



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95889 - Nevada CSD Teacher Leadership Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/28/2014 10:25 AM

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## Primary Contact

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L

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006  
(P.L. 109-270)

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Agency

Administrative Services, Iowa Department of

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## Organization Information

Organization Name:

Nevada Community School District

Organization Type:

K-12 Education

Tax ID:

42-6002884

**DUNS:** 00-315-0489  
**Organization Website:** www.nevada.k12.ia.us  
**Address:** Nevada Community School District  
1035 15th Street  
  
Nevada Iowa 50201  
City State/Province Postal Code/Zip  
**Phone:** 515-382-2783  
Ext.  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Nevada Community School District  
*Use the drop-down menu to select the district name.*  
**County-District Number** 85-4617  
*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*  
**Honorific** Dr.  
**Name of Superintendent** Steve Gray  
**Telephone Number** 515-382-2783  
**E-mail Address** sgray@nevada.k12.ia.us  
**Street Address** 1035 15th Street  
**City** Nevada  
**State** Iowa  
*Use the drop-down menu to select the state.*  
**Zip Code** 50201

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## TLC Application Contact

**Honorific** Dr.  
**Name of TLC Contact** Steve Gray  
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**E-mail Address** sgray@nevada.k12.ia.us  
**Street Address** 1035 15th Street

**City** Nevada

**State** Iowa

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

**Zip Code** 50201

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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)**

**NCSD vision:**

The Nevada Community School District (NCSD) will create multiple leadership pathways for teachers (Instructional Guides, Learning Team Coaches, Peer Advisors, Instructional Models), compensate teachers within these roles, and provide a framework for collaboration and support, which will strengthen instruction, build culture, and increase student achievement.

**NCSD goals:**

- Strengthen instruction and improve student achievement by capitalizing on the expertise of teachers within our district
- Provide a structure for individual teachers to receive personalized, targeted support as they grow as professionals
- Utilize extended contracts, release days, and salary augmentation to allow teachers to assume leadership roles while maintaining direct contact with students
- Invest in teachers new to our district and the profession by providing layered support
- Foster a growth mindset

NCSD is heavily invested in Authentic Intellectual Work (AIW). The roles and responsibilities we have identified are designed to support this important work. The various levels of teacher leaders and their involvement with researching, planning, delivering, and evaluating professional development are outlined in the role descriptions below. The District Instructional Lead Team (DILT) is charged with evaluating district-wide professional development initiatives, making decisions about implementation, and providing training. Building Instructional Lead Teams (BILT) will perform the same functions at the building level. The teacher leadership roles and the framework will allow our district to personalize professional development, giving each teacher the one-on-one coaching they need.

Teachers interested in leadership roles must submit an application and appropriate documents. The TLC Committee will evaluate applications based on evidence including proven professional growth and instructional effectiveness. Interviews will be scored via a locally developed rubric evaluating collaboration, programming, communication, mindset, leadership, and qualifications. Qualified applicants will be recommended to the Superintendent for review and Board approval.

The operating principles of the IPDM (Focus on Curriculum, Instruction, and Assessment; Participative Decision Making; and Leadership) have all been built into the roles and responsibilities of our teacher leadership framework. Each leadership position has clearly identified roles and responsibilities for each guiding principle, and each teacher leader will be evaluated annually against these roles and responsibilities.

**Instructional Guide (3 district-wide)** is a member of the BILT and DILT, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model (IPDM). Instructional Guides deliver professional development across the district. They lead committee decision-making to develop the plan for this professional development on the basis of data analysis and findings. They also engage in the development, adoption, and implementation of curriculum and curricular materials. Guides will observe, coach, and support teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices. An Instructional Guide will maintain a .25 FTE teaching load. (\$10,000 stipend and 15 extra contract days)

**Learning Team Coach (22 district-wide)** is a member of the BILT, engaged collaboratively in implementing the operating principles of the IPDM. A selected number of Learning Team Coaches from each building will also serve on the DILT on a rotating basis. Learning Team Coaches will assist in the delivery of professional development activities at the building level and will coordinate instructional activities relating to training and professional development. Coaches will observe, coach, and support the career development of teachers on their learning team. They will also assist in collecting and analyzing data to make decisions related to professional growth and school-wide action research. Coaches will maintain a full teaching load. (\$7000 stipend, 12 extra contract days, 2 release days)

**Peer Advisor (3-4 district-wide)** is a member of the BILT, engaged collaboratively in implementing the operating principles of the IPDM. Peer Advisors will observe, coach, and support the career development of teachers at the building level; they will model how to plan instruction and continually assess progress on the basis of formative and summative assessment data. Advisors will primarily work with Provisional and Career I teachers in their building but may also assist Career II teachers when requested. Advisors maintain a full teaching load. (\$5000 stipend, 10 extra contract days, 5 release days)

**Instructional Model (6-9 district-wide)** is a full-time teacher who serves as a model of exemplary or innovative teaching practices and opens their classroom as a resource for other teachers within and outside the district. (\$2000 stipend, 5 extra contract days)

**Conclusion:**

As demonstrated in the roles above, Nevada will have 28-29 teachers across our district with varying levels of involvement in

researching, planning, delivering, and evaluating professional development activities across the district and within each building. The leadership positions, District and Building Instructional Leadership Teams, and the framework in which they work together all align to the key operating principles of the IPDM and meet the state-wide goals of the TLC system. We have structured the layers of leadership within our district and provided time for the various teacher leaders to focus on curriculum, instruction, and assessment in their learning teams on an ongoing basis. The District and Building Instructional Leadership Teams create a framework for participative decision making across the district and within each building; they provide the leadership necessary to carry out the various professional development initiatives within our buildings while keeping the load-bearing components of AIW squarely at the heart of our professional development.

