



Application

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

138283 - Newton Community School District TLC

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/03/2015 10:57 AM

Primary Contact

AnA User Id

ROSE.NCSD@IOWAID

First Name*

Deborah

Maureen

Rose

First Name

Middle Name

Last Name

Title:

Email:

rosed@newton.k12.ia.us

Address:

1900 N 5th Ave E

City*

Newton

Iowa

50208

City

State/Province

Postal Code/Zip

Phone:*

641-792-7741

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Newton Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

<http://www.newton.k12.ia.us/>

Address: 800 East 4th Street South
Newton Iowa 50208
City State/Province Postal Code/Zip

Phone: 641-792-5797
Ext.

Fax: 641-792-0005

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Bob Callaghan
Title Superintendent
Organization Newton Community School District

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

Address 700 N 4th Ave E

City/State/Zip* Newton Iowa 50208
City State Zip

Telephone Number 641-792-5809

E-Mail callaghanb@newton.k12.ia.us

Fiscal Officer/Agent

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

Name Mr. Gayle Isaac
Title Director of Business Services/Board of Education
Secretary

Organization Newton Community School District

Address 700 N 4th Ave E

City/State/Zip Newton Iowa 50208
City State Zip

Telephone Number 641-792-5809

E-Mail	isaacg@newton.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Jasper County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	15
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	29
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. **Yes**

If YES, present the rationale for determining no impact.

The NCSD TLC grant plan is written to be fair and equitable to all persons in the NCSD.

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. **Laura Selover**

Title of Person Submitting Certification **Human Resources Director**

Recipient Information

District	Newton Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	50-4725
<i>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.</i>	
Honorific	Mr.
Name of Superintendent	Bob Callaghan
Telephone Number	641-792-5809
E-mail Address	callaghanb@newton.k12.ia.us
Street Address	700 N 4th Ave E
City	Newton
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50208

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Deborah Rose
Telephone Number	641-792-7741
E-mail Address	rosed@newton.k12.ia.us
Street Address	1900 N 5th Ave E
City	Newton
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50208

Demographic Profile

October 2014 Certified Enrollment	2954
October 2014 Free/ Reduced Lunch %	51
AEA Number	4725
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Newton Community School District will do whatever it takes to ensure all students learn to think, innovate, and succeed. This is our mission statement. We know for students to succeed, our teachers must also reach their level of educational excellence. The Teacher Leadership and Compensation system will strengthen this stand. With a system of supports, all teachers have the capacity to be leaders. The best way to improve student achievement is to focus on student learning through improvement in instruction, assessment, curriculum, climate and technology. To accomplish this mission, we have implemented the following initiatives:

- Professional Learning Communities (PLCs)
- Multi-tiered System of Supports (MTSS)
- Iowa Core implementation
- Early Literacy Initiative (ELI)
- Technology Integration

Our Teacher Leadership and Compensation Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district. When all members of our organization accept responsibility for the learning of all students, their unrelenting focus on student improvement brings to life the TLC vision: *Empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District.* This compelling vision and purpose are the reasons for sharing this leadership throughout our district and developing frameworks that support our TLC goals:

1. Improve student learning by improving the instruction students receive each day.
2. Attract, develop, and retain promising new teachers
3. Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.
4. Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.

The teacher leader structure includes 81 TL roles accounting for 35% of the FTE faculty and is as follows:

1. The TLC Site Council will monitor the implementation, facilitation, and evaluation of the TLC plan to ensure the system is implemented with fidelity and integrity.
2. The TLC Coordinator will be one of the Instructional Coaches and will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity.
3. District Instructional Leaders will comprise the District Instructional Leadership Team (DILT) that sets district goals, plans district wide PD, develops and monitors the district Iowa Core Plan and determines specific PD initiatives based on student data and teacher need.
4. Building Instructional Leaders are responsible for examining building achievement data, planning and delivering PD, assisting with goal setting and collaborating with other building leaders as part of the Building Instructional Leadership Team (BILT).
5. Instructional Coaches will assist classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, using data and technology to improve student achievement, and aligning curriculum and instruction to Iowa Core.
6. Mentor Teachers will work within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. They address personal and professional needs and train teachers on Iowa's eight Teaching Standards. They observe, critique, and provide support and advice on effective teaching practices.
7. Model teachers' classrooms will serve as laboratories where best practice is demonstrated. All TLs will be model teachers.

We have been able to grow our Instructional Coaching efforts because of a district initiative that includes strong leaders, extensive professional development, and the use of data for continuous program improvement. Data from our coaching efforts lets us understand and share information about the effect on teachers and students. With funding from the Iowa DE, the Newton Community School District will create a comprehensive Teacher Leadership program

that will provide a high level of organization and support for all Teacher Leadership positions—not just Instructional Coaches. A highly organized leadership program will help us sustain the successful aspects of the entire Teacher Leadership effort. We will move from a loosely organized program in which many leadership positions are unpaid and don't benefit from ongoing Professional Development and support, to a comprehensive Teacher Leadership system that:

- Encourages all teachers to lead
- Employs a rigorous selection process
- Compensates all positions
- Trains and supports every Teacher Leader continuously
- Facilitates collaboration among Teacher Leaders
- Ensures consistent support of teachers across all buildings and all grade levels
- Uses data to continuously improve implementation
- Collects and shares data about the impact of all Teacher Leadership positions on teachers and students.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **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).

a) The Newton Community School District's (NCSD) planning process for the TLC grant began in the fall of 2014 when the district applied for and received the planning grant. In June, 2014, after being notified of the earlier application deadline, district administration met with local association leaders to ramp up the planning. Using recommendations from building principals, teachers, and SIAC, invitations to join the TLC Steering Committee (TLCG) were sent to 22 stakeholders. The final committee consisted of 20 people: 4 administrators, 4 K-6 teachers, 1 middle school teacher, 3 high school teachers, 2 high school students, 1 school board member, 2 community members, and 3 parents who are not teachers in the district.

