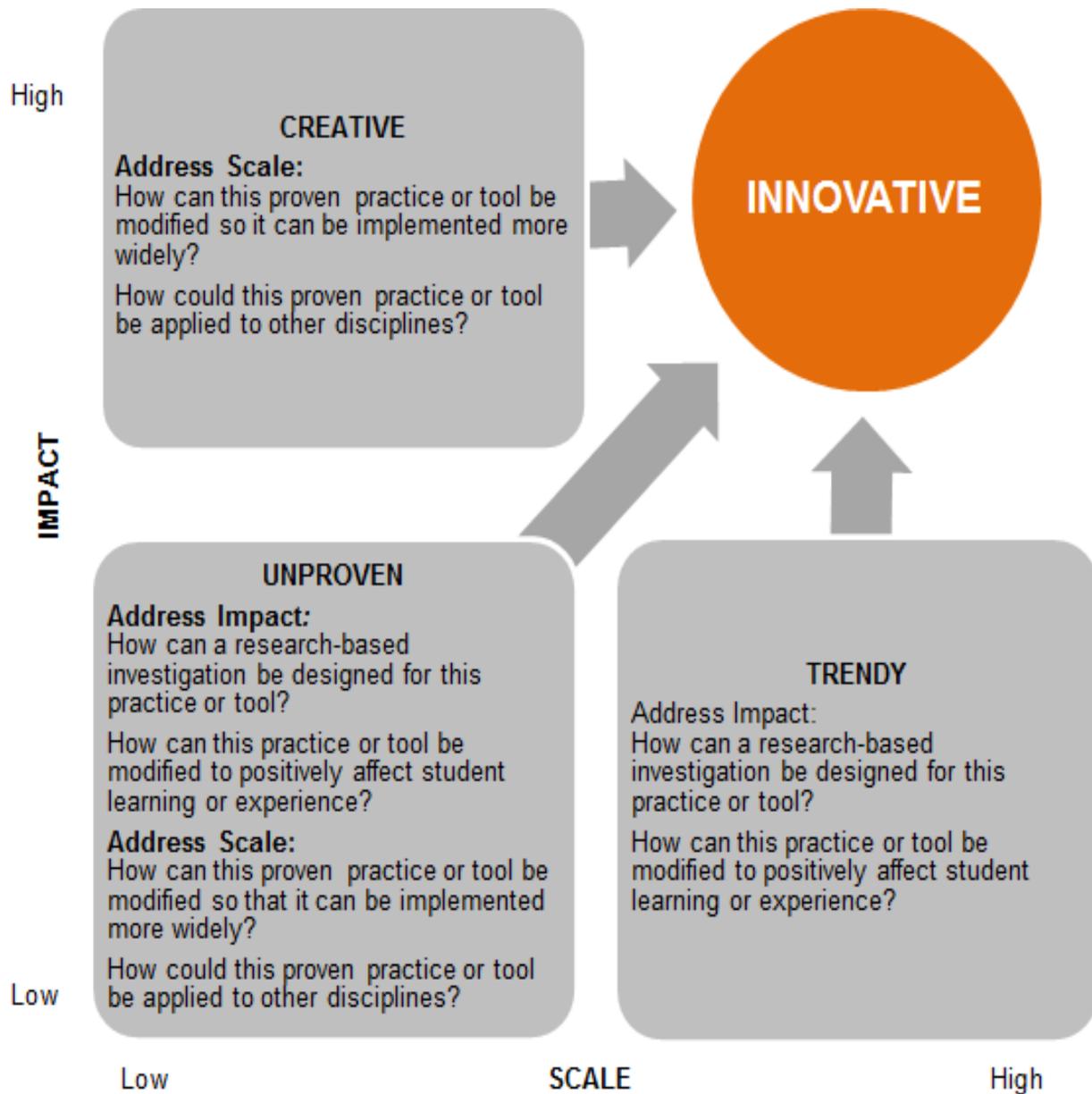
The Transformational Work Plan must benefit 2 of 3 areas; an individual school, the community, and/or the district. The employee will develop the Plan in collaboration with his/her supervisor and in consultation with the school's Instructional Leadership Team (ILT) in order to be considered for Phase III. Once the Plan is developed it is submitted for consideration to the Phase III Transformational Committee. Completed Proposals for Transformational Work for the following school year are due to the committee by February 1.

There are different kinds of Plans that might be considered for Phase III. A Plan might focus on, but is not limited to:

- an investigation of an innovative mode or model of teaching and learning in terms of its potential to positively impact student outcomes and the student experience in Durango School District 9-R. This work might have potential for application in more than one discipline or demonstrate a new use/application of a model, system, or technology already in use in Durango School District 9-R, or
- the development, application, and/or action research of an innovative mode or model of teaching and learning that directly supports the Durango School District 9-R mission and vision.

GUIDANCE ON INNOVATION

Many teaching and learning practices and tools, with modification, can fit the definition of innovative. The following grid outlines just a few ways creative, unproven, or trendy practices and tools can be made more innovative.



PROPOSAL RUBRIC

The rubric the committee uses is based on a model presented through the Educause Learning Initiative from Rochester Institute of Technology to assess the potential success of the Plan by looking at three qualitative dimensions: Utility - Innovation - Efficacy.