**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 Year 1?

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 Nevada TLC committee was assembled in September 2013 and comprised of the following stakeholder groups: teachers from each building, parents of students in each building, Nevada Community Education Association representatives, administrators from each building, the superintendent and the director of school improvement.

In October 2013, the committee spent six hours exploring various leadership/compensation systems by participating in webinars provided by the Iowa Department of Education. A subcommittee also attended four information-gathering meetings at Heartland AEA. The committee's first full-day meeting, held in November, was used for further research. Six hours were invested reviewing primary documents such as the Iowa Department of Education's Guidance on the Iowa Teacher Leadership and Compensation System, *What Do We Know About Teacher Leadership: Findings From Two Decades of Scholarship* (York-Barr and Duke, 2004), and the October 2013 issue of *Educational Leadership: Leveraging Teacher Leadership*.

Thirty-nine hours were spent in December and January doing the following:

- Analyzing current district processes, structures, and systems
- Consulting the district's professional development and AIW lead teams for feedback on what roles and responsibilities would enhance their work
- Determining our vision of our teacher leadership plan
- Establishing various leadership roles and responsibilities to support current effective processes, structures, and systems
- Meeting with various stakeholder groups to seek feedback on the final plan (teachers, school board, School Improvement Advisory Committee)

Throughout the development of the plan, the representatives from the TLC committee held meetings with teachers in their respective buildings to share progress and seek feedback. Updates were given at monthly faculty meetings, and teachers had opportunities to express concerns and ask questions. The feedback provided by teachers was then brought back to the committee and used during the planning process. For example, each building expressed a desire for all leadership positions to maintain an instructional role within the classroom, and teachers asked questions about how the new plan would impact current leadership structures within buildings and across the district. Teachers were surveyed to determine the level of support for implementing leadership roles; 87.3% of teachers supported implementing the plan, and 65.8% of teachers indicated they might be interested in applying for one of the roles. In the fall of 2014, the TLC committee members conducted follow-up discussions with teachers in each building. At that time, teachers were surveyed again to determine interest in specific leadership roles as laid out in Part 5. Ninety-four teachers responded to the survey, and 44 teachers indicated they would likely apply for one of the 28 available TLC leadership positions.

Members of the TLC planning committee presented the leadership plan to the School Improvement Advisory Committee, which consists of students, parents, community members, teachers, administrators, and board members. SIAC reviewed the plan and provided feedback. Feedback included a concern about the best teachers leaving the classroom. This concern was addressed in the final plan by ensuring that all teachers in leadership roles maintain instructional contact with students for a portion of the day.

The TLC grant was taken to the school board on multiple occasions as the plan was developed throughout the 2013-2014 school year. The leadership roles and responsibilities and overall structure were shared and discussed with the board.

Members of the board acknowledged the comprehensive nature of the process and final plan, and no specific areas of concern were noted. On October 13, 2014, members of the TLC committee presented the revised TLC application to the school board. The board continues to support the plan.

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## Narrative

Using Part 2 application narrative from Year 1?

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.

**NCSD Vision:**

The Nevada Community School District (NCSD) will create multiple leadership pathways for teachers (Instructional Guides, Learning Team Coaches, Peer Advisors, Instructional Models), compensate teachers within these roles, and provide a framework for collaboration and support, which will strengthen instruction, build culture, and increase student achievement.

**NCSD goals:**

- Strengthen instruction and improve student achievement by capitalizing on the expertise of teachers within our district
- Provide a structure for individual teachers to receive personalized, targeted support as they grow as professionals
- Utilize extended contracts, release days, and salary augmentation to allow teachers to assume leadership roles while maintaining direct contact with students
- Invest in teachers new to our district and the profession by providing layered support
- Foster a growth mindset

Our Teacher Leadership goals and vision support our district goals of decreasing the achievement gaps within the SES and IEP subgroups in Reading, Math and Science. Specifically, we aim to increase the percent of SES students proficient in reading and math in grades 3-5, increase the percent of IEP students proficient in reading and math in grades 6-8, and increase the percent of IEP/SES students proficient in science in 11th grade.

We have been identified as a SINA in math (74.68%) and on the watch list for reading (79.75%) for the SES subgroup at the elementary. The plan in place for SINA mirrors the role of Instructional Guide within our TLC plan. The Instructional Guide's role within the elementary will be to strengthen instruction by working with individual teachers in math and reading, which will increase student achievement to a minimum of 80% proficiency within the SES subgroup.