From this group, three lead teachers were chosen to facilitate the process. After attending Heartland AEA's workshop on August 1, 2014 with district administration, they recommended delaying the submission of our application to year 3. It was determined that the grant could not be completed with the integrity needed by the Oct. 31 deadline. On August 5, 2014 the steering committee voted unanimously to delay.

The TLCG met 10 times between August 1, 2014 and June 1, 2015 for a total of 15 hours. In addition, 3 subgroups met at least three times each to do the work necessary outside of the meetings regarding learning about teacher leadership, developing and analyzing surveys, and communicating to stakeholders. The TLC grant facilitators spent an additional 32+ hours as a team writing the grant and more than 100+ hours individually working on the grant.

Planning grant budget = \$16,148

- \$6250 – stipends for the steering committee members as long as they fulfilled the commitment of missing no more than 2 meetings
- \$500 - scholarship for students on the steering committee
- \$250 – stipends for the teachers who attended TLC workshops in August, 2014
- \$1600 - substitutes for teachers doing additional grant work during the school day

The remaining Planning Grant funds will be used to continue planning for implementation; including conducting workshops and communicating with staff about leadership roles and identifying, planning and providing needed PD for TLs prior to 2016-17.

b) All members of the TLCG were fully engaged in discussions at meetings and fulfilled assigned tasks with integrity. The parents, community members, and students were especially insightful in bringing a different point of view to the discussions. After determining a calendar of meeting dates and committee roles and mapping our course, the TLCG focused the initial meetings on understanding the Iowa TLC system and teacher leadership, brainstorming ways to increase stakeholder support and communication, and ways to gather data. Heartland AEA's TLC Grant Application workbook was shared with all members, as well as other documents and links to relevant websites. The vision statement is a quality example of the TLCG collaborative efforts: *Empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District.* Each time the committee met, subgroup work (which included taking inventory of the district's current teacher leadership roles and initiatives, developing and administering needs assessments, communicating our work, and evaluating our current mentoring program) was reviewed, analyzed, and given feedback. In April, after defining the teacher roles needed for the NCSD, the original 'mapping our course' plan was readjusted to more specifically list tasks that needed to be completed by our self-imposed June 1 deadline. The intense work of writing the descriptions of the teacher leadership roles and the actual grant was completed by the three facilitators, with much feedback from not only the committee, but all stakeholders. The submitted grant application is a result of multiple drafts.

Outside of the steering committee, all school employees were initially engaged in the process with a presentation at the 2014-15 back-to-school meeting. Staff input was gathered through two separate surveys: a Likert scale type survey and a narrative survey. The results of these needs assessments determined the teacher leadership roles. Other ways that the committee communicated progress with stakeholders were through printed and e-mailed messages, meeting agendas and minutes published on the district website, elevator talks, staff meeting updates, and reports to SIAC and the school board. Drafts of the role descriptions and grant parts were shared with staff through the administrative cabinet, building leadership teams and SIAC, along with the invitation to provide feedback. From this feedback, the TL roles were revised (descriptions, number, and compensation). The TLC Coordinator role also was added and the ideal desire for TL candidates to have 4 years of teaching experience, 2 of which have been in NCSD came directly from this feedback, especially from parents. An overview of the completed plan was shared in

August with stakeholders through email and the district website. Instructions on how to access the entire grant and how to give feedback were also shared. The grant submitted reflects careful consideration and revision using all this input.

c) Parents and community members on SIAC and the TLC steering committee strongly support the plan. In Sept., teachers and administrators were surveyed asking for their level of support. 95% of the faculty who responded said their level of support for the NCSD TLCG was some to high. 79% of the faculty who responded said they had some to high level of interest in a teacher leader role. 100% of the district administrators indicated a high level of support for the NCSD TLCG. On Sept. 28, 2015 the NCSD School Board passed a resolution supporting the plan 100%.

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.

The NCS D's vision statement for the Teacher Leadership and Compensation plan reflects the Iowa Task Force's TLC theory of action and captures the stakeholders' hopes for the TLC plan: *Empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District.* This vision supports the district's mission statement: "The Newton Community School District will do whatever it takes to ensure all students learn to think, innovate, and succeed".

The NCS D has created four TLC Goals to accomplish this vision. These measureable goals align with the statewide TLC goals and the NCS D Goals shown below.

NCS D will

1. achieve sufficient improvement on the State Assessment at each grade level and within all subpopulations to ensure that 80-85% of students are meeting the expectations of the core curriculum with core instruction.
2. engage parents and the community by providing worthwhile opportunities designed to increase participation in the educational process.
3. provide: (1) an encouraging and positive environment, (2) that is safe and secure, (3) emotionally and physically healthy, and (4) conducive to student and staff learning.
4. employ, retain, and professionally support highly qualified staff who will prepare our students to succeed in our changing global economy by utilizing technology, engaging students, and placing student's needs first.

NCS D TLC Goal #1: Improve student learning by improving the instruction students receive each day.

Aligned to State Goal 3 and 5 and District Goals 1 and 3

Local Context: The 2014 Iowa Assessments indicate that 74.68% of the NCS D students are proficient in reading, 78.68% in math, and 80.85% in science in grades 3-8 and 11. Together, the roles defined in the TLC plan will enhance district capacity in ongoing efforts to provide all students with a high quality education through the delivery of a guaranteed and viable curriculum aligned to the Iowa Core, and by using research-based instructional practices as guided by data-informed decision-making. The TLC plan provides 8 instructional coaches to support all teachers at all grade levels. Currently the district only has 1 fulltime IC for grades 4-6, 1 partial IC for grades 7-8, and 1 half-time IC for grades 9-12. The TLC plan also provides for model teachers for all staff and a strengthened mentoring program for beginning teachers. In addition, the current structure of building leadership teams and department chairpersons will be replaced with a more cohesive and aligned structure of Building and District Instructional Leaders.

