



Application

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

149102 - MNW TLC System Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Manson Northwest Webster Community School District

Organization Type: K-12 Education

DUNS: 10-002-3738

Organization Website: www.mnwcougars.com

Address: 1227 16th Street
Manson Iowa 50563
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Mark Egli
Title Supterintendent
Organization Manson Northwest Webster CSD

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

Address 1016 Main Street

City/State/Zip* Manson Iowa 50563
City State Zip

Telephone Number 712-469-2202

E-Mail megli@manson-nw.k12.ia.us

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Diane Davis

Title

Organization Manson Northwest Webster CSD

Address 1016 Main Street

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County(ies) Participating, Involved, or Affected by this Proposal	Calhoun County, Pocahontas County, Webster 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	5
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	9, 10
<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. **No**

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. **No**

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 proposal is designed to impact all 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. **Mark Egli**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Manson Northwest Webster Community School District**

Use the drop-down menu to select the district name.

County-District Number **13-4023**

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.

Honorific

Name of Superintendent **Mark Egli**

Telephone Number **712-469-2202**

E-mail Address **megli@manson-nw.k12.ia.us**

Street Address **1016 Main Street**

City **Manson**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50563**

TLC Application Contact

Honorific

Name of TLC Contact **Mark Egli**

Telephone Number **712-469-2202**

E-mail Address **megli@manson-nw.k12.ia.us**

Street Address **1016 Main Street**

City **Manson**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50563**

Demographic Profile

October 2014 Certified Enrollment **630**

October 2014 Free/ Reduced Lunch % **33**

AEA Number **8**

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

TLC Model Number **Model 3 Comparable Plan**

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)

Manson Northwest Webster's mission is to achieve excellence in education and develop responsible citizens. To reach this mission, and prepare students for an ever-changing global society, the district believes the focus of school improvement should be on teachers as well as students.

In planning for the grant, the leadership team involved all stakeholders and in doing so gathered a wealth of information and input. They used these ideas to develop a plan to empower teachers to become leaders and improve student achievement. MNW used a year long planning process and took great effort to involve all stakeholder groups. The feedback gained from each group, combined with guidance from the DE and research into effective leadership, enabled the district to develop a plan to enable teacher leaders to be put into place and improve student achievement. MNW's plan connects state and local goals. The district TLC plan, 1) promotes, supports, and compensates teachers who collaborate reflectively with new and experience peers and by doing so increase student achievement as well as reduce teacher turnover, 2) implement effective teaching practices through effective professional development focused on formative assessments, literacy strategies, and mathematical practices, and 3) implement the Iowa Core by developing and implementing unit plans to align the intended, enacted, and assessed curriculum. This teacher leadership system will empower both teachers and students and focus on students to become productive, responsible citizen in an ever-changing global society. It will support and strengthen the mentoring program, the professional development structure and the collaborative teams that are already in place.

Another important component of the plan is the role the teacher leaders will play in improving entry into the profession. The current mentoring program was developed locally and supported by AEA. It will be improved by personalizing and contextualizing the work of entry level teachers. The plan provides a means for mentors to pair with new teachers regularly to plan, observe and reflect.

The following teacher leader roles are in the plan.

- Mentor Teachers - These leaders will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports.
- Team Leaders - These leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide a channel for ongoing communication between teams, teacher leaders, and administrators. Team Leaders will be responsible for ensuring the work of each team centers on data analysis, teaching and learning, student engagement, and assessment.
- Instructional Coach/TLC Coordinator - These teachers have a dual role they carry out in each building. The Instructional Coach in each building will contribute to district wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning. TLC Coordinator in each building will contribute to the growth of the District by overseeing implementation of all areas of the teacher leadership system and connections with student achievement, curriculum, professional development, and reporting. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication.

A selection committee made up of teachers and administrators will screen candidates for leadership positions. Candidates will be asked to submit a resume, answer leadership questions in written format, allow for both past and current observations, and take part in a face-to-face interview. This extensive process will help the committee decide who is best suited for the leadership positions.

MNW's TLC plan supports the professional development plan by providing the necessary personnel to carry out the plan for the entire school year in all classrooms, impacting all students. Current professional development days are not adequate to meet the needs of all teachers and all students relative to effective teaching practices to increase student achievement. By providing teacher leaders in each building the district will increase the opportunity to reach all teachers of all students.

The district will evaluate the effectiveness of the plan by looking at improved student learning, the increase in the use of collaborative teams, the success of meeting the short term and long term goals, the number of teachers receiving their standard license, and the impact of teacher turnover.