Authentic Intellectual Work (AIW) is a structure our district has implemented to help teachers collaborate more effectively and become more reflective as they improve student tasks, evaluate student work, and strengthen instruction. AIW research (Newmann, King, and Carmichael, 2007) shows that when students engage in high levels of authentic intellectual work, the gap in achievement "between high and low SES students decreased substantially" (p. 24). The research also indicates that an increase in demands for authentic intellectual work leads to gains in achievement among students with disabilities. In fact, students with disabilities in high-demand AIW schools perform better than students without disabilities in non-AIW schools (p. 25). Decreasing the gaps in subgroups is our district's primary motivation for full implementation of AIW.

Each teacher is a member of an AIW team, bringing tasks, student work, and instruction to their team for structured feedback and revision. Our TLC plan provides a leadership framework to support effective AIW implementation across the district. Each AIW team will have a Learning Team Coach whose role is to coach and support the career development of teachers on their team. These Learning Team Coaches will work with their building's Instructional Guide to define a professional development focus to narrow achievement gaps among student subgroups. Our TLC plan will help us strengthen the fidelity of AIW implementation across the district, which will lead to achievement of our district's AYP goals.

Fidelity and continuity of our plan will also be achieved as Peer Advisors work with teachers new to the district and profession in all three buildings. New teachers will benefit from one-on-one coaching from a Peer Advisor. The time spent planning and reflecting with a veteran teacher will allow new teachers to better understand and implement the core elements of AIW, leading to increased student achievement. In addition, the district will provide "Nevada U," a professional development program to introduce the culture, expectations, and initiatives of the district to these teachers.

Using Part 3 application narrative from Year 1?

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)**

The Teacher Leadership plan connects the key school-improvement initiatives (Authentic Intellectual Work, Iowa Core, & Technology Integration) to instructional practice by providing compensation for teachers who take a lead role in implementing these initiatives. These three key initiatives are addressed through weekly professional development.

Authentic Intellectual Work (AIW) is the primary district initiative implemented to help teachers collaborate more effectively. Each teacher is a member of an AIW team, bringing tasks, student work, and instruction to their team for structured feedback and revision. Our TLC plan provides a leadership framework to support effective AIW implementation across the district. Each AIW team will have a Learning Team Coach whose role is to coach and support the career development of teachers on their team. These Learning Team Coaches will work with their building's Instructional Guide to define a professional development focus around our district's school improvement initiatives.

Teacher leaders will monitor and use data to increase the degree of alignment to the Iowa Core. Alignment to the Iowa Core allows teachers to focus on a well-researched set of standards in literacy and mathematics and essential concepts and skills in science, social studies, and 21st century learning. Like AIW, Iowa Core is not course-based, but rather is a student-based approach that supports high expectations for all students.

Being a 1:1 district, it is important that current technologies be integrated into all teachers' classroom practices. While strong pedagogy is at the core of teacher leadership roles, technology integration provides a medium for creativity, innovation and systemic thinking. Our TLC roles will complement current technology resources and distribute collaborative opportunities to differentiate integration in the instructional setting.

The above mentioned initiatives are supported by the various roles and responsibilities as outlined below:

**Instructional Guide** is a member of the Building and District Instructional Lead Teams, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model (IPDM). Instructional Guides deliver professional development activities across the district that are designed to improve instructional strategies; they also engage in the development, adoption, and implementation of curriculum and curricular materials. Guides will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices. The classroom of the Instructional Guide (.25 FTE) will serve as an instructional lab and resource.

#### **Curriculum/Instruction/Assessment**

- Builds understanding of content standards (Iowa Core)
- Works inside classrooms to help teachers implement district initiatives with fidelity
- Assists with selecting professional development content focused on district initiatives
- Supports individual teachers' career development plans by sharing professional resources, expertise, and knowledge related to best instructional practices, research, and learning strategies

**Learning Team Coach** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the IPDM. A selected number of Learning Team Coaches from each building will also serve on the District Instructional Lead Team on a rotating basis. Learning Team Coaches will assist in the delivery of professional development activities at the building level and will coordinate instructional activities relating to training and professional development. Coaches will observe, coach, and support the career development of teachers on their learning team by planning, monitoring, reviewing, and implementing best instructional practices tied to district initiatives. Coaches will maintain a full teaching load.

#### **Curriculum/Instruction/Assessment**

- Helps colleagues select and implement effective teaching strategies related to district initiatives and studies how students respond
- Supports ongoing collective learning so teachers focus on practices that directly improve student learning

**Peer Advisor** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the IPDM. Peer Advisors will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices; they will primarily work with Provisional and Career I teachers in their building but may also assist Career II teachers when requested. Peer Advisors maintain a full teaching load.

#### **Curriculum/Instruction/Assessment**

- Works inside classrooms to help teachers implement district initiatives with fidelity
- Models how to plan instruction and continuously assess progress on the basis of formative and summative data

**Instructional Model** is a full-time teacher who serves as a model of exemplary or innovative teaching practices and opens their

classroom as a resource for other teachers within and outside the district.

### **Curriculum/Instruction/Assessment**

- Implements appropriate learning designs and invites teachers into their classrooms to observe, co-teach, collect data, etc.
- Shares knowledge about the selection of appropriate learning strategies and how to implement these in the classroom

Using Part 4 application narrative from Year 1?

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)**

Our district currently partners with our AEA to coordinate induction of new teachers. Teachers new to the profession attend two years of classes alongside teachers from other area districts and are also paired with a mentor teacher in their own building. The biggest drawback of our current program is that though each new teacher has a mentor, there is no time built in for teachers to meet with their mentors. This increases the burden of work for new teachers, as they must devote time outside the contract day to get the support they need during their first and second years. Mentor teachers also must take on a significant amount of work outside their contract day as they guide their mentee. Additionally, the current program is disconnected from our district's work. While new teachers and their mentors may focus some of their time together on district goals and initiatives, the meeting time is largely unstructured and linked more to the program requirements than specifically focusing on district initiatives. As a result, new teachers can easily feel pulled in many directions. Using feedback from previous new teachers and mentors, our district's TLC plan will alleviate these gaps in two ways: 1) by providing extended contract days/release time for new teachers and their mentor teachers to work together and 2) by providing layered support for new teachers, with multiple people working together to help new teachers implement effective teaching strategies focused on the district's goals. Under our TLC plan, each building will have a dedicated Peer Advisor, a veteran teacher assigned to observe, coach, and support the career development of new teachers in their building. We will use the additional funds for two aspects of the Peer Advisor position: to provide appropriate training for these mentor teachers and to build in release days/additional contract days for collaboration between mentors and mentees.

Peer Advisors will receive training in coaching and targeted needs of new teachers, and this training will take place during additional contract days. These additional contract days will also enable Peer Advisors to participate alongside their mentee teachers in "Nevada U," a program our district provides immediately prior to the school year to introduce new teachers to the culture, expectations, and initiatives of the district. Including Peer Advisors in this program will enable them to build on the information presented in Nevada U as they help new teachers adjust to the district's initiatives and expectations (Authentic Intellectual Work, concept-based learning, Cognitively Guided Instruction, etc.). This will provide a sustained focus for new teachers because Nevada U, time with Peer Advisors, work in AIW teams, and professional development days will all center on the core goals of the district; it will also establish a common foundation around which future "mentoring time" can focus. Throughout the school year, the extended contract days and release days will be used to build in time for new teachers to meet with their Peer Advisors. Time that might currently need to be scheduled outside the contract day will still be used as necessary, but Peer Advisors and new teachers will be compensated for that time through their extended contracts. Release time will be used throughout the school year, with a half day each month scheduled for Peer Advisors and new teachers to work alongside each other. Peer Advisors will model instruction for new teachers in their own classrooms and will spend time in new teachers' classrooms to co-teach, observe, give feedback, coach, and assist new teachers in their areas of need.

The TLC plan also provides layered support for new teachers. While new teachers currently only have one mentor to lean on for support, our TLC plan builds in a network of teachers. Peer Advisors will be the primary means of support for new teachers, but new teachers will also have a Learning Team Coach guiding their AIW team. This Learning Team Coach will offer a second layer of support for new teachers, providing assistance in areas of need related specifically to the district's professional development and instructional goals. Learning Team Coaches will work alongside the Peer Advisor to assist new teachers in implementing strategies tied to the district's professional development initiatives such as AIW, CGI, or concept-based learning. Instructional Guides will be a third layer of support for new teachers. These Instructional Guides (one per building) will be released from the classroom 75% of the time to support all teachers. Part of their work will be serving as a resource for Peer Advisors as they support new teachers. Instructional Guides will also seek input from Peer Advisors/Learning Team Coaches as they collectively work to plan and implement professional development activities across the district.

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## **Narrative**

Using Part 5 application narrative from Year 1?

Yes

**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.

**Instructional Guide** is a member of the Building and District Instructional Lead Teams, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Instructional Guides deliver professional development activities across the district that are designed to improve instructional strategies; they also engage in the development, adoption, and implementation of curriculum and curricular materials. Guides will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices. The classroom of the Instructional Guide (.25 FTE) will serve as an instructional lab and resource. An Instructional Guide will receive a stipend of \$10,000 which includes an additional 15 contract days.

#### **Curriculum/Instruction/Assessment**

- Builds understanding of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment
- Works inside classrooms to help teachers implement new ideas; demonstrates lessons and engages in co-teaching, observing, and giving feedback (or having a coaching dialog)
- Assists with selecting professional development (PD) content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms
- Supports individual teachers' career development plans by sharing professional resources (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.), expertise, and knowledge related to best instructional practices, research, and learning strategies; assists teachers in implementing these in their own classroom

#### **Shared Decision Making**

- As a member of the District and Building Instructional Lead Teams....
  - Facilitates ongoing discussions to help teachers to agree on standards, follow the district's curriculum and priority goals, use learning progressions, and develop shared assessments
  - Leads committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings
  - Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)
  - Builds congruence among PD, district/building goals, school system initiatives, and teacher leadership functions

#### **Leadership**

- Models leadership and commitment to continuous improvement
- Designs processes to break the norms of isolation, address issues of trust, and cultivates a collaborative culture via peer coaching, peer reviews, and co-teaching
- Represents the school on community or district task forces to ensure alignment with the district vision
- Facilitates/leads professional development at the district and/or building level to accomplish high priority initiatives (e.g. Authentic Intellectual Work, Cognitively Guided Instruction, Iowa Core, Concept-Based Learning)
- Helps administrators and teachers keep the focus on teaching, learning, and continuous improvement
- Serves on interview committee for selection of Learning Team Coaches, Peer Advisors, and Instructional Models.

**Learning Team Coach** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. A selected number of Learning Team Coaches from each building will also serve on the District Instructional Lead Team on a rotating basis. Learning Team Coaches will assist in the delivery of professional development activities at the building level and will coordinate instructional activities relating to training and professional development. Coaches will observe, coach, and support the career development of teachers on their learning team by planning, monitoring, reviewing, and implementing best instructional practices. Coaches will maintain a full teaching load and receive a stipend of \$7,000 which includes an additional 12 contract days plus 2 release days.

#### **Curriculum/Instruction/Assessment**

- Helps colleagues select and implement effective teaching strategies and studies how students respond
- Supports ongoing collective learning so teachers focus on practices that directly improve student learning

#### **Shared Decision Making**

- As a member of the Building Instructional Lead Team....
  - Engages in ongoing discussions to help teachers to agree on standards, follow the district's curriculum and priority goals, use learning progressions, and develop shared assessments
  - Participates in committee decision-making to develop and implement a professional development plan (district and/or

building) on the basis of data analysis and findings

Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)

Serves on District Instructional Leadership Team on rotating basis

•As a leader of a Learning Team....

Facilitates communities of learning (AIW teams) to identify student learning needs, teachers' current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need

Leads teams to collect and analyze data to make decisions related to professional growth and school-wide action research

### **Leadership**

- Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers
- Assists the Instructional Guides with processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture via peer coaching, peer reviews, and co-teaching
- Models leadership and commitment to continuous improvement
- Guides teachers' discussion of strengths and weaknesses of students' performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school

**Peer Advisor** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Peer Advisors will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices; they will primarily work with Provisional and Career I teachers in their building but may also assist Career II teachers when requested. Peer Advisors maintain a full teaching load and receive a stipend of \$5,000 which includes an additional 10 contract days and 5 release days.

### **Curriculum/Instruction/Assessment**

- Works inside classrooms to help teachers implement new ideas; demonstrates lessons, engages in co-teaching, observing, and giving feedback (or having a coaching dialog)
- Models how to plan instruction and continuously assess progress on the basis of formative and summative data

### **Shared Decision Making**

•As a member of the Building Instructional Lead Team....

Engages in ongoing discussions to help teachers to agree on standards, follow the district's curriculum and priority goals, use learning progressions, and develop shared assessments

Participates in committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings

Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)

### **Leadership**

- Serves as a role model for mentees; acclimates new teachers to the school environment; and advises new teachers about instruction, curriculum, procedures, practices, and the political context
- Contributes time and expertise to make significant contributions to the development of new professionals
- Conducts peer reviews

**Instructional Model** is a full-time teacher who serves as a model of exemplary or innovative teaching practices and opens their classroom as a resource for other teachers within and outside the district. Instructional Models will receive a stipend of \$2,000 which includes an additional 5 contract days.

### **Curriculum/Instruction/Assessment**

- Implements appropriate learning designs and invites teachers into their classrooms to observe, co-teach, collect data, etc.
- Shares knowledge about the selection of appropriate learning strategies and how to implement these in the classroom

### **Leadership**

- Serves as an exemplar of practice for teachers within the district and across the state
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms

**Career II Teachers** carry a full teaching load, hold a standard Iowa teaching license, and have taught in the district at least one year. They participate in professional development focused on district, building, and individual goals for professional growth.

**Career I Teachers** carry a full teaching load, hold a standard Iowa teaching license, and are new to the district. They work with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Career I teachers will have an additional 5 contract days.

**Provisional Teachers** carry a full teaching load and hold a provisional Iowa teaching license; they are in their first or second year of teaching. They work regularly with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Provisional teachers will have an additional 5 contract days.

Using Part 6 application narrative from Year 1?

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.

The four teacher leader positions will be open to any interested teacher who holds a valid teaching license and has at least three years of teaching experience, including at least one year in the district. Interested teachers will apply for each position. Applications ask teachers to respond to three essay questions highlighting their experiences and expertise that qualify them for the position. Applications will be screened by the TLC committee and formal interviews offered to candidates as outlined in each role description below. Interviews will be scored via a locally developed rubric evaluating collaboration, programming, communication, mindset, leadership, and qualifications.

### **Instructional Guide**

#### **Selection process**

Teachers interested in the position must submit an application, cover letter, résumé, and two letters of recommendation. The Teacher Leadership and Compensation Committee (Director of School Improvement, three principals, six teachers, Nevada Community Education Association building representative) will review and evaluate applications based on evidence including proven professional growth and instructional effectiveness. All qualified applicants will be interviewed.

This position will be filled before the application processes begin for the other three types of leadership positions. The committee will recommend candidates to the Superintendent for review and Board approval.

#### **Measures of effectiveness and professional growth**

Effectiveness will be determined using the following criteria:

- Data from survey of teachers focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Shared decision making
  - Leadership
- Data from survey of Learning Team Coaches focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Shared decision making
  - Leadership
- Evaluation by Teacher Leadership and Compensation Committee incorporating collected data and observations

#### **Professional growth**

- Artifacts with reflections based on criteria set in job description
- Individual Career Development Plan reflecting feedback from effectiveness data

### **Learning Team Coach**

#### **Selection process**

Teachers interested in the position must submit an application and a statement indicating their interest in supporting and coaching colleagues. The selection team (building principal, Nevada Community Education Association building representative, three instructional guides and/or Director of School Improvement) will review applications and select candidates to be interviewed based on evidence including proven professional growth and instructional effectiveness. The team will recommend candidates to the Superintendent for review and Board approval.

#### **Measures of effectiveness and professional growth**

Effectiveness will be determined using the following criteria:

- Data from survey of learning team focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Shared decision making
  - Leadership
- Data from survey of Instructional Guides focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Shared decision making
  - Leadership
- Evaluation by building principal incorporating collected data and observations

#### **Professional growth**

- Artifacts with reflections based on criteria set in job description
- Goal-setting reflecting feedback from effectiveness data

### **Peer Advisor**

### **Selection process**

Teachers interested in the position must submit an application and a statement indicating their interest in mentoring teachers new to the profession and district. The selection team (building principal, Instructional Guide, Nevada Community Education Association building representative) will review applications and select candidates to be interviewed based on evidence including proven professional growth and instructional effectiveness. The team will recommend candidates to the Superintendent for review and Board approval.

### **Measures of effectiveness and professional growth**

Effectiveness will be determined using the following criteria:

- Data from survey of mentee teacher(s) focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Shared decision making
  - Leadership
- Evaluation by building principal incorporating collected data and observations

#### **Professional growth**

- Artifacts with reflections based on criteria set in job description
- Goal-setting reflecting feedback from effectiveness data

### **Instructional Model**

#### **Selection process**

Teachers interested in the position must submit an application and a statement indicating their area(s) of expertise. The selection team (building principal, two Instructional Guides) will review applications and select candidates to be interviewed based on evidence including proven professional growth and instructional effectiveness. The team will recommend candidates to the Superintendent for review and Board approval.

### **Measures of effectiveness and professional growth**

Effectiveness will be determined using the following criteria:

- Log indicating evidence of observations and follow-up
- Evidence of availability as exemplar of practice in selected expertise
- Data from survey from observing teachers
- Feedback from Instructional Guide focused on these areas from the Iowa Professional Development Model:
  - Curriculum, instruction, and assessment
  - Leadership
- Evaluation by building principal incorporating collected data and observations

#### **Professional growth**

- Artifacts with reflections based on criteria set in job description
- Goal-setting reflecting feedback from effectiveness data

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## **Narrative**

Using Part 7 application narrative from Year 1?

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.*

## **Teacher Leaders' Roles in Creating Professional Development**

Over the last several years, NCS D has transitioned from professional development delivered by outside sources to a district-wide team of teachers who have created much of the district's professional development. Our TLC plan is designed to continue the multi-year commitment to a few focused initiatives by increasing the number of teacher leaders involved in planning and delivering professional development. The three **Instructional Guides** and a selected number of **Learning Team Coaches** from each building will serve on the District Instructional Lead Team (DILT). Alongside administrators, this team will use a variety of data (such as student performance data, classroom walkthrough data, teacher needs assessment data) to evaluate the current level of implementation of district-wide professional development initiatives. This team will then make decisions about next steps to improve implementation; they will also create and lead the professional development at the district and building levels, including Nevada U, the district's induction to professional development for new teachers.

## **Teacher Leaders' Roles in Delivering Professional Development**

Each leadership role in our TLC plan will be responsible for delivering professional development on some level. Professional development at the district level will be led by three **Instructional Guides** and the selected **Learning Team Coaches** who serve on the DILT; this group will also deliver Nevada U. Building-level professional development will be led by each building's **Instructional Guide** and **Learning Team Coaches**; **Peer Advisors** and **Instructional Models** may also be called on to deliver professional development at the building level based on their individual expertise. At the classroom level, **Instructional Guides** will work one-on-one with teachers to effectively implement district-wide initiatives and also to assist teachers with individual professional development goals. Additionally, **Peer Advisors** will coach and assist new teachers within their classroom.

## **Teacher Leaders' Roles in Steps of IPDM**

### **Collecting/analyzing student data**

- Instructional Guides analyze district student achievement data such as Iowa Assessments, FAST, or AIW walk-through data to determine effectiveness of programming and areas of student need
- Learning Team Coaches analyze data at the building level in collaboration with their learning teams and the Instructional Guides to focus building-wide professional development
- Peer Advisors work with new teachers to analyze student achievement data (both summative and formative) within the new teacher's classroom and assist the new teacher in planning, monitoring, and implementing best instructional practices

### **Goal setting/student learning**

- Instructional Guides and Learning Team Coaches work with individual teachers to develop individual career development plans based on district professional development goals (AIW, Iowa Core, technology integration)
- Peer Advisors work with new teachers to implement the Iowa Teaching Standards and work toward district professional development goals (AIW, Iowa Core, technology integration)

### **Selecting content**

- At the classroom level, all TLC roles work with teachers to select appropriate, research-based instructional strategies tied to district and individual professional development initiatives
- At the building level, the Building Instructional Lead Team (Instructional Guide, Learning Team Coaches, Peer Advisor, Principal) selects the focus of professional development content based on analysis of collected data and building goals
- At the district level, the DILT selects the professional development content based on feedback from each building's BILT and district-wide data

### **Designing the process for PD**

- Each TLC role helps facilitate the process of professional development during weekly 90-minute district late starts on Mondays, full-day professional development, and team meetings (such as grade-level or department meetings, AIW team meetings)
- As necessary, Instructional Guides coordinate with outside resources to help build internal capacity for the design and delivery of professional development

### **Ongoing cycle**

- Throughout the process of professional development, all teachers collect and review artifacts and data to continue the professional learning process
- Ongoing collaboration and feedback between administrators, TLC leaders, and teachers improves implementation of professional development to increase student achievement

### **Summative program evaluation**

•Quarterly, the TLC leaders review professional development progress with stakeholders such as the school board and School Improvement Advisory Committee for feedback

The DILT and BILT use stakeholder feedback and district student achievement data such as Iowa Assessments, FAST, or AIW walk-through data to evaluate effectiveness and determine future direction of professional development

**Using Part 8 application narrative from Year 1?**

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.**

The Nevada Community School District (NCSD) will conduct a program review of the TLC plan at the end of every year. This review will include classroom implementation protocol, task/student work correlation scatter plot analysis, global results of teacher surveys, how many staff were supported/mentored, log of collaboration time, and whether the information gathered aligns with outlined responsibilities of each leader. Data collected will be continually monitored to evaluate the effectiveness of the plan and guide adjustments.

Staff surveys will be conducted yearly to gain information about the teacher leadership program, and the results will be used to evaluate program effectiveness and create short-term and long-term goals for the following year. The Director of School Improvement will have scheduled meetings with all teacher leaders to review data collected and determine changes that may need to be made for successful collaboration/mentoring to improve instruction and promote collaboration.

Because of the collaboration and support put in place by our TLC plan, our student achievement scores will increase. NCSD sets student improvement goals on state standardized tests, and those scores will be monitored for improvement over time using cohort groups. Those scores will be used to determine the achievement of district academic goals in core content areas. The district will analyze the number of students showing proficiency on state or national standards in each course, paying particular attention to student subgroups related to Socio-Economic Status and Individualized Education Plans. Concurrent with Multi-Tiered Systems of Support, we would expect 80% of the students in each K-12 course to show proficiency by the end of the school year. This goal will be monitored through standardized assessments given by the district.

An electronic collaborative log exists for teachers to use to document the work of each AIW team. This document is saved on the district server so the building administration, Director of School Improvement, Instructional Guides and Learning Team Coaches can follow team progress. With the addition of these roles, teams will record when they partnered with an Instructional Guide, Learning Team Coach, or Peer Advisor. After collecting baseline data this information will be reviewed quarterly by the Director of School Improvement to determine how many teachers collaborated with teacher leaders. Short-term and long-term goals will be set after the baseline data is collected.

Walk-through observation data will be used on an ongoing basis to monitor the plan and to help teacher leaders focus their support on areas of teacher need. The district will utilize the Nevada walk-through template, which focuses on the Iowa Teaching Standards as well as improved instruction. Feedback from those observations will be shared with all teacher leaders (Instructional Guides, Learning Team Coaches, and Peer Advisors) to assist with short-term goal setting for instructional improvement.

The administration and Instructional Guides will review the academic goals for standardized testing. The standardized scores will be reviewed in the fall and spring while the benchmark assessments will be review three times a year. If it is determined the district instructional strategies are not showing improvements in student's scores, the team will review the fidelity of this implementation or look to other research based strategies.

**Using Part 9 application narrative from Year 1?**

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 Nevada Community School District has a vast capacity to implement the TLC plan. A survey distributed to all teaching staff revealed 86% of staff were supportive of our district implementing leadership roles for teachers and compensating teachers for those roles. Also, per the survey, 64% would consider applying for one of the leadership roles. A poll of parents showed that 83% are supportive of the district building teachers' capacity through leadership roles. Collectively, these survey results provide a resounding support for increasing the effectiveness of instruction and student achievement through the TLC plan.

Over time, Nevada Schools has hired dedicated and passionate educators who are committed to implementing structures for ongoing improvement. This initiative will be no different. The plan provides for ongoing professional development to increase the integrity and consistency of adoption. The Board of Education will have endorsed this plan and provided their full support. Past practice illustrates that the Nevada Community School District is committed to sustainability. The district has previously partnered with the state and AEA to implement many initiatives, such as Cognitively Guided Instruction, Authentic Intellectual Work, and Multi-Tiered Systems of Support. As funding for these initiatives sunsets, the district has been committed to keeping them in place. History would show that we use the money that the state provides to get things up and running, and we continue to fund these important initiatives when the money provided by the state is no longer available.

The mentoring and induction of new employees has long been a priority for Nevada Schools. The "Nevada U" program that is already in place also promotes sustainability and consistency within our district. Through this program, new staff are initiated to the culture, expectations, and initiatives of the district. The entire staff works on these same expectations and initiatives during professional development time and AIW team meetings.

Our district's TLC plan will follow in the footsteps of prior initiatives in terms of implementation and sustainability. We will implement the plan with integrity and judiciously use the funding provided to bring about positive change. At whatever time in the future the funding sunsets, the TLC plan will already be interfaced with our current practice and will have become a fabric of our operation. Our commitment to a program that improves instruction and student achievement does not wane when the funding tapers - our history is evidence of that.

The TLC committee will carry the primary responsibility for the oversight of this initiative by continuing to meet throughout the year to evaluate progress of the system as a whole and to evaluate and select the Instructional Guides. The individual Instructional Guides will shoulder most of the day to day implementation (driving professional development, Nevada U, and working with Learning Team Coaches) and will report periodically to the TLC committee. The TLC committee will report to the Board and the School Improvement Advisory Committee annually.

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## **Grant Allocation**

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 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.*

<b>Certified Enrollment Number</b>	1547.78
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*The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.*

<b>District Enrollment-Based Allocation</b>	\$477,985.42
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<b>Total Allocation</b>	\$477,985.42
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## 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.	\$257,397.60
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).	\$177,681.76
Amount used to provide professional development related to the leadership pathways.	\$31,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$3,256.96
<b>Totals</b>	<b>\$469,336.32</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$469,336.32
<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	\$8,649.10

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## Budget Alignment

Using Part 10 application narrative from Year 1? **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)

**NCS D vision:**

The Nevada Community School District (NCS D) will create multiple leadership pathways for teachers (Instructional Guides, Learning Team Coaches, Peer Advisors, Instructional Models), compensate teachers within these roles, and provide a framework for collaboration and support, which will strengthen instruction, build culture, and increase student achievement.

**NCS D goals:**

- Strengthen instruction and improve student achievement by capitalizing on the expertise of teachers within our district
- Provide a structure for individual teachers to receive personalized, targeted support as they grow as professionals
- Utilize extended contracts, release days, and salary augmentation to allow teachers to assume leadership roles while maintaining direct contact with students
- Invest in teachers new to our district and the profession by providing layered support
- Foster a growth mindset

Our Teacher Leadership goals and vision support our district goals of decreasing the achievement gaps between Socio-Economic Status (SES) and non SES students and Individual Education Plan (IEP) and non IEP students in Reading, Math and Science.

The NCS D starting salary is already above the requirement of \$33,500, so we have not budgeted any money to increase starting salaries.

Instructional Guide: (\$189,896)

3 Total – out of classroom

\$10,000 each x 3 = \$30,000 stipend + FICA and IPERS (\$4896.00)

\$150,000 to replace FTE's in the classroom

\$5000 training

Learning Team Coaches: (\$201,418.08)

22 Total

\$7,000 each x 22 = \$154,000 stipend + FICA and IPERS (\$24,300)

\$4400 sub cost for release days + FICA and IPERS (\$718.08)

\$18,000 training (AIW coach)

Peer Advisors: (\$29,588)

4 Total

\$5,000 each x 4 = \$20,000 stipend + FICA and IPERS (\$3264.00)

\$2000 sub cost for release days + FICA and IPERS (\$324.00)

\$4000 training (coaching training)

Instructional Models: (\$27,031.36)

9 Total

\$2,000 each x 9 = \$18,000 stipend + FICA and IPERS (\$2937.60)

\$1800 sub cost for trainings (2 days each) + FICA and IPERS (\$293.76)

\$4000 training/workshops

Career I and Provisional: (\$18,145.92)

5 extra contract days, \$260 per diem (\$1,300 per)

Average of 12 per year: \$15,600 + FICA and IPERS (\$2545.92)

TLC Oversight Committee: (3,256.96)

Subs 4x year

\$2800 + FICA and IPERS (\$456.96)

Total estimated cost of the Nevada TLC Plan is \$469,336.32. Our total allotment is \$477,985.42.

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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