NCS D TLC Goal #2: Attract, develop, and retain promising new teachers.

Aligned to State Goal 1, 2 and 4 and District Goals 3 and 4

Local Context: Development of beginning teachers will be nurtured through the TLC system of complementary supports including instructional coaches, mentors, model teachers, and building and district instructional leadership teams. This system will ensure that new teachers have multiple opportunities to receive professional development and support based on their needs and the needs of their students. New teachers already receive a competitive starting salary of \$36,163.

NCS D TLC Goal #3: Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.

Aligned to State Goal 2 and 4 and District Goals 3 and 4

Local Context: Currently approximately 25% of the NCS D teachers engage in leadership roles. However, these roles are not well defined, nor are they consistently compensated, distributed and evaluated across the district. The TLC plan will expand and enhance teacher leadership in the NCS D so approximately 35% of the teachers have the opportunity to have a TL role. Each of these TL roles has a job description which defines the position goal, qualifications, responsibilities, salary supplement, release days, and extended days. Teachers will undergo a rigorous selection and evaluation process to ensure the highest quality teacher leaders. The promise of these collaboratively and financially supported career paths will aid in retaining the best and brightest teachers.

NCS D TLC Goal #4: Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.

Aligned to State Goal 3 and District Goals 2 and 3

Local Context: Current teacher leadership teams in the NCS D exist at the building levels. The TLC plan will ensure

that district and building indicatives are articulated consistently across all grade and building levels. Within each building, Building Instructional Leaders (BILs) and ICs will work with all members of the staff to analyze formative and summative data to determine the needs of the students and teachers. Within the district, District Instructional Leaders (DILs) from each building, ICs, and administration will comprise the District Instructional Leadership Team (DILT) which will meet regularly to determine and develop district-wide professional development needs using formative and summative data from the buildings. Professional development will be designed to meet those needs using the IPDM, PLC and MTSS frameworks. ICs, BILs, and mentors will support teachers in implementing learning from professional development, including modeling best practices. The DILT will create district goals and ensure that there is collaboration, consistency and alignment among all building and district professional development and initiatives. The TLC Site Council will be responsible for evaluating and suggesting adjustments to the plan.

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)

The TLC plan for the Newton Community School District (NCSD) connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa Department of Education's TLC System - Framework for Learning Supports. NCSD will utilize Instructional Coaches, District Instructional Leaders, Building Instructional Leaders, Mentors, model teachers, and Site-Based Council members to move forward the work of school improvement.

NCSD's TLC plan directly connects to, supports and strengthens our existing initiatives: Professional Learning Communities (PLCs), Iowa Core implementation, Multi-Tiered Systems of Support (MTSS), Early Literacy Initiative (ELI), and technology integration.

NCSD Teacher Leader (TL) Roles

The TLC Site Council will consist of an equal number of teacher leaders and district administrators/board members, and will monitor the implementation, facilitation, and evaluation of the TLC plan to ensure the system is implemented with fidelity and integrity.

The TLC Coordinator will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity.

Instructional Coaches will assist teachers by providing direct support and assistance in the buildings and classrooms in the use of MTSS and effective instructional and technology integration strategies that align to Iowa Core.

District Instructional Leaders (DILs) are members of the District Instructional Leadership Team (DILT) that employs and models a true PLC structure to set district goals, plan district wide PD, develop and monitor the district Iowa Core Plan, and determine specific PD initiatives based on student data and teacher need.

The Building Instructional Leaders (BILs) are responsible for examining building achievement data, planning and delivering PD and MTSS, assisting with goal setting, and collaborating with other building leaders as part of a PLC called the Building Instructional Leadership Team (BILT).

Mentor Teachers work within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. They address personal and professional needs, observe, critique, and provide support and advice on effective teaching practices.

All of the above TL roles will also serve as a Model Teachers. Model teachers' classrooms will serve as laboratories where best practice is demonstrated.

Current Realities and Connections to Teacher Leadership

Currently, the way PLCs function varies from building to building. With the TLC, however, all teacher leaders (TLs) will receive specific PLC professional development allowing TLs to more effectively facilitate the school improvement process.

Currently, the building leadership teams are the driving force for MTSS and ELI. The TLC system will allow building and district instructional leaders to more effectively facilitate each grade level or content area PLC responsible for collecting and analyzing this assessment data to make informed instructional decisions. This leadership will also allow for greater vertical collaboration throughout the district.

Currently, the Instructional coaches (ICs) in the NCSD use student achievement data with teachers to develop plans to differentiate content for all learners. ICs assist teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data and technology to improve student achievement, and aligning curriculum and instruction to the Iowa Core. With TLC, ICs will have no teaching load, which improves access to teachers. Limited access problems are replaced by all-day, every-day opportunities to work together. Lastly, the TLC framework allows for the embedding of professional development, initiatives, and strategies into the daily work of new teachers and mentors.

Currently, there is a need for observation of instructional best practice by other teachers in the NCSD. With the TLC system, Model teachers will provide examples of exemplary practice. The Model teachers demonstrate these instructional strategies that lead their students to mastery. Model teachers will be the driving force of exemplary teaching and learning for colleagues.

Currently, the NCSD is using the Mentoring Matters curriculum for the Mentoring and Induction program. Survey and retention data indicate a need for change. The TLC system will improve the framework of the mentoring and induction program. The modeling, coaching, and leadership implicit to the system will focus on how and what teachers teach and how to be an effective professional. The TLC system has the capacity to support this success and add much

more to the experiences of current and future teachers in moving them to higher developmental levels. Currently, professional development is a building by building endeavor with inconsistent district cohesiveness. Buildings and/or grade levels have developed professional development delivery systems designed to mesh several proven instructional models. The heart of these professional development delivery systems is the Iowa Core which drives what is taught. With the TLC however, the DILT will include district and building instructional leaders, instructional coaches, and administrators. District level data will be collected and analyzed by DILT. This will culminate in the creation and delivery of a district professional development plan that reflects IPDM and the needs of the NCSD. All career teachers will implement the learning; while model teachers serve as examples of exceptional practice; while coaches co-teach, observe and support teachers through implementation.

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)

Current Reality:

The Newton Community School District has had a formal mentoring program in place since 2005 in which beginning teachers are paired with veteran teachers for two years. Currently, the model *Mentoring Matters* is used for mentors, providing professional development for mentors that clarifies their role as a mentor and prepares them to offer support for beginning teachers. Connections from *Mentoring Matters* are directly made with the content from *Building Capacity: Beginning Teacher*, the model used for first year teachers. In this model, first year teachers attend seven sessions throughout the year that focus on the *Phases of Beginning Teaching* from Ellen Moir as well as the typical topics experienced during the first year of teaching. Second-year teachers and their mentors jointly attend 15 hours of sessions using *Instruction for All Students second edition*, by Paula Rutherford. In this model, teachers learn, discuss, analyze, practice, and apply the components of the ASK framework while making deliberate connections to the Iowa Teaching Standards and the Iowa Core. The culminating project is a fully planned unit using the standards-based education framework. Evidence created throughout the sessions may be added to both the beginning teachers' and the mentors' portfolios demonstrating their command of the Iowa Teaching Standards. In addition to the coursework, mentors are required to meet at least one hour per week with their mentees to provide ongoing support. Currently, mentors receive a stipend of \$1000.

Analysis of Data

Data from 2005-2006 to 2014-15 shows that 113 first year teachers have been hired in the NCSD. Of those, forty-three have resigned and one has been terminated, creating a retention rate of only 61%. This is one indication that improvements are needed in the mentoring program. A 2014-15 survey of mentors and mentees regarding *Mentoring Matters* gave additional insight into the strengths and weaknesses of the current program. Participants felt the most helpful part of the program was the engaging conversations and collaboration among teachers. They also appreciated the knowledgeable instructor who works in the district. The most recurring comments to the question "What was not as helpful?" were that the course content was repetitive of what teachers had learned in college and was not relevant to the teachers' own curriculums. Inappropriate pairing of some mentors and mentees was also a concern. A review of "High Quality Mentoring and Induction Practices" from the New Teacher Center reveals further areas of needed improvement such as a rigorous mentor selection and evaluation process, more time for mentor-mentee interactions, and more collaboration among all stakeholders.

NCSD TLC Enhancements

The NCSD TLC plan addresses all of the above gaps. The plan provides for up to 22 mentors (based on the average number of first and second year mentors needed over the last 5 years) who will teach 100% of the time, have 2 extended contract days to work with their mentee, and receive a \$2500 salary supplement. Mentors and mentees will have five release days first semester (one per month) and two second semester allowing time to meet, observe, and model. Although the mentor role is not new to NCSD, the qualifications, responsibilities, selection process, and evaluation of the role are now clearly defined in the TLC plan. The addition of a TLC Coordinator responsible for coordinating the mentoring program will make it more cohesive. The plan also guides the creation of more purposeful pairings of mentors and mentees, which will continue for two years. The district will implement a new model for the mentoring program which will be more aligned to the district's initiatives and differentiated according to the beginning teachers' needs. This model will also promote other high quality mentoring and induction practices recommended from the New Teaching Center such as ongoing professional development and support for mentors and beginning teachers, professional teaching standards and data-driven conversations, and intensive and specific guidance moving teaching practice forward. In addition to retaining high quality teachers, the goal of the NCSD mentoring and induction program is to ensure, as stated in "High Quality Mentoring and Induction Practices", that "beginning teachers benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standards, and is focused on teacher development, problem solving and mutual support". Beyond the mentoring role, the NCSD TLC plan connects all teacher leadership roles so that the mentoring program is no longer isolated. Building Instructional Leaders, District Instructional Leaders, and mentors are all also model teachers whose classrooms will serve as laboratories where best practice is demonstrated, not only for beginning teachers, but for veteran teachers when appropriate. Instructional Coaches will support all teachers with methods, materials, and instructional strategies that increase student achievement through observation, modeling, professional development, and collaboration. The structure of the plan builds from classroom teachers, to building instructional

leaders, to district instructional leaders, to administrators so there is strong communication and collaboration among stakeholders.

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.

The TLC plan for NCS D leverages multiple, differentiated Teacher Leader (TL) roles to improve the quality of teaching in every classroom by developing the individual teacher and the collective capacity of the district. NCS D has successfully implemented a limited system of TL roles, including school-based Instructional Coaches. Some current teacher leadership roles provide additional compensation for extra responsibilities; however, most do not. TLC funds will allow NCS D to significantly expand the number and reach of TLs and provide formal training, consistency, and compensation where it did not previously exist. The increased capacity will allow NCS D to continue making consistent, steady growth in student achievement.

The NCS D TLC plan uses three levels of Teacher Leaders: Coaches, Building-Based TLs, and District-Wide TLs. All 81 TLs will have a minimum of 3 years of teaching experience, 1 of which has been in the NCS D. Ideally they will have 4 and 2 years respectively. All TLs will receive professional development (PD). All TLs will be expected to be model teachers and demonstrate best practices.

Currently District Wide	With a TLC System District Wide
2 Instructional Coaches	8 Instructional Coaches (includes 1 TLC Coordinator)
½ time HS ½ MS 1 Full time 4-6	4 @ K-4 Buildings – 1 @ each 1 @ 5-6 Intermediate Building 3 @ 7-12
38 Building Team Leaders	37 Building Instructional Leaders
10 @ K-3 6 @ 4-6 11 @ 7-8 11 @ 9-12	16 @ K-4 4 @ 5-6 5 @ 7-8 10 @ 9-12 2 @ K-6 (1 SpEd/Title & 1 Specials)
	10 District Instructional Leaders
	1 @ PK 4 @ K-4 1 @ 5-6 1 @ 7-8 3 @ 9-12
Mentor Teachers	22 Mentor Teachers
22 (varies by need)	varies by need
	4 TLC Site Council
	one at each PK-4, 5-6, 7-8, 9-12
	Model Teachers – all TLs

TLC Site Council

The TLC Site Council will consist of an equal number of teacher leaders and district administrators/board members and will monitor the implementation, facilitation, and evaluation of the TLC plan to insure the system is implemented with fidelity and integrity. 4 positions

Grade Level	Total #	Building(s)
PK- 4, 5-6, 7-8, 9-12	4	1 from each grade level

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
1 Year	100% in classroom	0	2	\$1000

Key Responsibilities:

- Coordinate and monitor all TLC System evaluation: analyzing and reporting
- Recommend necessary adjustments to the TLC plan for sustainability and success

- Coordinate the Teacher Leader hiring process and the annual review of teacher leadership roles
- Recommend Teacher Leader hiring choices to the superintendent on completion of the hiring process.
- Attend Site Council meetings

TLC Coordinator

The TLC Coordinator will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity. 1 position (chosen from Instructional Coaches)

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
1 Year	100% in leadership role	0	5 in addition to IC role	\$2500 in addition to IC role

Key Responsibilities: In addition to those of an Instructional Coach

- Coordinate implementation of the TLC plan
- Facilitate DILT meetings
- Coordinate all TLC system data collection for analysis and evaluation
- Arrange and assist with selecting PD content (best instructional and leadership practices for Teacher Leader trainings)
- Coordinate the NCSD Mentoring program
- Structure opportunities for Teacher Leaders to practice newly-learned skills with peers in the workshop setting and in schools
- Attend Site Council Meetings

Instructional Coach

The Instructional Coach will assist classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data and technology to improve student achievement, and aligning curriculum and instruction to Iowa Core. The coach advocates for, facilitates, and supports the work of the teacher, but will not perform supervision or evaluation. 8 positions

Grade Level	Total #	Building(s)	Assignment
PK- 4	4	AH, EH, TJ, WW	1 per building
5-6	1	BI	1 per building
7-12	3	BMS, HS, Basics	1 – SS & ELA, 1 – Sci & Math, 1 - Specials

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
1 Year	100% leadership role	0	15	\$7500

Key Responsibilities:

- Support teachers with methods, materials, and instructional strategies that, through evidence, have proven to increase student achievement
- Model best instructional practices and effective classroom management strategies and motivation techniques through classroom demonstrations or side-by-side coaching
- Make informal classroom observations offering insights for the enhancement of teaching-learning situations. Feedback provided directly to the teacher will be for the purpose of instructional support and improvement, not evaluation
- Support individuals and collaborative teams in their effort to make data and research-based instructional decisions to increase student learning
- Engage in the train-the-trainer model by receiving training in district identified instructional strategies and then provide training of those strategies to building-level staff
- Facilitate building-level or district-level professional development
- Provide effective communications with administrators, teachers, and other school personnel to strengthen all aspects of the instructional program
- Work collaboratively and communicate effectively with other instructional coaches, BILT, and DILT at all grade levels to strengthen vertical articulation and to create a seamless K-12 instructional program

- Cultivate and model a respectful working and learning environment
 - Participate in instructional coaching training
 - Assist in the development, implementation and evaluation of building's school improvement plan
- PK-4 Instructional Coaches will also have additional responsibilities:(note: 7-12 have existing tech specialist positions outside the TLC)
- Assist teachers in incorporating the use of technology into the instructional program
 - Promote and support exemplary digital citizenship by students and teachers
 - Facilitate professional development for teachers on emerging technologies to enhance classroom instruction
 - Design curriculum to support technology-rich classrooms
 - Promote district technology initiatives like 1:1, BYOD or blended learning

District Instructional Leader

The District Instructional Leaders (DILs) represent their buildings on the District Instructional Leadership Team (DILT), acting as liaisons between district administration and buildings to ensure effective communication and implementation vertically in the district. In addition, they serve as a BIL and lead their grade level/department teams and serve on the BILT. 10 positions

Grade Level	Total #	Building(s)	Assignment
PK	1	TJ	1
K- 8	6	AH, EH, TJ, WW, BI, BMS	1 per building
9-12	3	HS and Basics	2 at HS, 1 at Basics

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
1 Year	100% in classroom	9	5	\$4000

Key Responsibilities in addition to those of DIL:

- Act as a liaison between district administration and buildings to ensure effective communication vertically in the district
- Recommend professional development needs of buildings
- Assist in developing and facilitating school-wide and district-wide professional development plan
- Attend monthly DILT meetings

Building Instructional Leader

The Building Instructional Leadership Team Members lead their grade level/department teams and serve on the Building Instructional Leadership Team. 37 positions as part of BILT (excludes nine District Instructional Leaders, one at each building who will also be members of BILT)

Grade Level	Total #	Building(s)	Assignment
PK- 4	16	AH, EH, TJ, WW	4 per building – one at each grade level
5-6	4	BI	2 at each grade level
PK-6	2	AH, EH, TJ, WW, BI	1 representative from Specials & 1 from SpEd/Title 1
7-8	5	BMS	1 per dept. (math, SS, Sci, ELA, SpEd, Elective/Explo)
9-12	10	HS	4 core and remainder to be cross representative (Math, SS, Sci, ELA, FL, Art, Ind. Tech, SpEd/At risk, Music, Business, FCS, LMC)

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
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Key Responsibilities:

- Provide leadership in the collection and analysis of data
- Lead the creation and implementation of team and grade level/department goals
- Assist administration with developing building/district goals
- Lead the grade level/department team in making informed instructional decisions that meet the specific needs of teachers and students
- Plan and facilitate grade level/department team discussions about improving instructional and assessment practices
- Support colleagues to implement instructional strategies effectively
- Recommend professional development needs
- Collaborate with school leaders and other colleagues to address team, grade level, department, and instructional issues
- Schedule meetings, develop meeting agenda and keep team on task
- Serve as a model teacher. Model teachers’ classrooms will serve as laboratories where best practice is demonstrated

Mentor Teachers

The goal of the Mentor Teachers is working within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. A mentor is assigned, not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices. 22 positions (varies based on need).

Length of Assignment	Teaching Assignment	Release Days	Extended Days	Salary Supplement
1 Year	100% in classroom	5 – 1 st Sem 2 – 2 nd Sem	2	\$2500

Key Responsibilities:

- Participate in professional development for mentors and mentees
- Build a trusting mentor/mentee relationship through regular and consistent interaction
- Assist in the planning, implementation and assessment of curriculum
- Assist in analyzation of assessment data to guide instruction
- Provide feedback from classroom observations to improve instruction
- Support ongoing professional portfolio development
- Collaborate with the DILT and BILTs in promoting cultural and instructional improvement in the district
- Assist in developing effective classroom management skills and strategies

TLC Cohesiveness

The TLC plan will create cohesive instructional improvement strategies that will strengthen instruction and improve student achievement. The system provides opportunities for continuing development and career advancement as a means of retaining our best teachers and building collective professional capacity through collaboration. Mentors will work closely with new teachers to identify and meet their needs, and with administrators, instructional coaches, and district curriculum leaders to ensure consistency in strategies and language. Building Instructional Leadership teams, which include Building Instructional Leaders, District Instructional Leaders and Instructional Coaches, will work together with administration to design, facilitate and evaluate PD.

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.

NCS D has developed a rigorous selection process for Teacher Leader applicants that includes criteria for initial screening prior to being selected as a candidate. Potential candidates will have a minimum of 3 years of teaching experience, 1 of which has been in the NCS D (ideally they will have 4 and 2 years respectively), submit a letter of interest, resume, an application, 3 pieces of evidence of support from peers, as well as a recommendation from the applicant's administrator. The selection committee will screen these applications and select candidates for the next phase in the process. Once selected as a candidate, teachers will participate in an intensive interview. The TLC Site Council will consist of an equal number of teacher leaders and district administrators/board members and will monitor the implementation, facilitation, and evaluation of the TLC plan to ensure the system is implemented with fidelity and integrity, including the hiring process. The TLC Site Council will coordinate a selection committee for each TL role. The selection committee will consist of teachers and administrators, with membership changing based on the building employing the TL and the applicant pool for the position. When positions are hired in a particular building, the lead administrator and at least one teacher will be included in the selection committee. Members of the selection committees will have training on selection criteria, the rubrics for examining evidence, and the rubrics for interviewing. If a teacher who is on the selection committee decides to apply for a leadership position, they will be excused and a replacement will be found. Confidentiality will be maintained throughout the selection process. The selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations to the superintendent regarding the final selection of candidates. Informational meetings will be held in each building and other communication made to address the opportunities and benefits for teacher leaders. Leadership positions will be posted and include role responsibilities, extra contract days, stipends, and the requirement to complete an annual review and submission of application for reassignment to the role.

Steps in the Process

Phase One - Screening Process

Each applicant will submit a completed application package consisting of:

1. A letter of application explaining why they want the position and why they believe this position is important to the district
2. A resume which includes evidence of continued growth as a professional and prior leadership experiences
3. Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring that may include:
 - Describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.
 - Describe your professional development experiences, including memberships, presentations, attendance at conferences and/or future professional development goals.
 - Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.
 - Describe an initiative or research-based strategy that you implemented and tell how you evaluated the effectiveness of that work on student achievement.
4. Three pieces of evidence of support from peers and a recommendation from the applicant's administrator that speak to effectiveness and fitness for teacher leadership (The letters will be sealed and sent directly to the selection committee.)

All of these materials will be screened by the selection committee who will use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

PHASE 2 Interview

All candidates will be asked the same questions, ranging from the job description to leadership experiences to best practice. Candidates may respond to any questions regarding materials submitted in PHASE 1. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the candidate is coachable and willing to take on the rigors of the learning required for a particular position. The selection committee members will use a rubric, specific to the position, to assess candidates and conduct a consensus building process to select the successful candidate(s).

PHASE 3 Final Selection

The Selection Committee will determine the top candidates and a list of hiring recommendations will then be presented to the Superintendent and finally to the Board of Education for approval.

PHASE 4 Yearly Review & Reapplication

The NCSD TLC plan calls for considering multiple data points when hiring and evaluating the effectiveness and professional growth of Teacher Leader candidates. Considering candidates from multiple perspectives will help hire candidates who are most 'fit' for leadership positions and provide robust evidence for judging effectiveness.

For the Annual Review of Assignment, the TLC Site Council will examine evidence which could include:

1. Surveys that collect feedback from peers regarding their experiences with TLs
2. A log of responsibilities completed according to the job description and of any other experiences/interactions
3. A summary of evaluations of PD with which the TL has been involved
4. A self-analysis of strengths and areas for growth, along with a resulting plan for professional growth which includes a summary of PD for the TL
5. A summary of any student data relevant to the TL position
6. Letters of support from peers and administrators directly related to the TL role

A retention decision will be made by district administrators based on input from the TLs themselves, the DILT and the TLC Site Council.

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.](#)

It is the goal of the NCSD to have professional development that is evidenced-based and results in effective instructional practices at the classroom level that improve student achievement. While current practices do align with research, implementing these practices with integrity in each and every classroom needs improvement. To address this need in the TLC plan, Teacher Leaders (TLC Site Council, TLC Coordinator, Instructional Coaches, District Instructional Leaders, Building Instructional Leaders, Mentors, and Model Teachers) will have an extensive role in the development and delivery of the NCSD Professional Development plan, which is aligned to the IPDM and developed through PLCs.

Abbreviation Key: IC = Instructional Coach BIL = Building Instructional Leader BILT = Building Instructional Team
 DIL = District Instructional Leader DILT = District Instructional Leadership Team

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	The district will use the Collaborative Inquiry Questions, the MTSS framework, and the PLC model to drive PD for school improvement. ICs, DILs, Assistant Director of K-8 Services, Assistant Director of K-12 Special Services, and the HS Curriculum Director will form the DILT which will review data analyzed by the BILTs and develop a district-wide PD plan that is differentiated based on teacher and student needs. The Teacher Quality Committee will provide additional oversight of building and District PD to ensure alignment of PD with TQ funds.
Collect and Analyze Data	All Teacher Leaders will receive continuing training on collecting and analyzing data using the Collaborative Inquiry Questions and the MTSS framework. All district teachers will collect and analyze student data. Mentor teachers and ICs will help beginning and new teachers with data collection. ICs, BILs, and DILs will lead grade level and department teams in making data-driven instructional decisions. ICs and BILs will assist with district-level data analysis.
Goal Setting & Student Learning	After reviewing building data, BILs, DILs, and ICs will work with their principals to set building goals and with teachers to set Career Development Plan goals that address improved student learning. DILs and ICs will be part of the DILT, helping to create district-wide goals for student learning and PD.
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 goals. At the building level, the BILT 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.

Training and Learning Opportunities	<p>ICs, BILs, DILs, Mentor Teachers, district staff, Heartland AEA, or other outside sources with the necessary expertise will deliver district and building PD that is aligned with the goals. ICs, BILs, DILs and Mentor Teachers will model strategies learned in PD.</p>
Collaboration	<p>Mentor Teachers, ICs, BILs, and DILs will be actively involved in leading PLC work with all teachers which addresses the Collaborative Inquiry Questions. Mentors, ICs, BILs and DILs will have a teacher leader PLC facilitated by the TLC Coordinator.</p>
Implementation	<p>Mentor Teachers, ICs, BILs, and DILs will support teachers in efforts to implement instructional practices with fidelity. They will also serve as model teachers of these instructional practices. Mentor Teachers will collaborate with beginning teachers by discussing, modeling, and observing. BILTs and DILT will work to plan for implementation. All Teacher Leaders will focus on the priority of the district TLC plan to improve teaching and learning by monitoring student achievement data.</p>
Formative Evaluation	<p>BILTs and DILTs will review student data using the Collaborative Inquiry Questions and the MTSS framework on a regular basis to make adjustments in their year-long plans as needed. ICs, BILs, and DILs will collect and analyze data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at BILT and DILT meetings.</p>
Program Evaluation (summative)	<p>BILTS will review building implementation of professional development initiatives quarterly. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level by the DILT to adjust and determine district PD needs. Results will be communicated to all stakeholders through various avenues such as school board meetings, SIAC meetings, Administrative Cabinet meetings, and the district web site.</p>
Developing Teacher Career Plans	<p>From the CSIP “Each teacher creates a Career Development Plan and SMART goals and creates actionable steps in meeting that plan.” All TLC roles will assist teachers in creating these plans and support teachers in implementing them.</p>

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 NCSd TLC Plan will be comprehensively evaluated once annually to determine its impact and effectiveness and to make adjustments and revisions. This review will be done by the TLC Site Council with input from the Building Instructional Leadership Teams (BILTs), the District Instructional Leadership Team (DILT), and other stakeholder groups such as SIAC, the administrative cabinet, the school board, staff, and parents. It will be continuously monitored with formative data throughout the school year by the District Instructional Leadership Team. Each goal will be reviewed using a combination of quantitative and qualitative metrics.

ST = Short Term measures

LT = Long Term measures

NCSd TLC Goal #1: Improve student learning by improving the instruction students receive each day.

ST: Building level grade/department teams will meet regularly to examine formative data using the MTSS framework. The teams will use the PLC model to function effectively, especially when developing processes and protocols for reviewing data. Possible sources of evidence include attendance data, common grade level/department assessments, MTSS/RTI intervention data, and teacher implementation data. BILTs will review data provided by building grade level/department teams at least once quarterly. The DILT will also meet quarterly to analyze building data to ensure that the TLC plan contributes to improved teaching and learning. The DILT will recommend actions needed to improve areas of concern and share with all district leadership.

LT: The BILTs and DILTs will analyze Iowa Assessment Data for any instructional and program adjustments needed for improved student learning. The TLC Site Council will meet annually to analyze data collected and summarized by the BILTs and DILTs and make recommendations for adjustments to the TLC plan.

NCSd TLC Goal #2: Attract, develop, and retain promising new teachers.

ST: Ongoing feedback of the mentoring program will be gathered via interviews and surveys by the TLC Coordinator and shared with mentors as needed for immediate improvement.

LT: At least annually, the NCSd will analyze recruitment and retention data to ensure that the TLC program contributes to improved recruitment and retention of quality teachers. An annual evaluation of the mentoring program will be conducted. Possible sources of evidence include surveys of Beginning and Mentor Teachers regarding program's effectiveness, documentation from mentor training, meeting logs, etc. Adjustments will be made to the program using this data. The current retention rate of 61% will be increased to 75% by completion of year 3 of the TLC program. 100% of vacancies will be filled with highly qualified teachers. The TLC Site Council will review this data and make recommendations for adjustments to the TLC plan.