All stakeholder groups will support the plan in terms of all structures and processes. The superintendent and building principals ensure the plan continues to be implemented and monitored.

The bulk of the budget for MNW's TLC plan is primarily aimed at paying costs for teachers to be out of the classroom. In addition, money will be used to provide stipends for teachers who remain in the classroom as well as used for professional development training.

Manson northwest Webster's TLC team is excited about the possibilities the grant will bring to the district and the positive effect it will have on both teachers and students. The teacher leaders will help strengthen instruction through collaboration and differentiated and sustainable improvement strategies.

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? **Yes**

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).

Manson Northwest Webster began planning for the Teacher Leadership and Compensation (TLC) Grant in the 2013-2014 school year. The District was guided by Prairie Lakes AEA workshops, and the Department of Education's resources. In these sessions we reviewed teacher leadership systems throughout the country, viewed presentations on aspects of effective teacher leadership systems, and were provided with planning documents and supports to use in the development of the TLC system.

Beginning in the fall of 2014, the district Administrative Team began to meet with various stakeholder groups for discussions about the TLC system. The groups included the School Improvement Advisory Committee, which consisted of parents, students, business leaders and community members. The District Leadership Team members included 4 teachers from each building, some of which were members of the teacher's union, and the administrators. The Building Leadership Teams represented the teachers and the unique needs of each building.

Mid-year, the entire K-12 staff was part of an inservice session in which the superintendent explained the TLC system, the purpose, vision and how the District would develop a plan to implement it at Manson Northwest Webster. All teachers had the opportunity to give input into the range of potential leadership roles. After learning about TLC, the teachers participated in group discussion concerning their support for a teacher leadership system, the needs of the district, the roles they felt would be most beneficial, the types of teacher leaders they would be most likely to utilize, and which roles they might be interested in pursuing. At the end of the day, they took a Google Survey. Questions included: 1) I believe the TLC system has the potential to help me as a teacher. 2) The TLC system offers career opportunities for teachers. 3) I believe the TLC system has the potential improve student achievement. 4) I would consider applying for a TLC position. The survey results indicated that overall, 87% of K12 teachers were supportive of the TLC system.

The MNW Administrative Team is 100% supportive of the TLC system. They understand the potential for positive impact for both teachers and students. The team had a vital role in the development and drafting of the plan and they met monthly throughout the 2014-15 school year to monitor the TLC planning progress and give input based on the K-12 survey and feedback from stakeholder meetings. They provided input during the grant writing process including, 1) how to best solicit input from the staff and community members, 2) which leadership roles would be a good fit for their buildings, and 3) how to determine the most appropriate duties and responsibilities for teacher leaders.

After the initial meetings, the District Leadership Team continued to meet monthly to analyze student and teacher data and write and/or review parts of the plan. This team was made up of four teachers from the Jr/Hs building and four teachers from the Elementary building. The DLT members were provided pay from the planning grant for work they did outside the school day. As the building and leadership team meetings were conducted within the school day, the greater part of the planning grant funds has been preserved for training of Teacher Leaders following their selection by January of 2016. In addition, grant funds were also used for substitute teachers for leadership team meetings. Each building staff continued to be involved through the monthly Building Leadership Team meetings and discussed the development of the plan.

During the Spring 2015 SIAC meeting initial information was shared with the members. Then again during the August 2015 meeting, information was shared again. At that time members expressed concerns about teachers taking on yet more responsibilities and the possible detrimental effect of removing effective teachers from the classroom. The summer meeting had two main purposes. First, the team wanted to educate community members again about what the TLC system was and how it would benefit teachers and the achievement of all students. Second, a draft plan was presented for input on the potential strengths and weakness so adjustments might be made based on based on their feedback. After reviewing and discussing the plan, SIAC members:

- liked the teacher buy-in through the survey
- wondered about climate and culture implications
- questioned - What happens if you don't get good applications?
- suggested a student voice be added to the process
- wondered about sending a survey to the parents asking who they think would be good in the leadership positions
- liked the written component of the application
- liked the emphasis on the applicant themselves being coachable

As a result of this meeting a majority of community members expressed support for a teacher leadership system. They stated that a teacher leadership program has potential to improve instruction for students, allow for better

support and retention of new teachers, create a sharing of expertise, and improve professional development and growth. The SIAC committee's overall support for the TLC System at MNW: 92% in support. The information gathered from all stakeholders, including teachers, administrators, parents and community members, during the 2014-2015 school year, was then used to guide the design of a TLC system that would meet the needs of Manson Northwest Webster. It was apparent that there was much support for the system and teachers as well as students would benefit.

Narrative

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

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.

In blending the state goals with the district's TLC plan, the team started with the district's mission and long range goals.

- Manson Northwest Webster's mission is to achieve excellence in education and develop responsible citizens.
- Long range goals - All K-12 students will achieve at high levels in reading, math, and science and be prepared for success beyond high school.

To reach the mission and long range goals, and prepare students for an ever-changing global society, the district believes the focus should be on teachers as well as students.

As the district team looked at the data to progress towards the district goals, it became important to consider how a teacher leadership program would help achieve these goals. Iowa Assessment data shows the need to raise levels of proficiency to reach these goals. For the past 10 years, the District's math scores have been significantly higher than reading. Results from the last two years, however, show a drop in both reading and math. In addition, they now have been designated as a SINA 1 school in Math and placed on the Watch List in Reading. Therefore, there is an urgency to improve standardized Math and Reading scores, increase content literacy, and prepare all students to achieve at high levels in Math and Literacy to prepare them for success beyond high school.

Average Reading and Math Scores 2013/14 - 2014/15

Percent Proficient		
	Reading	Math
Grade	13-14	14-15
13-14	14-15	3
87.5	77.0	83.3
73.0	4	70.9
76.0	76.3	73.0
5	83.6	74.0
91.8	75.0	6
90.4	88.0	95.3
84.0	7	64.0
86.0	82.0	96.0
8	78.0	64.0
80.4	70.0	9
82.0	76.0	82.0
71.0	10	95.0
84.0	93.4	80.0
11	74.0	91.0

Student learning is at the heart of all school improvement and professional development efforts at MNW. After data analysis and consideration of implementing a TLC system to help improve instruction and student achievement, the team decided the district goals of the MNW District's TLC system are:

1. Increase teacher collaboration through the work of professional learning communities.
2. Increase the use of effective teaching practices through professional development focused on formative assessments, literacy strategies, and mathematical practices.
3. Implement the Iowa Core by developing unit plans to align the intended, enacted, and assessed curriculum.
4. Reduce teacher turnover

The TLC plan will help improve student achievement by strengthening instruction and creating a strong teacher leadership network. MNW already has a collaborative team structure, both at the building levels as well as the district level. However, the district's TLC plan will enhance this structure by putting teacher leaders in place to collaborate with staff to improve instruction, analyze and utilize data, and provide meaningful professional development and

mentoring. The teacher leaders will also work with teams of teachers to implement the Iowa Core by aligning the intended, enacted, and assessed curriculum.

As a small district in northwest Iowa, MNW has some additional concerns besides student achievement. As experienced teachers are leaving the workforce, the concern is that the district will lose the knowledge and expertise, thus the need for more collaboration and a strong teacher leadership program. Many variables contribute to the ability to recruit teachers. Small school districts, rural communities, and specialized teaching areas combine only to offer a small applicant pool for new teaching positions. These factors can make it difficult to attract high quality educators. While MNW has a strong mentoring program, it could be further developed by a formal program of leadership connected to state and District goals. The District is fortunate to have many teachers with several years of experience and higher degrees of learning and believes in putting these teachers in building leadership positions to assist colleagues, instruction will improve and lead to increased student achievement.

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)

Manson Northwest Webster's TLC system will work collectively to support and strengthen the initiatives set by the district. The identified initiatives for the 2015-16 school year are for teachers to 1) implement and assess the Iowa Core, 2) use collaborative teams to analyze data to guide instruction and professional development, 3) focus on best practice instruction in Literacy and Math, 4) provide support and mentoring to new teachers. These identified needs align with the goals of the district's TLC plan.

- 1) **Implement and assess the Iowa Core:** K12 teachers have aligned the Iowa Core and begun writing units and lessons to match the intention of the Core. The Instructional Coach and Teacher Leaders will strengthen the district's work with the Iowa Core by assisting in monitoring a Google site designed by the district to document Iowa Core Implementation. The site contains alignment work along with units and lessons which demonstrate work toward full implementation of the Iowa Core. Teacher Leaders will work with staff to dig into the data to pinpoint instruction needed to accomplish the Core implementation. Building and district data will be used by the Instructional Coach and Teacher Leaders to meet with building staff to discuss what changes need to be made in planning and instruction to improve learning. Professional development plans and growth plans can be written uniquely for each teacher to meet his/her needs based on the work with the Teacher Leaders.
- 2) **Analyze data in collaborative teams:** The District has had a collaborative District Leadership Team in place for over 10 years. Through the years District teams have been used as a vehicle to accomplish a variety of student, teacher, and building goals. The TLC grant will allow the teams to be structured so that they will operate as PLCs with a focus on instruction and student achievement.
- 3) **Focus on Literacy and Math instruction and assessment:** Teacher leaders and Instructional coaches will guide collaborative teams in analyzing data and using that data to further planning and instruction in both Literacy and Math. These are the two areas of need as determined by the district data. The leaders will also assist in the planning for appropriate instruction, then guide teachers through the implementation process to collect formative data, while continuing to analyze, plan, and implement as the cycle continues. Each building will also use structures already in place to carry out the planning and instruction. The elementary will use RtI and the Jr/hs will use their framework for struggling learners.
- 4) **Support and mentoring for new teachers:** Mentor teachers will be assigned as mentors to new staff in the district. Each building will have mentors as to best meet the needs of grade level and subject matter. They will implement the district's in-house mentoring program by observing, modeling, planning, and reflecting. They will also attend district meetings including professional development sessions with a focus on supporting new teachers. Monthly meetings will be organized according to the plan as well as a beginning of the year new teacher introduction to district and building initiatives and details.

Using Part 4 application narrative from previous submission? Yes

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)

Due to MNW's rural location and retiring staff members, the District has a turnover of staff most every year. Often new teachers will remain in the district three or four years, enough time to complete the requirements for their standard license. The TLC plan gives increased responsibility to mentor teachers who will support and collaborate with all teachers new to MNW, assisting them to become effective teachers by learning to collaborate, using good instructional strategies particularly in Math and Literacy, and becoming proficient implementing the Iowa Core. Although beginning teachers make \$33,000, the plan will hire staff to fill instructional gaps created by teachers moving into the new leadership positions outlined in the plan, fund stipends of the leadership positions, and provide training for teacher leaders. The money received from the grant will provide these opportunities for MNW teachers.

MNW's Current Mentoring Plan

Manson Northwest Webster provides an in-house Mentoring and Induction Program that is supported by Prairie Lakes AEA. Mentors have been trained by the Prairie Lakes program and bring their training back to the district. From here, mentors meet with new teachers at least one time per month, coaching them on classroom management, effective instruction, and collaboration. They discuss issues that surround the first two years of teaching and offer support in those areas. The mentor helps new teachers develop artifacts and reflections for their portfolios. While the mentors already do an excellent job in those areas, there is still not enough assistance provided to new teachers in implementing professional development, implementing the Iowa Core, and sustaining existing initiatives. Mentors do not have enough time to observe new teachers and provide effective feedback. Likewise there is not enough support for experience new teachers to the district.

With the TLC grant MNW believes a more effective mentoring program can be developed. The following bullet points describe how the gaps in the current plan will be filled to create a fully developed mentoring program.

Mentor Teacher Leaders will:

- Organize and manage the mentoring curriculum
- Demonstrate effective classroom instruction and be current on best practices
- Facilitate learning conversations
- Assist initial teachers with planning
- Provide feedback to new teachers
- Facilitate mentee's reflection on the feedback they receive
- Assist the initial teacher in the collection and analysis of data to guide instruction
- Support the mentee in making data-based decision and planning for differentiation
- Collaborate with school leaders and colleagues to address instructional issues

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 a.

Role Title: Mentor Teacher

Mentor Teacher- 4 teachers - 100% in the classroom
2 teachers in each building: elementary and jr/sr high school

% of Engagement:

- **Additional Days - 3 days**
- **Salary Supplement - \$1500 for coordinating and implementing, additional \$500 for mentoring each new teacher**

% of engagement in student instruction: 85%

% of engagement in teacher leader duties: 15%

Role Summary

Duties/Responsibilities

Mentor Teachers will continue to update and implement the District mentoring program, which includes organizing and managing the mentoring curriculum. Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. New teachers include those with experience who are new to the district as well and beginning teachers who are new to the profession. Mentors will be selected based on appropriate connections with new teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.

- **Organize and manage the mentoring curriculum**
- **Demonstrate effective classroom instruction and be current on best practices**
- **Facilitate learning conversations**
- **Assist initial teachers with planning**
- **Provide feedback to new teachers**
- **Facilitate mentee's reflection on the feedback they receive**
- **Assist the initial teacher in the collection and analysis of data**
- **Support the mentee in making data-based decision and planning for differentiation**
- **Collaborate with school leaders and colleagues to address instructional issues**

Role Title: Team Leaders

Team Leaders- 9 teachers
4 teachers at the elementary
5 teachers at the jr/sr high school

% of Engagement: 100% in the classroom

- **Additional Days - 5**
- **Salary Supplement - \$3000**

% of engagement in student instruction: 85%

% of engagement in teacher leader duties: 15%

Role Summary

Duties/Responsibilities

Team Leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide a channel for ongoing communication between teams, teacher leaders, and administrators. Team Leaders will be responsible for ensuring the work of each team centers on teaching and learning, student engagement, and assessment.

- Guide collaboration of team members
- Lead discussions and analysis of strengths and weaknesses of student performance
- Support teams in identifying student learning needs
- Facilitate discussions about improving instructional practices
- Support group collection and analysis of data
- Organize and support teachers engaged in peer observation
- Be current on research-supported best practices
- Work with instructional coach to determine the types of learning opportunities teachers' need
- Collaborate with school leaders and colleagues to address instructional issues
- Manage team agendas and logs
- Communicate with team members and among other teams as well as with the building administrator/s

Role Title: Instructional Coach /Teacher Leadership Coordinator

Instructional Coach /Teacher Leadership Coordinator -- 2 full time positions

1 Elementary Grades K-6

1 Jr/Sr High School Grades 7-12

% of Engagement: 0% in classroom

• Additional Days - 15

• Salary Supplement - \$10,000

% of engagement in student instruction: 25%

% of engagement in teacher leader duties: 75%

Role Summary

Duties/Responsibilities

The Instructional Coach will contribute to district wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning

TLC Coordinator will contribute to the growth of the District by overseeing implementation of all areas of the teacher leadership system and connections with student achievement, curriculum, professional development, and reporting. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication.

Instructional Coach:

- Understands the big picture of school improvement and how systems work
- Attends local, regional and state trainings and meetings as needed to stay abreast of current best practices and trends
- Coordinates curriculum K-12
- Coordinates district data
- Oversees the Teacher Leadership and Compensation Program
- Works to coordinate the work of other Teacher Leaders relative to individual and district PD plans and initiatives
- Collaborates with building principals to coordinate and manage PD
- Completes assessment reports (MAP, IA Tests, FAST, etc) and analyzes building data including student classroom achievement
- Reports district progress to DLT and Administrative team

Teacher Leader Coordinator:

- Collaborates with Administration to implement individual, building, and district PD plans
- Collaborates with administrators and teachers on instructional resources including technology
- Remains current or in training regarding research-based practice and district instructional goals
- Applies knowledge of research-based practice and district instructional goals (SBG) to assist colleagues in classroom instruction.
- Meets with teachers for goal setting and monitoring progress
- Works with Team Leaders to facilitate discussions about improving instructional practice
- Works with Team Leaders to facilitate the process of peer observation of exemplary instructional practices
- Supports teacher and student learning through observing, modeling, co-teaching and reflecting
- Works with teachers seeking assistance in the classroom or as recommended by the building principal
- Communicates schedule
- Reports progress to DLT and Administrative Team

Part b.

Individually, these roles are extremely important and will create pockets of excellence in the district, but collectively they will not only change the entire climate and culture of our building, but increase the opportunities for teacher and student learning alike. The district will build a culture of collaboration and feedback that allows the newest teachers to successfully assimilate to the educational system, effectively make creativity and innovation an integral part of every classroom, and provide a rigorous, differentiated professional learning community based on individual and collective needs utilizing data at every step along the way. Although this is a district TLC plan, each building will differentiate the use of their Teacher Leaders as needed at the building level. Teachers and leaders will collaborate on a regular basis. The details of those collaborative meetings will be determined by the buildings' schedules. MNW students will benefit from the immediate instructional improvement in each classroom and the intentional use of evidence based strategies. The roles and work of the leaders in the Teacher Leadership system, which are the Mentors, Team Leaders, and Instructional Coach/Teacher Leadership Coordinators, will each work with the building principals and building leadership teams to align their work with one another so they will compliment instead of detract from their collective impact. It is the expectation that regular communication between the leadership positions will take place and be shared with the other teachers and administrators within the building as determined by each building's structure and schedule. In addition, monthly reports will be made to the District Leadership Team and Administrative Team.

Using Part 6 application narrative from previous submission?

Yes

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.

In order for Manson Northwest Webster Community School District’s Teacher Leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflection about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the necessary habits and practices of the teacher leader. For this reason, the selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. A job description for each position, extra work days, salary supplements, and an annual review of each assignment conducted by the selection committee will also be included. A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Selection Process

Components of the Application	Details of Components
Resume	<p>Typical format including the following:</p> <ul style="list-style-type: none"> • Evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past in and out of the district • Evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed
Written Responses	<p>Quality of responses including all conventions of writing and the following content:</p> <ul style="list-style-type: none"> • Evidence of written communication and an understanding of the individual’s philosophy as an educator and leader • Evidence of a having a strong teaching pedagogy • Evidence of being a reflective practitioner • Evidence of understanding the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change while working with resistance to that change
Classroom Observation	<ul style="list-style-type: none"> • Principal walk throughs, both previous and current, will be considered using a rating scale with comment section included • Principal may also comment on the applicant’s proven track record of leadership in the building.

<p>Interview</p>	<p>The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be:</p> <ul style="list-style-type: none"> • Inquiry into how the teacher has sought to continue to learn and grow as an educator • Seeking to understand the candidate as a leader. What leadership roles have they assumed in the past; why they are interested in a leadership role at this time; how they envision themselves as a leader; and how they will work with other leaders to move the district forward • Explaining the process of planning, implementing and facilitating individual professional development plans as well as small group and large group pd. <p>Two lenses will be applied throughout the interview:</p> <p>(1) does the candidate give evidence that they are a reflective practitioner</p> <p>(2) are they themselves coachable?</p> <p>Knowing that finding “fully-formed” candidates is unlikely, especially during initial implementation of a teacher leadership program, the District will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position.</p>
<p>Peer Recommendation</p>	<ul style="list-style-type: none"> • K-12 staff will be surveyed for recommendations of individuals for the teacher leadership positions. This will be more for use as a recruitment tool than as a criterion for evaluating individual applications unless there is a tie.

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.

a. The District believes in the power of professional development. If professional development is aligned, differentiated, and meets the needs of all teachers, then instruction will improve and be provided to meet the needs of all students and will be engaging, meaningful, personalized, and rigorous in content. The goal of implementing the proposed TLC plan is to improve the quality of responsiveness of professional learning opportunities for staff and improve instruction through the study and implementation of strategies and initiatives. By improving professional development, instruction is improved, thereby improving student learning.

The design process recognizes that not all teachers learn in the same way. Teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The cycle of professional development will guide the work teacher leaders do in all settings. The following paragraphs describe in more detail how each Teacher Leader position will play a role in the creation and delivery of professional development.

The Instructional Coach/TLC Coordinator will provide support at two levels. S/he will be responsible for guiding the professional development of teacher leaders and, with the support of the principal, will help lead the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection. The Instruction Coach/TLC Coordinator will also assist in measuring the effectiveness of the professional development. This will take the form of observations and direct feedback from staff. TLC implementation will also be monitored in terms of the resulting impact on student achievement. This information will allow for both mid- and end-course adjustments to our professional development delivery.

Team Leaders will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment.

Mentors will support new teachers in professional development initiatives in several ways. First they will facilitate learning conversations around planning and implementing strategies learned in PD. Second they will provide feedback to new teachers and help them with collection and analysis of data. And last, they will provide support for the new teachers as they learn about and implement district and building initiative that are already in place.

b. Teacher Leaders will be part of the cycle of professional development as described above. 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. The teacher leadership system design takes this principle to heart by making teacher leaders the backbone of the district's professional development system. Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Teacher leaders, with guidance from administrators and Building Leadership Teams, will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers.

Teacher leaders in each building will collect and analyze data on the current state of instructional practices in the District through teacher observations, walk-through data, teacher feedback, and student achievement data. This 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 while adhering to the requirements of the district's guiding principles of professional learning. These are:

- Maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our schools
- Includes multiple, diverse perspectives to strengthen the organization and improve decision making
- Is planned, implemented, and evaluated collaboratively
- Is embedded, ongoing, and sustainable at the district and site levels, and differentiated where appropriate
- Utilizes best available research and data

Another vital role for teacher leaders is related to the IPDM's operating principle of simultaneity. In the past, it has

been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The Teacher Leadership and Compensation System will provide a venue for vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time.

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.

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

Careful monitoring of the Teacher Leadership program is key to its long term success. Just as teachers use feedback to make decisions for next steps for instruction, the system will use feedback to make both short and long term adjustments. The short-term and long-term effectiveness of the TLCS will be determined by evaluating the following areas:

The district goals of the TLC and the short term and long term measures that can be used to determine impact are:

Goal 1: Increase teacher collaboration through the work of professional learning communities.

- Collaborative schedules
- Collaborative logs including content of meetings

Goal 2: Increase the use of effective teaching practices through professional development focused on formative assessments, literacy strategies, and mathematical practices.

- In-service plans, timelines, agendas
- Literacy team logs
- Implementation logs
- Observation/walk-through notes
- Collaboration logs based on professional development implementation
- Student work/student results

Goal 3: Implement the Iowa Core by developing unit plans to align the intended, enacted, and assessed curriculum.

- District alignment documents
- Teacher unit plans
- Professional development plans
- Iowa Core Summary Report

Goal 4: Reduce teacher turnover.

- Teacher evaluation process
- Implementation of New Teacher Mentoring Program
- Number of permanent licenses issued to new teachers

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

As with any new and innovative project, MNW understands the necessity to monitor and adjust the TLCS plan as qualitative and quantitative data are analyzed to determine the impact. The district will utilize a variety of methods to gather data and feedback. In addition to the data collected above, qualitative feedback from key stakeholders will also be gathered through surveys and focus groups, teachers, students, and members of the School Improvement Advisory committee. To assess the impact and success of the TLCS implementation, SIAC will meet on an annual basis to analyze the project outcomes and review the goals. Based on this review the the committee will complete goals and evaluation measures for each subsequent year of the TLCS implementation.

Monitoring will take place through these components:

1. Exit survey/interview for mentoring
2. Exit survey/interview for teachers who are leaving the district
3. Evaluations of teachers in the leadership roles
4. Reflections by teachers in the leadership roles
5. Reflections by all teachers concerning the leadership roles

Using Part 9 application narrative from previous submission? Yes

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)

The Manson Northwest Webster School District is capable of implementing and sustaining the TLCS. Some of the components necessary to implement the plan are already in place. The District Leadership Team has also created a plan to implement the Teacher Leadership and Compensation System with integrity for the 2016-17 school year. The plan includes:

- Rigorous selection process with selection committees in place that include teachers and administrators
- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role
- Evaluation system that corresponds to role responsibilities, expectations and effectiveness
- Peer reflections as well as
- Compensation that is enticing and warranted for increased leadership duties and time commitments
- Variety of leadership roles and levels of leadership that fit the needs of MNW

In addition, some of the components necessary to implement the plan are already in place. The current infrastructure includes:

- The District already has an active leadership team (DLT) that has been part of all school improvement efforts at MNW for over 10 years. This team was instrumental in developing the TLCS plan.
- The district already has collaborative teams in place and they have been active for over 10 years. Teachers know and agree that collaboration is a big factor in student learning.
- The District has an Iowa Core alignment process and the teachers have begun writing units and assessments to track the progress of the Iowa Core.
- The District has a strong professional development program and framework for implementation that follows the IPDM. The teachers are used to focusing on student results as a result of what they are learning and implementing.
- The District has an active School Improvement Advisory Committee that gives input into school improvement initiatives. This committee met 3 times to discuss and give feedback on the TLCS plan.
- The District currently has a mentoring program in place. The plan is supported by Prairie Lakes AEA and the district mentors have been trained.

The funding and implementation of MNW's TLCS plan will further improve and move the current school improvement efforts into the future. This will be done by:

- Providing a full time Instructional Coach and TLC coordinator in each building. Their focus will be on the teachers and students in the building as they collaborate with teachers to improve student learning. They will also be compensated for extra days beyond the normal contract to ensure they have time to get their work done.
- Providing extra responsibilities for Team Leaders that will help ensure teams are operating more effectively in systematic manner throughout the building. Their additional duties will be compensated as their duties are increased.
- Providing mentor teachers in each building more structure and time to work with new teachers with extra compensation to make sure each new teacher is supported as needed.
- Providing a consistent and systematic leadership structure throughout the district.

Persons Responsible to ensure the success of the plan:

Teacher Leadership - These teachers have the most important role in terms of sustainability. They will work with the administration to make sure the program is operating smoothly. They will make the commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to coach and be coached to help all teachers improve their instruction.

DLT - The District Leadership Team will play a vital role in monitoring the implementation of the plan by analyzing data from the short term and long term goals as they help look at the success of the whole system.

Principals - The principals will play a key role as a new type of leadership will be important in a greater shared leadership environment. Working with the teacher leaders in their building, they will be essential in the development of teacher leadership skills.

Superintendent - The superintendent will be responsible to continually provide the vision for the TLCS program. As the leader of the district, keeping the lines of communication open among all leaders will be crucial as the district adjusts to a new leadership environment. He will also be the person to who will keep all stakeholders informed.

School Board - The MNW School Board has been made aware of the TLC plan and members have given their verbal support. The district will continue to keep the board informed of the progress of the implementation and sustainability

at monthly board meetings

SIAC - The school improvement committee will continue to stay abreast of the progress of the program, learning about successes and offering input for additional opportunities.

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.	\$186,400.00
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).	\$3,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$194,400.00

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 630.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$196,988.40

Total Allocation \$196,988.40

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$194,400.00

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 \$2,588.40

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)

Student learning is at the heart of all school improvement and professional development efforts at MNW. The district goals of the TLC System aimed at improving student achievement are:

1. Increase teacher collaboration through the work of professional learning communities.
2. Increase the use of effective teaching practices through professional development focused on formative assessments, literacy strategies, and mathematical practices.
3. Implement the Iowa Core by developing unit plans to align the intended, enacted, and assessed curriculum.
4. Implement a K-12 standards based learning system.

The District planning team determined that the following positions best fit our district goals. The budget for these positions is as follows.

- 1) Instructional coach/TLC coordinator (2.0 FTE positions) - \$145,000
 - 100% out of classroom, 50% TLC Coordinator, 50% Instructional Coach, one in PK-6 building, one in 7-12 building.
 - \$10,000 increased compensation, extended contract of 15 days.

- 2) Teacher Leaders (9 positions, 100% classroom teacher) - \$32,000
 - \$5,000 increased compensation with 5 day extended contract
 - \$2,750 for substitutes during building and district leadership meetings.

- 3) Mentor Teachers (4 positions, 100% classroom teacher) - \$9,320
 - \$1,500 in increased compensation plus \$500 for each mentee.

Manson Northwest Webster stakeholders including teachers, administrators, parents and community members believe the TLC System as described in this grant application will impact both teacher effectiveness and student learning. Teacher leaders in the roles of Teacher Coach/TLC Coordinators, Team Leaders, and Mentors, will be able to impact literacy and math, the implementation of the Iowa Core as intended, and support the newest teachers at a high level while decreasing teacher turn over.

The student achievement scores, as shown in Section 2, indicate a need for improvement. This budget will provide the ability to address these needs. The budget also reflects the commitment MNW has to structuring time for collaborative work between teachers and Teacher Leaders to positively impact student achievement. As indicated in this plan, the Teacher Leaders will not only have the time for collaboration, but will also be compensated for that extra time. The district is giving highly effective teachers opportunities to grow by offering leadership roles to 15 of the 53 teachers, which provide opportunities for almost 30% of staff. The Teacher Leadership system is building focused and will provide support for differentiated, meaningful professional development for all staff.

The Teacher Leaders will monitor teachers' and students' progress using specific criteria as described in Section 8 of this application to determine impact of the plan. The teacher criteria includes schedules, implementation logs, team minutes, walk-through notes, professional development plans and lesson plans. Student work, formative data, and student achievement data will be used as criteria to track student progress.

The Instructional Coach/Teacher Leadership Coordinator positions will each be paid \$10,000 and be required to work an additional 15 days above and beyond the current teaching contract. The days will be utilized for personal professional learning, creating and implementing professional development opportunities for teachers, coaching and providing feedback after observations, analyzing data, and sharing information with the District Leadership Team, Administrators, and Community as appropriate. The Team Leaders will each be paid \$3000 and will work 5 days above and beyond the regular teaching contract. The days will be utilized for personal professional learning, and ensuring the work of each team centers on teaching and learning, student engagement, data analysis, and assessment. The Mentor Teachers will be paid \$1,500 and be required to work an additional 3 days above and beyond the current teaching contract. The days will be utilized for personal professional learning, assisting in implementing established initiatives, coaching and providing feedback after observations, and analyzing data.

The budget reflects the commitment Manson Northwest Webster has made to its TLC System between teachers and Teacher Leaders to positively impact teacher effectiveness and student achievement.