Evaluation Criteria	Low potential for innovation and transformation	Potential for innovation and transformation	High potential for innovation and transformation
Utility	Does not solve a problem or creates more problems than it solves. Will benefit one or a limited number of stakeholders.	Solves a problem and presents minor new problems. Will benefit a reasonable number of stakeholders.	Solves a problem while avoiding new problems. Will benefit a significant number of stakeholders.
Innovation	Standard approach	Incremental innovation or new practice or tool	Breakthrough approach or new paradigm
Efficacy	No evidence the Plan will positively impact the identified stakeholders.	Some evidence the Plan will positively impact the identified stakeholders.	Strong evidence the Plan will positively impact the identified stakeholders.

PROPOSAL PROCESS

Applicants are required to complete the Phase III Transformational Work Proposal form in collaboration with your supervisor and consultation with the school's ILT. No other formats will be accepted.

Ongoing	Transformational Phase III Proposal available on the Durango School District 9-R Website- Human Resources section
February 1	Proposals due to the Phase III Transformational Committee
No later than March 15	Applicants and supervisors will be notified in writing of the Phase III Transformational Committee's decision and whether or not the Proposal is being forwarded for the Superintendent's consideration and School Board approval. Applicants and supervisors will be notified in writing of any requirements for revisions.
Middle of the year review - no later than January 31 End of the year review - no later than 2 weeks prior to last contact day with students	Transformational Work Plans reviewed annually
Date TBD annually	Summary of Work Shared in a Showcase Event

LICENSED COMPENSATION SYSTEM PHASE III: TRANSFORMATIONAL WORK PROPOSAL

Proposal Cover Sheet

Please attach this cover sheet to the typed proposal

Proposer's name: _____

School: _____

Position: _____ **Phone:** _____

Others involved in the project (if any): _____

Plan name: _____

Proposed Length of Project _____ **1 year** _____ **2 year** _____ **3 year**

Principal/Supervisor Certification

I have read and reviewed the attached Phase III Transformational Work Plan proposal. I support the proposal and verify that the applicant is a non-probationary, licensed employee in good standing in my school/department.

Principal/Supervisor Name (PRINT): _____

Principal/Supervisor Signature: _____ Date: _____

Typed proposal for the following school year is due by March 1 in hard copy format to the Phase III Transformational Committee c/o Student Services Division.

Please attach the completed cover sheet to the proposal.

All sections below must be addressed within the proposal.

Section I. **Abstract** (max. 250 words)

Section II. **Statement of Need:** In this section, please include an explanation of the teaching/ learning problem(s) the plan is designed to address. Also address how the Plan will benefit two of the three identified categories: school, district, and/or community.

Section III. **Goals and Objectives:** In this section, identify the goals and objectives for the Plan and explain their significance to the identified stakeholders.

Section IV. **Plan Description:** In this section, please ensure you identify how the plan aligns with the mission of Durango School District 9-R, identified district initiatives and/or 9-R Guiding Principles; Provide a brief description of how this is a novel approach, or a new application of an existing mode or model of teaching and learning, and/or research about how teaching and learning represents a new paradigm.

Section V. **Timeline:** Include key dates and activities

Section VI. **Budget/ Staffing Impacts**

Section VII. **Evaluation of Plan Goals and Objectives:** Please provide a brief description of the methodology and methods of data collection you will use to evaluate the goals and objectives and gauge the impact on the stakeholders.

Section VIII. **Considerations:** Please address the following questions, if needed.

1. Will your project require assistance for extensive or unusual media, multimedia, simulation, and/or software development? If so, please explain?
2. Is your proposed teaching approach accessible to all students, with reasonable accommodation? If not, please explain.
3. Durango School District 9-R abides by the Family Educational Rights and Privacy Act of 1974 (FERPA), which prohibits teachers from making students' identities, course work, and educational records public without their consent. Will any data gathering or sharing for your project raise any FERPA issues? If so, please explain.

License Compensation System Phase III Proposal Review

Name:	Proposal:
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Impact

	High	Moderate	Low
School			
District			
Community			

Evidence/Comments:

Integrated with District Priorities

RP01 - Academic Achievement - We recognize that students come to school with varying levels of academic readiness and require different social and emotional supports to ensure that they are ready to learn. We embrace a “no-excuses” culture recognizing that quality instruction and appropriate social emotional supports can lead to the success of every student.	YES	NO	N/A
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Evidence/Comments:

RP02 - Essential Life and Career Skills - We embrace that our students need to be ready to be self-directed, analytical, future-focused learners - Critical thinking, problem solving, communication with an emphasis on clear and accurate writing and logical verbal skills, collaboration, technology, personal presentation & social interaction are all part of essential skills for students	YES	NO	N/A
Evidence/Comments:			
RP03 Post-Secondary and Workforce Readiness - all students graduate prepared for postsecondary education, college, and career as a result of engagement in rigorous and relevant educational experience.	YES	NO	N/A
Evidence/Comments:			
District Goals 2018-2019			
Close the Achievement Gap - 80% of students who do not score a 4 or 5 on PARCC or a college ready score on PSAT/SAT will show growth in the Spring 2019 (targeted instruction)	YES	NO	N/A
Evidence/Comments:			
Personalized Competency Based Learning (PCBL) - Operationalize the Graduation Standards and Performance Indicators	YES	NO	N/A
Evidence/Comments:			

Support the scholarship of teaching and learning - through student ownership, action, and impact	YES	NO	N/A
Evidence/Comments:			
Proposal Rubric			

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Summary Comments: