



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139341 - TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 9:51 AM

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## Primary Contact

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
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<b>Agency</b>	Administrative Services, Iowa Department of		

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## Organization Information

<b>Organization Name:</b>	Montezuma Community Schools
<b>Organization Type:</b>	K-12 Education
<b>DUNS:</b>	
<b>Organization Website:</b>	www.montezuma.k12.ia.us

**Address:** 504 North 4th Street  
PO Box 580  
Montezuma Iowa 50171  
City State/Province Postal Code/Zip

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**Fax:**

**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Dave Versteeg  
**Title** Superintendent  
**Organization** Montezuma Community School District

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

**Address** P.O. Box 580  
504 North 4th St.  
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### Fiscal Officer/Agent

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

**Name** Anita Sietstra  
**Title** Business Manager  
**Organization** Montezuma Community School District

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County(ies) Participating, Involved, or Affected by this Proposal	<b>Poweshiek County</b>
Congressional District(s) Involved or Affected by this Proposal	<b>1st - Rep. Rod Blum (R)</b>
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	<b>38</b>
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	<b>76</b>
<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.

**Yes**

If YES, describe the positive impact expected from this project

**The addition of teacher leader roles will improve the academic achievement of all minority persons in our school district.**

Indicate the group(s) positively impacted.

**Women, Person/s with a Disability, Blacks, Latinos, Pacific Islanders, American Indians, Alaskan Native Americans, Other**

### 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.

**No**

If YES, present the rationale for determining no impact.

### 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.

**Dave Versteeg**

Title of Person Submitting Certification

**Superintendent**

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## Recipient Information

District **Montezuma Community School District**

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

County-District Number **52-3141**

*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 **Dave Versteeg**

Telephone Number **641-623-5185**

E-mail Address **dversteeg@montezuma.k12.ia.us**

Street Address **504 North 4 St.**

City **Montezuma**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50171**

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## TLC Application Contact

Honorific

Name of TLC Contact **Dave Versteeg**

Telephone Number **641-623-5185**

E-mail Address **dversteeg@montezuma.k12.ia.us**

Street Address **504 North 4th St.**

City **Montezuma**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50171**

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## Demographic Profile

October 2014 Certified Enrollment **526**

October 2014 Free/ Reduced Lunch % **31**

AEA Number **267**

**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)**

The overall purpose of the Teacher Leadership and Compensation plan submitted by Montezuma Community School is to design and implement a teacher leadership system that will improve the quality of teaching for a lifetime of learning by all students.

The Montezuma Community School District has established four goals for TLC:

1. Attract, develop and retain effective teachers
2. Promote collaboration among teachers
3. Reward professional growth and effective teachers
4. Improve student achievement data

As part of our planning and preparation process we decided it was imperative to develop our own definition of teacher leadership and our own theory of action as a lens through which to make more clear and focused decisions on what is best of Montezuma students and teachers in a teacher leadership program.

We define Teacher leadership as “the process by which teachers lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved teaching and learning practices with the goal of increased student learning and achievement.”

Our theory of action states:

IF our teacher leadership roles are clearly defined and supported fully with planning, training, implementation and feedback on their effectiveness and;

IF our teacher leadership program work directly with teachers to use our existing resources better and;

IF our teacher leadership program provides opportunities for teachers to build their capacity to lead both individually and collectively

THEN teachers will effectively improve their practice and instruction

AND THEN student learning will improve.

We see our TLC program as a tool to support and enhance (not supplant) the current school improvement efforts going on in the district. We have grounded our TLC plan as closely as possible to support and enhance the excellent work our teachers are doing in the areas of:

- Professional Learning Communities
- Multi-Tiered Systems of Support and Response to Intervention Systems
- Iowa Core Implementation
- Standards-Based Grading
- Competency-Based Education

The comparable model is best for our school. Our TLC Plan includes the following components:

- 1) Model Teachers – at least one (1) elementary and one (1) secondary teacher. This is a 100% teaching role with two (2) additional contract days. Compensation includes a stipend of \$500 for having a student teacher and \$250 for hosting an undergraduate field experience student. This role is available to ALL staff that applies and qualifies. Duties include hosting student teachers when asked, hosting undergraduate field experience students when asked and generally makes themselves and their classroom available to staff and visitors for observation, reflection and engagement.
- 2) Mentor Teachers – Two (2) elementary and two (2) secondary teachers. This is a 100% teaching role with release time arranged for his/her duties. Three (3) additional contract days are expected. Duties include mentoring 1<sup>st</sup> and 2<sup>nd</sup> year beginning teachers with a clear focus on the Iowa Teaching Standards.
- 3) Lead Teachers – Two (2) elementary and two (2) secondary teachers. This is a 100% teaching role with release time arranged for his/her duties. Compensation includes a stipend of \$5,000 and five (5) additional contract days. Duties include supporting and working with teachers in the areas of developing formative and summative assessments; monitoring the implementation and development of classroom and school wide interventions; collaborating with teachers on classroom management, integration of technology strategies for instruction; and improving teacher instruction based on classroom and building-wide student achievement data.
- 4) School Improvement Leader – One (1) district wide position. This is a full release position with no classroom assignment. The position comes with ten (10) additional contract days and a stipend of \$10,000. Duties include supporting teachers through the individualized success plan and RtI process; attending PLC meetings to provide feedback; supporting new and ongoing curriculum reviews; analysis of formative and summative classroom level and

building wide achievement data; collaborating with administration and all staff on aligned professional development to better meet the needs of students and staff.

Together, these teacher leaders will offer a comprehensive system of support for all teachers as they strive to develop a more rigorous and relevant curriculum framework utilizing the Iowa Core, align their formative assessments, and learn to better utilize student achievement data to drive their own individual career development. We believe our teacher leader roles and responsibilities are highly aligned with our theory of action and definition of teacher leadership.

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

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).

The entire teaching staff at Montezuma Community Schools was invited by Superintendent Versteeg in the spring of 2015 to voluntarily participate on a committee to serve as the Teacher Leadership and Compensation Planning Work Team. The volunteer work team consisted of three administrators, six secondary staff members, five elementary staff members, and one AEA representative.

On March 20, 2015 the work team began its learning by investigating the research and effectiveness of teacher leadership in a broader context than just its use in Iowa. We also consulted with Dana Schon of School Administrators and Ryan Wise of the Department of Education to develop our own working definition of teacher leadership and a theory of action. Both of these work products were valuable to us as we made decisions about our own teacher leadership plan. The work team decided upon the following definition: Teacher Leadership is . . . “the process by which teachers lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved teaching and learning practices with the goal of increased student learning and achievement.”

On March 20, 2015, and April 27, 2015 the work team studied the components of the Iowa TLC application and the resources and supports available. We reviewed the application process and timeline for completion. The committee explored the Career Pathways and the three possible models created by legislation including the five “Must-Have” for local plans. The committee members each read articles about the TLC plan, which was completed outside of school time. Teacher leadership articles were discussed through the lenses of our definition of teacher leadership and theory of action as we determined which of the three TLC models would be best for our teachers and students.

Work team minutes and agendas from the March 20, April 27, May 22, and August 17 meetings were shared by email and Google drive with the entire staff in order to keep all stakeholders involved. Superintendent Versteeg gave monthly updates to the board of education at their April, May, June, August and September meetings. He gave an overview of the TLC process to the entire staff meeting on August 24, 2015. Superintendent Versteeg also shared information and sought input on TLC with the School Improvement Advisory Committee (SIAC) on May 15, 2015 and September 18, 2015.

After our April 27 work team meeting, each member met with his/her PLC group to communicate the TLC discussions, including possible roles and implications of implementing a TLC system in our school. Teachers were asked to provide feedback on how they could benefit from the system to help most improve their teaching, and, ultimately, improve student achievement or performance. Teachers were also asked what their interest might be in future positions. It was unanimous that a teacher leadership program would benefit our teachers and students. The committee felt commitment and support for the teacher leadership system was critical in order for a positive impact to be made on our district.

The work team was unanimous in their belief that model 3, comparable model, will be the best option for our school because it gives us the flexibility to most successfully meet the needs of our teachers and students. The work team identified the roles believed to have the most significant impact on our school and developed the job descriptions for each role. These roles will include Model Teachers (available to all certified teaching staff with minimum requirements), Mentor Teachers (2 elementary, 2 secondary), Lead Teachers (2 elementary, 2 secondary) and School Improvement Leaders (1 elementary, 1 secondary).

During the August 17 meeting, the work team was divided to write the various parts of the grant with draft 1 completed for review on August 31. Draft 1 was shared with the staff for feedback and revisions were made as needed. Draft 1 was also shared with AEA representative, Kathy Enslin on September 18, 2015. The TLC committee members received her feedback on September 21, 2015, and began working on revisions.

The second draft was completed by Friday, October 2, 2015. Superintendent Versteeg sent the 2nd draft to the entire staff for final comments during the week of October 5. The Teacher Leadership Committee met the week of October 12 to revise and polish the draft to submit by the October 16 deadline.

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## 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.

At Montezuma Community School District we strive to provide a thorough and extensive education to every student. Our vision is for students to have constant opportunities to build the framework for creation of lifelong learners who become assets to the communities they live and work in. Our main way to ensure student success is to provide them with quality teachers who can ensure mastery of the core curriculum for every student. We have a variety of steps Montezuma Schools takes to ensure this to honor our students.

When hiring teachers for our district it is our goal to attract able and promising new teachers as well as retain our effective teachers. This is done a variety of ways. The base pay for new teachers at Montezuma exceeds the state expectations. Our district values its teachers and rewards them with an appropriate pay structure. In addition to the base pay Montezuma School District designates an allotment of dollars to be used for the teachers' insurance contribution. Our effective teachers value the professional learning communities established at the secondary and elementary level. Formal PLC training has been offered and encouraged for all educators at Montezuma. Our district sees the value in giving teachers the opportunities to socialize outside of the workplace. Monthly social gatherings occur during the school year. This may be as simple as a holiday party or a fun tailgate prior to a home football game. These social times are a wonderful way for teachers to catch up and enjoy each other's company outside of the normal work setting. In addition we have been fortunate to partner with the University of Northern Iowa to provide educational experiences with their Teacher Quality program. This includes two-week experiences in the classroom for every level of college education student. We also host student teachers from a variety of colleges around the Montezuma area.

Our second goal is to promote collaboration among teachers in our district. This currently happens in a variety of ways. All teachers are members of PLC groups. These groups meet for 60 minutes every week within the confines of the workday at the elementary level. At the secondary level colleagues are meeting 60-90 minutes daily. Also, within the PLC groups the facilitator position is rotated throughout the school year to allow participation in leadership roles. Through an effective schedule developed for the staff, teachers have a common grade level planning time that occurs daily. Also, certified staff is ensured duty free schedules. Our professional development time is dedicated to teachers for the planning and implementation with the topic or goal.

Our district believes in rewarding our teachers with opportunities for professional growth. This includes professional development opportunities and credits housed on-site to promote teacher participation. Solution Tree has recognized our district, secondary building and elementary building as Model PLCs because of the fidelity of our PLC work and the improved student achievement results.

Finally and most importantly, our last district goal is improved student achievement. Our plan for each student is to provide individual goal setting for each student. This happens through our planned data reviews of district-wide as well as common assessments in both reading and math. This data is used to plan differentiation and flexible groupings skill by skill and the grouping change accordingly. In the elementary our schedules include WIN (What I Need) time. There is 30 minutes built into the daily schedule for Title 1, Special Education, and TAG students to meet with appropriate teachers to fulfill their needs and master individual goals. The remaining students have small group opportunities with their grade level teachers to participate in teacher directed activities that are based on student data. At the junior high and high school level an integrated Rtl system has been developed. If a teacher identifies a concern the student's planner is stamped to meet with the appropriate teachers during 'advisor' time which meets daily. This helps students quickly get back on track through early detection and appropriate intervention by the teacher.

Our current reality shows we have many plans in place to meet the needs of teachers and students with the ultimate goal of having skilled educators preparing students to be successful lifelong learners. With the implementation of the TLC plan our current goal will have more structure as well as support to make our vision and goal even more tangible for everyone involved. The designation of mentors, lead teachers, school improvement leaders, and model teachers will give staff and students the best resources for success.

Using Part 3 application narrative from previous submission? **No**

**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)**

Montezuma's proposed TLC plan has established multiple positions to meet the needs of our staff; strengthen the district's key school improvement structures, processes and initiatives; and foster continued growth and alignment within our school improvement initiatives such as: Professional Learning Communities (PLC), increased understanding of the Iowa Core, Multi-Tiered System of Supports systems (RtI and Success Plans), Project ELI and the Mentoring & Induction program. The Montezuma TLC plan will increase our ability to support staff members in their professional learning and district priorities to improve the learning of our students.

Over the past six years, our district has become an overnight sensation in the PLC process. Through determined implementation, our district has established student-centered learning goals, experienced sustainable growth in student achievement and established a school improvement process that brings focus on four reflection questions designed to measure our impact on the learning of students and not the teaching of students. We want to use these same four questions as we align the work of the four proposed teacher leadership roles in strengthening the district's key improvement structures, processes, and initiatives. However, in regards to Teacher Leadership, we will supplant 'students' with 'teachers' to help us focus assisting staff development to lead to increased student learning.

1) What do we want teachers to know?

- We expect teachers to understand what is explicitly expected of teachers to perform at their highest level for the benefit of students through understanding the Iowa Teaching Standards. The teacher leadership program will support this process through mentoring by supporting and coaching first and second year teachers on the standards, entry level concerns, and implementation of instructional strategies. Our teacher leadership program will support staff in the implementation of all district initiatives through curriculum review, developing formative and summative assessments, analyzing subsequent data, aligning and implementing professional development, the continued development of standards-based learning expectations, and the implementation of best practice instructional strategies in the classroom.

2) How will we know if our teachers are having an impact on student learning?

- Montezuma Community School District will evaluate student proficiency and growth data from district-wide and classroom assessments to measure the impact on student learning

3) What will we do if the teachers have demonstrated the Iowa Teaching Standards and student achievement doesn't meet the expectations?

- If staff members and student learning are not meeting district expectations then our teacher leadership personnel will engage with individuals and/or groups to assist in specific learning activities to better align personal professional development plans to building and district goals which will lead to increased student learning

4) What will we do for teachers who are beyond the basic stages of the teaching standard knowledge and meeting the needs of the students?

- The teacher leadership program is an avenue for staff members, who are effectively demonstrating the implementation of the teaching standards and meeting the needs of students, to lead within their classroom and beyond by influencing others' understanding of the standards to improved teaching

Our theory of action is:

IF our TLC plan supports and strengthens the district's key school improvement structures, processes, and initiatives and;

IF our teacher leadership roles are clearly defined and supported fully with planning, training, implementation and feedback on their effectiveness and;

IF our teacher leadership program works directly with teachers to use our existing resources better and;

IF our teacher leadership program provides opportunities for teachers to build their capacity to lead both individually and collectively

THEN teachers will effectively improve their practice and instruction

AND THEN student learning will improve.

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)**

The current state of our mentor and induction program is progressively better than it was, but still needs refinement. At first, our mentoring program was run through AEA 267, which required mentor teachers to travel, thus providing problems finding substitutes to cover their absence. Each first or second year teacher had an assigned mentor, but finding the time to even reach the minimum standard of meetings was difficult and supporting the new teacher to the extent they needed was even harder.

Knowing the influence and power of teacher mentors, we reformed our induction program in 2011 to be a combination of guidance from the AEA and the program *Journey to Excellence: An Iowa Model for Beginning Teachers*. This approach scheduled six meeting times for two years between mentor and mentee to be arranged outside of school hours, but only one day allowed for both parties to take a professional day to collaborate.

Analyzing our induction program shows evidence of mentor teachers still struggling to find quality time to equip, grow, and guide first and second year teachers as well as a time conflict to obtain the content needed to efficiently support the mentees. Both parties admit frustration in meeting time, gathering teacher knowledge, and application of techniques for teacher improvement.

Areas of improvement that we want to ensure are: 1) Professional Development time made for the mentor to gain knowledge applicable for the direct help of the mentee, 2) quality time created for the mentor with the mentee to equip, grow, and guide, and 3) efficient support in all other professional areas to confirm their role as an influential and long time educator.

With the TLC grant we will be able to close the gap in our induction program by supplementing these roles and responsibilities of our Mentors:

- Complete the *Journey to Excellence* mentor training and preparation
- Guide the beginning educator through the Learning Projects
- Provide assistance to the beginning educator as needed
- Use TLC funding to cover the cost of a substitute once every two weeks to allow for observations and collaborative meetings with the beginning teacher
- Attend District mentor support meetings
- Complete program evaluation surveys and progress reports
- Develop a trusting relationship with the beginning educator and keep beginning educator's concerns and issues confidential (Except child abuse or other criminal-type of behavior)
- Inform and help prepare the beginning educator for upcoming events such as open-house, parent-teacher conferences, grade reports, etc.
- Use TLC funds to pay the Mentor Teacher at stipend for the role and three extra contracted days to efficiently prepare for the mentoring program that year

An improved supportive organizational structure will also be created to guarantee the impact and efficiency we seek to fully equip, grow, and guide the beginning teacher. This structure will:

- Include release time for mentors and beginning educators to collaborate and plan by having funds available from TLC to cover the cost for substitutes
- Support the demonstration of successful/effective classroom practices
- Allow for beginning educators to observe Lead and Model teachers' practices.
- Allow for mentors to observe beginning educators' classrooms and provide feedback.
- Determine who will be in the mentor/beginning educator partnership
- Support the roles and responsibilities of the mentor by ensuring them proper release time while being backed by the TLC funds

Finally, the TLC Roles will enhance the mentoring and induction programming by:

- Formalizing the program roles
  - Allowing new staff to benefit from a wealth of background knowledge from the Mentor, Lead and Model Teachers
  - Opening Model Teachers to assist the mentor by being a resource to our beginning teacher in a more specific area of improvement
-

## **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.

Montezuma has extensively discussed what teacher leadership positions and duties would best meet our district's definition of teacher leadership and our theory of action. It is our belief that we can positively impact improvement in instruction and student achievement by utilizing four teacher leadership positions. These are Model Teacher, Mentor Teacher, Lead Teacher, and School Improvement Leader. These teacher leadership positions, along with other teacher options are described below.

***Model Teacher***

1. 100% teacher (no release time)
2. 2 additional contract days (part of stipend)
3. Stipend - \$500 for hosting a student teacher & \$250 for hosting a field experience under-graduate
4. Available to everyone with the minimum requirements:
  - Must have standard teaching license
  - Must be current teacher - at least 2nd year of district experience
  - Hosts high school job-shadowing students
  - Share your expertise when asked
  - Available to be observed & share instruction
  - Works collaboratively with the other three teacher leadership positions to ensure professional growth

***Mentor Teacher***

1. 100% teacher
2. Three additional contract days
3. Release time as needed
4. Two elementary and Two secondary positions
5. Duties Include:
  - Works with first & second year teachers
  - Works collaboratively to improve professional practice and student learning
  - Focuses on the Iowa teaching standards
  - Works collaboratively with the other three teacher leadership positions to ensure professional growth

***Lead Teacher***

1. 100% teacher
2. Five additional contract days (part of stipend)
3. Stipend - \$5000
4. Release time as needed
5. Two elementary (One lower and One upper) and two secondary positions
6. Duties include:
  - Visits classrooms to learn and share instructional strategies
  - Works with teachers to develop formative and summative assessments
  - Works with teachers to implement technology strategies for instruction
  - Works with teachers to implement and develop instructional strategies
  - Classroom management expert and consultant
  - Works collaboratively with the other three teacher leadership positions to ensure professional growth

***School Improvement Leader***

1. One full-time position (PK-12 position)
2. 10 additional days (part of stipend)
3. Stipend - \$10,000
4. Duties include:
  - Support the Individualized Success Plan/Rtl process
  - Attends PLC meetings to provide feedback on recent PD, instructional strategies, and review data
  - Support curriculum review (all curriculum reviews and changes)
  - Analysis of formative and summative data
  - Aligns professional development with data

- Works with lead teacher to deliver the most appropriate professional development
- Monitors implementation of professional development
- Develop standards based rubrics for writing, science, social studies
- Researcher of strategies, content, resources
- Use data for intervention and instruction practices that will improve student achievement
- Works collaboratively with the other three teacher leadership positions to ensure professional growth

Putting the Roles Together: Montezuma is committed to improving instruction for the purpose of increasing student achievement. Through the team effort of these positions, Montezuma Schools will continue to achieve high academic standards. Administrators and teachers have committed to the following beliefs:

1. The PLC process for continued collaboration
2. Curriculum to promote student-centered learning in a standards-based classroom;
3. Provide a safe, nurturing, supportive, and respectful environment for learning;
4. Create an environment that fosters curiosity, problem-solving, relevancy, and higher-order thinking;
5. Encourage high expectations for student achievement, student behavior, and student character;
6. Focus on assessing and monitoring learning, differentiated instruction, providing interventions, and goal-setting;
7. Teacher leadership positions work in unison to empower staff members

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.

A successful candidate for Montezuma TLC program will demonstrate the following personal attributes:

- The candidate should be seen as someone with high integrity
- The candidate must be self-motivated with a skill to motivate others
- The candidate must be an effective communicator, coachable, patient, and confident in coaching others
- The candidate must build professional relationships that focus on goals and continual improvement

*Model Teacher*

Montezuma believes that all standard licensed teachers are qualified to be model teachers and will not need to go through the total application process of the mentor, lead, and school improvement leaders. However, a successful candidate for a model teacher at Montezuma Community Schools will provide the hiring committee the following evidence.

1. Resume

2. Candidates will be asked to submit written responses to the following questions

- a) Provide evidence of understanding and implementing the four questions of PLC from your teaching experience
- b) Describe a decision that you made and were challenged by others. What was the outcome?
- c) Provide a success story in using formative and summative assessment in the classroom
- d) Provide a success story in using research based strategies in instruction that have led to improved student achievement
- e) How will you lead a group through a change in our school?

1. Committee will review application materials to determine model teacher status

*Mentor, Lead, and School Improvement Leaders*

The application process and requirements for successful lead teacher, mentor teacher, and school improvement leader candidates will be the following at Montezuma:

1. Information will be included about the duties and responsibilities, salary supplements, and the requirement to complete an annual review of the assignment.
2. Candidate must have three years of teaching experience and one year of teaching experience within the district
3. Candidate will be asked to submit written responses to several questions
  - a) Provide evidence of understanding and implementing the 4 questions of PLC from your teaching experience.
  - b) Describe a decision that you made and was challenged by others. What was the outcome?
  - c) Provide evidence in using formative and summative assessment in the classroom.
  - d) Provide evidence in using research-based strategies in instruction that have led to improved student achievement.

Once the candidate has applied for the TLC position at Montezuma, the TLC committee will review the documents. This committee will consist of teachers and administrators from the elementary and secondary schools. They will review applications and interview for lead teachers, mentor teachers, and school improvement leader. The recommendations of this committee will be presented to the Superintendent of School for the teacher leadership positions. At this time, the superintendent will take the recommendations to the Board of Education for approval.

Once the committee selects the TLC positions, the successful candidate will use the following table in order to understand what it takes to show effectiveness in the each of the four positions.

**Characteristics of a Model Teacher at Montezuma Schools**

- Students are engaged
- Use a variety of strategies to meet all students' needs
- Monitors student progress
- Aligns curriculum with the Common Core
- Implements district's professional development
- Develops a SMART goal

**Measures to Show Effectiveness of a Model Teacher at Montezuma Schools**

- Student MAP scores
- Student surveys
- Iowa Assessment scores
- Progress of SMART goal
- Yearly alignment of curriculum to the Common Core with Standards Based grading

**Characteristics of a Mentor Teacher at Montezuma Schools** **Measures to Show Effectiveness of a Mentor Teacher at**

- Meets regularly, both formally and informally, with 1st and 2nd year teachers
  - Guides self-reflection of teaching practices
  - Provides a deeper understanding of the Teaching Standards using *Mentoring Matters* and *A Framework for Understanding the Iowa Teaching Standards and Criteria*
- New teacher survey
  - Agenda of meetings between New teacher and Mentor teacher

**Characteristics of a Lead at Montezuma Schools**

- Visits classrooms to learn and share instructional strategies.
- Works with teachers to develop formative and summative assessments
- Works with teachers to implement technology strategies for instruction
- Works with teachers to implement and develop instructional strategies
- Classroom management expert and consultant
- Works collaboratively with the other three teacher leadership positions to ensure professional growth

**Measures to Show Effectiveness of a Lead Teacher at Montezuma Schools**

- Develop and analyze formative and summative assessments
- Teacher surveys
- Standardized test scores
- Agendas for Data Day and PLC meetings
- Quarterly reflections on collaboration amongst mentor, lead, and school improvement teachers

**Characteristics of a School Improvement Leader at Montezuma Schools**

- Support the Individualized Success Plan/Rtl process
- Attends PLC meetings to provide feedback on recent PD, instructional strategies, and review data
- Support curriculum review (new reading series and any possible upcoming curriculum changes)
- Analysis of formative and summative data
- Aligns professional development with data
- Works with lead teacher to deliver the most appropriate professional development
- Monitors implementation of professional development
- Develop standards-based rubrics for writing, science, social studies
- Researcher of strategies, content, resources
- Use data for intervention and instruction practices that will improve student achievement
- Works collaboratively with the other three teacher leadership positions to ensure professional growth

**Measures to Show Effectiveness of a School Improvement Leader at Montezuma Schools**

- Quarterly Staff Survey
- Attends professional development activities to enhance school improvement
- Analyze data and meeting with PLC teams

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## 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 successful candidate for Montezuma TLC program will demonstrate the following personal attributes:

- The candidate should be seen as someone with high integrity
- The candidate must be self-motivated with a skill to motivate others
- The candidate must be an effective communicator, coachable, patient, and confident in coaching others
- The candidate must build professional relationships that focus on goals and continual improvement

*Model Teacher*

Montezuma believes that all standard licensed teachers are qualified to be model teachers and will not need to go through the total application process of the mentor, lead, and school improvement leaders. However, a successful candidate for a model teacher at Montezuma Community Schools will provide the hiring committee the following evidence.

1. Resume
2. Candidates will be asked to submit written responses to the following questions
  - a) Provide evidence of understanding and implementing the four questions of PLC from your teaching experience
  - b) Describe a decision that you made and were challenged by others. What was the outcome?
  - c) Provide a success story in using formative and summative assessment in the classroom
  - d) Provide a success story in using research based strategies in instruction that have led to improved student achievement
  - e) How will you lead a group through a change in our school?

1. Committee will review application materials to determine model teacher status

*Mentor, Lead, and School Improvement Leaders*

The application process and requirements for successful lead teacher, mentor teacher, and school improvement leader candidates will be the following at Montezuma:

1. Information will be included about the duties and responsibilities, salary supplements, and the requirement to complete an annual review of the assignment.
2. Candidate must have three years of teaching experience and one year of teaching experience within the district
3. Candidate will be asked to submit written responses to several questions
  - a) Provide evidence of understanding and implementing the 4 questions of PLC from your teaching experience.
  - b) Describe a decision that you made and was challenged by others. What was the outcome?
  - c) Provide evidence in using formative and summative assessment in the classroom.
  - d) Provide evidence in using research-based strategies in instruction that have led to improved student achievement.

Once the candidate has applied for the TLC position at Montezuma, the TLC committee will review the documents. This committee will consist of teachers and administrators from the elementary and secondary schools. They will review applications and interview for lead teachers, mentor teachers, and school improvement leader. The recommendations of this committee will be presented to the Superintendent of School for the teacher leadership positions. At this time, the superintendent will take the recommendations to the Board of Education for approval. Once the committee selects the TLC positions, the successful candidate will use the following table in order to understand what it takes to show effectiveness in the each of the four positions.

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**Measures to Show Effectiveness of a Model Teacher at Montezuma Schools**

- Student MAP scores
- Student surveys
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- Progress of SMART goal
- Yearly alignment of curriculum to the Common Core with Standards Based grading

<p><b>Characteristics of a Mentor Teacher at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•Meets regularly, both formally and informally, with 1st and 2nd year teachers</li> <li>•Guides self-reflection of teaching practices</li> <li>•Provides a deeper understanding of the Teaching Standards using <i>Mentoring Matters</i> and <i>A Framework for Understanding the Iowa Teaching Standards and Criteria</i></li> </ul>	<p><b>Measures to Show Effectiveness of a Mentor Teacher at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•New teacher survey</li> <li>•Agenda of meetings between New teacher and Mentor teacher</li> </ul>
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<p><b>Characteristics of a Lead at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•Visits classrooms to learn and share instructional strategies.</li> <li>•Works with teachers to develop formative and summative assessments</li> <li>•Works with teachers to implement technology strategies for instruction</li> <li>•Works with teachers to implement and develop instructional strategies</li> <li>•Classroom management expert and consultant</li> <li>•Works collaboratively with the other three teacher leadership positions to ensure professional growth</li> </ul>	<p><b>Measures to Show Effectiveness of a Lead Teacher at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•Develop and analyze formative and summative assessments</li> <li>•Teacher surveys</li> <li>•Standardized test scores</li> <li>•Agendas for Data Day and PLC meetings</li> <li>•Quarterly reflections on collaboration amongst mentor, lead, and school improvement teachers</li> </ul>
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<p><b>Characteristics of a School Improvement Leader at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•Support the Individualized Success Plan/Rtl process</li> <li>•Attends PLC meetings to provide feedback on recent PD, instructional strategies, and review data</li> <li>•Support curriculum review (new reading series and any possible upcoming curriculum changes)</li> <li>•Analysis of formative and summative data</li> <li>•Aligns professional development with data</li> <li>•Works with lead teacher to deliver the most appropriate professional development</li> <li>•Monitors implementation of professional development</li> <li>•Develop standards-based rubrics for writing, science, social studies</li> <li>•Researcher of strategies, content, resources</li> <li>•Use data for intervention and instruction practices that will improve student achievement</li> <li>•Works collaboratively with the other three teacher leadership positions to ensure professional growth</li> </ul>	<p><b>Measures to Show Effectiveness of a School Improvement Leader at Montezuma Schools</b></p> <ul style="list-style-type: none"> <li>•Quarterly Staff Survey</li> <li>•Attends professional development activities to enhance school improvement</li> <li>•Analyze data and meeting with PLC teams</li> </ul>
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Using Part 8 application narrative from previous submission? **No**

**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.

The Montezuma Community School District has established four goals for the Teacher Leadership and Compensation Program.

1. Attract, develop and retain effective teachers
2. Promote collaboration among teachers
3. Reward professional growth and effective teachers
4. Improve Student-Achievement Data

**Goal #1: Attract, develop and retain effective teachers**

**Measurements Used to Monitor Impact and Effectiveness:**

1. **Short Term: Mentoring Program Review--We will have all new teachers evaluate the Mentor Program each year to evaluate the effectiveness and make any necessary adjustments based on the feedback**
2. **Short Term: Job satisfaction surveys - We will administer surveys on job satisfaction elements annually to gain a perspective on the needs of our staff**
3. **Long Term: Staff retention - We will develop trend line data to determine the percentage of our staff who are retained on an annual basis and strive to improve this percentage over time**

**Goal #2: Promote collaboration among teachers**

**Measurements Used to Monitor Impact and Effectiveness:**

1. **Short Term: Professional Development surveys - We will administer a survey at the end of each quarter that analyzes the impact of our PD on classroom practice. This survey will help us to adjust our professional development plans to maximize the impact of our weekly collaboration and PD sessions**
2. **Short Term: Teacher Leader Logs with dates, teacher collaboration notes to track the number of teachers served and the quality of the collaboration**
3. **Long Term: PLC evaluations - PLC's will have a continuous feedback from their leaders to evaluate the group's effectiveness at helping professionals grow**

**Goal #3: Reward professional growth and effective teachers**

**Measurements Used to Monitor Impact and Effectiveness:**

1. **Short-Term: Fully-functional TLC program in place for the 2016-2017 school year with a minimum of 10 teachers serving in teacher leadership roles**
  - a. District self-reflection of fidelity of implementation of TLC plan
  - b. The leadership positions will also be reviewed annually.
2. **Short Term: Semi-Annual Conferences with administrators will take place with the leaders to review the feedback and adjust practice to the suggestions that have been offered. If additional roles are needed in the system, they will be discussed at these times**
3. **Short Term: Self-Evaluation completed annually to analyze the impact and effectiveness of the role in addition to suggestions for improvement**
4. **Long-Term: An annual review the TLC Roles. The review will involve the SIAC, District Leadership and PLC Leadership Teams (building level). The teams will look at what is working and how we can adjust the roles. This may include additional job duties, shifting of duties and amount of time spent during the school day. Will look at data trends over time**
5. **Short Term: Exit interviews for teachers who leave the TLC positions**

**Goal #4: Improve Student-Achievement**

**Measurements Used to Monitor Impact and Effectiveness:**

1. **Short Term: Classroom Learning Progressions-Classroom level data will be collected to analyze the student growthIndividual academic growth**
  - a. Grade-level academic growth
2. **Long Term: Standardized testing results - The MAP Data will be used to look for growth in proficiency We will also analyze additional district screening data (FAST/ARreading, Iowa Assessments, etc.)**

**Plan Adjustments Based on Data Sources:**

The measurement data will be used as feedback into our evaluation system to show what impact the entire TLC plan is making on reaching the above goals. After School Improvement Leaders, Lead, Mentor, Model Teachers and administrators collect the data it will be reviewed by SIAC, PLCs and School Leadership Teams. This will allow for any

necessary instructional and program adjustments. Any adjustments to the plan will be evaluated annually and modifications to our original plan will be submitted by the Superintendent to the Director of the Iowa Department of Education for approval.

Individual Roles will be evaluated annually using self-reflection, peer and administrative feedback. The roles will be evaluated using data to analyze the effectiveness of the teacher leader role in reaching short term and long-term goals. Teacher Leaders will not need to reapply for the same role every year if they receive a favorable evaluation. If the administrative team determines the teacher leader is not effective in the teacher leadership role, the position will be open to new applicants. The TLC application and interview process outlined in a previous section will be followed.

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)**

Montezuma Community School District's plan is to impact student achievement and to do so collaboratively and reflectively in professional learning communities. These learning communities have provided a strong foundation in which teacher leadership can succeed.

The district has made a significant investment in the PLC process. The district is in its 5<sup>th</sup> year of using PLCs. In 2014 Solution Tree recognized the district as a Model PLC District and in 2015 the elementary building and secondary building were recognized as Model PLC Buildings. The district has taken numerous steps to provide support for teachers in pursuit of establishing these learning communities. In the elementary, administrators aligned schedules allowing different grade levels to meet. Currently, 10 PLC groups of 6-8 teachers are able to collaborate around the four big questions of: 1) What do we want our students to know? 2) How will we know they know it? 3) What will we do if they don't know it or already know it? 4) How will what we learn change our instruction and professional practice? Goal setting is an important part of our conversations and allows us to evaluate ourselves by assessing any current data. Each teacher has a role of being a facilitator, recorder, timekeeper and/or participant. Norms/commitments for PLCs are founded at the beginning of the school year and center around confidentiality, thoughtful consideration of others, and professionalism. Currently 90% of our staff has attended a Solution Tree PLC Institute. The Institute offers guidance on how to collaborate better and motivation to work towards achieving our district goals.

Montezuma staff utilizes the Iowa Core Teaching standards for their grade level and/or content. These standards are displayed and drive the instructional practices in their classroom. By understanding the standards we are able to generate common formative assessments. Comprehending the standards also has allowed the district to implement standards based grading for the past three years.

The elementary was identified as a school in need of assistance in the 2012-2013 school year in the area of reading and math. The district utilizes resources to hold meaningful Professional Development opportunities. During PD, teachers are trained in research based teaching strategies, are allotted time to study the Iowa Core Teaching Standards and create common formative assessments. In 2014-2015 the elementary also adapted a new reading series (McGraw Hill Wonders) to validate that common core standards are being taught. McGraw Hill provided a professional instructor to help staff become familiar with this reading series. Our professional development plan is based on teacher and student needs.

The district has made a meaningful investment in the RtI process at all grade levels. We use data to determine the support needs for individual students.

Through yearly evaluation of the Teacher Leadership positions and the review of rubric feedback quarterly to ensure the quality of our program continues.

	Consistently	Occasionally	Rarely	Evidence?
Team Environment with effective communication, approachable leaders, professional culture				
Functioning System with clear goals and time released available				
Professional Development Effective content and relevancy				
Accessible Resources offered resource materials, access to data and technology support				

<b>Roles and Responsibilities</b>	
TL Committee	Communicate with PLCs to help build a wide-reaching foundation
Interview Committee	Create rubrics used to evaluate applicants for teacher leadership positions, interview candidates, make hiring recommendations
Teacher Leaders	Perform job duties and fulfill responsibilities, build relationships and trust with staff, participate in annual evaluations of the TLC program
Building Principals	Participate in selection of TL, support and evaluate TL, assign mentors to new teachers, monitor instruction
Superintendent and School Board	Provide vision, communicate program and process to staff and school board, facilitate and collaborate with TL committee, monitor and supervise use of TLC funds, communicate between Department of Education and teacher leaders

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## 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**

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## Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$137,400.00

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).	\$18,000.00
Amount used to provide professional development related to the leadership pathways.	\$9,069.68
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
<b>Totals</b>	<b>\$164,469.68</b>

## 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	526.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$164,469.68
Total Allocation	\$164,469.68

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$164,469.68
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

## 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 school district's goals for the proposed TLC system are:

1. Attract, develop and retain effective teachers
2. Promote collaboration among teachers
3. Reward professional growth and effective teachers
4. Improve student achievement data

The following budget aligns with these goals in that:

1. 84% of the grant is financial compensation to teacher's in leadership roles. Our plan was developed locally with 30% of our staff directly involved in the planning and development of the roles and budget. 100% of our staff has reviewed the plan, roles and budget on several occasions. There is clear consensus and agreement from staff that the roles, duties and financial considerations will attract, develop and retain effective teachers.
2. all staff can have a role if eligible and interested. Our Model teacher role was desinged to leave no one out. This promotes collaboration and rewards profesional growth and effetive teaching. All staff are leaders and this role brings positive pressure for all staff to particpate in the program and yet professionally growth into the other roles.
3. the budget algn with our TLC plan, the TLC plan aligns with our definition of teacher leaderhsip and our theory of action. Thus student achievmnt will be positively impacted by our TLC plan.

Role	Positions	Stipends	Additional Contract Days	Salary + Employer Taxes	Total Cost of Positions
Model Teacher	2 minimum (unlimited)	\$500 for having a student teacher; \$250 for having field experience student	2 (part of stipend)	\$1,200 (est)	\$14,400 (est)
Mentor Teacher	4 – 2 elem & 2 secondary	Continues to come from DE M&I program or \$5,000	3 (part of stipend)	\$4,000	\$24,000
Lead Teacher	4 – 2 elem & 2 secondary	\$5,000	5 (part of stipend)	\$4,000	\$24,000
School Improvement Leader	1 FTE school wide position	\$10,000	10 (part of stipend)	\$65,000 (est based on teacher's current salary)	\$75,000
					\$137,400
Substitutes	180 days (est)			\$100/day	\$ 18,000
TL expenses (tech, PD, travel, registration, etc)					\$ 9,069
				<b>TOAL</b>	<b>\$164,469</b>