NCSd TLC Goal #3: Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.

ST: Teacher Leaders will continuously monitor their effectiveness and collaborate with other Teacher Leaders, including the TLC Coordinator. Possible sources of evidence include coaching logs, walk-through notes, PD evaluations, interviews, observations, meeting notes, teacher surveys, etc.

LT: Enhanced career opportunities will be provided by filling 100% of the identified Teacher Leader roles, ensuring at least 25% of the staff is engaged in leadership roles as defined by the TLC plan. Annual evaluations of the roles will be conducted. Possible sources of evidence include lists of teachers in TL roles, TL self-evaluations, teachers' survey, administrative feedback, sample evaluation questions from AEA, and Establishing a Supportive Environment tool. The TLC Site Council will review data and make recommendations for adjustments to the TLC plan.

NCSd TLC Goal #4: Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.

ST: Professional Development evaluations will be completed after each PD session and shared with the facilitators and DILT. Data will be continuously collected to determine the extent and fidelity of implementation of PD. Possible sources of evidence include implementation logs, walk-through notes, observations, district and building PD plans, meeting artifacts, coaching session logs, etc.

LT: The IPDM evaluation tool and the MTSS framework will be used annually to determine where adjustments in PD need to be made. The DILT will create district PD goals for the following year. The TLC Site Council will review data and make recommendations for adjustments to the TLC plan.

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)

Capacity to Implement TLC plan:

The Newton Community School District's process of designing the TLC plan has purposely been thorough, inclusive, and transparent to encourage a culture of shared ownership of the plan. The belief that leadership is a shared responsibility will help guarantee the successful realization of the vision of the plan: *Empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District.* Teacher feedback on surveys and in meetings allowed the Steering Committee to craft a plan representative of the staff's needs. 95% of the teachers responding to the final survey indicated support for the TLC plan, and 79% indicated an interest in a TL role. Input was also sought, and 100% support gained, from the SIAC and school board. Parents, students, and community members were represented on the steering committee and provided valuable insight. The Newton Community Education Association (NCEA) began working with district administration on the process in June of 2014 and will verify that the TLC plan works within our district's master contract. Evaluative processes have been written that, when implemented, will analyze the effectiveness of the plan as well as guide actions for improvement. The plan is carefully crafted to ensure that all the pieces fit together to form a comprehensive plan.

Successful Implementation of Past Initiatives:

NCSD feels confident in our ability to implement this plan based on the success of past initiatives. Examples include:

- a 7-12 Content Literacy Continuum project in its 7th year led by teacher leaders trained in the University of Kansas Strategic Instruction Model (SIM)
- successful implementation of the Everyday Math and Wonders reading curriculum at K-6 through teacher collaboration and coaching
- a 1:1 implementation at the high school, led by teacher leaders, that in its 3rd year continues to improve
- building and grade level leadership and data teams continued student achievement improvement efforts using the MTSS framework
- Current teacher leadership positions within the district that will be strengthened by having clearly defined job descriptions, hiring, and evaluation processes, as well as consistent compensation.

Conditions that Support Teacher Leadership:

The NCSD TLC plan

- describes the specific qualifications, responsibilities, compensation and selection of TL roles
- provides time and compensation for TL's professional learning and collaboration.
- outlines structures and provides the time and funding necessary for an organized communication system with all stakeholders.
- allows for additional training on data-based decision making as well as the time and funding for TLs to collaborate with each other and classroom teachers for analyzing data and determining actions for improvement. The TLs will use data to determine next steps in order to make necessary adjustments in current practices. Administration will regularly seek feedback from the TLs and staff to address questions and concerns regarding the effectiveness of the TLC plan.

Key Staff and Responsibilities

Teacher Leaders

- The TLC Site Council will monitor the implementation, facilitation, and evaluation of the TLC plan to insure the system is implemented with fidelity and integrity.
- The TLC Coordinator will be one of the Instructional Coaches and will orchestrate the implementation, facilitation, and data collection of the TLC plan to insure the system is implemented with fidelity and integrity.
- District Instructional Leaders, Building Instructional Leaders, Instructional Coaches, Mentor, and Model teachers are the backbone of our TLC plan. These teachers will undergo a rigorous application process to ensure the most qualified and best fit for the leadership positions. It is their expertise that will ensure the success of this plan through improved classroom instruction leading toward increased student achievement.

District Administration:

(District Superintendent, Director of Business Services, Director of Human Resources, Director of K- 8 Services and Director of Special Programs)

- Hire TLs from recommendations from each role's Selection Committee

- Receive recommendations from the Site Council, the DILT and the BILTs to monitor or adjust the district TLC plan
- Ensure transparent communication among the district, the Board of Education, and stakeholders regarding the TLC plan
- Monitor and supervise the use of the TLC funds
- Assist in designing job descriptions and conducting interviews as part of the selection committee
- Coordinate the selection, evaluation and support for curriculum and assessment
- Assist in facilitating PD opportunities for TLs
- Assist in facilitating the DILT
- Assist in facilitating, and participate in, ongoing professional development

Building Principals:

- make recommendations on the selection and evaluation of teacher leaders as part of the selection committee
- provide quality evaluations of each teacher leader
- Support alignment of curriculum, instruction, and assessment
- Assist in facilitating, participate in, and support ongoing professional development

We are confident that the NCS D TLC plan addresses district-identified needs, the articulation of the teacher leader roles in the District, and program evaluation to routinely ensure we are responsive to changing needs of our District, our students, and our community. The TLC plan will support our goal of continuous improvement.

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.

- | | |
|---|-----|
| <u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers. | Yes |
| <u>Selection Committee</u> 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 |
| <u>Teacher Leader Percentage</u> 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 |
| <u>Teacher Compensation</u> 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 |
| <u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. | Yes |

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$276,180.00

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).	\$630,980.00
Amount used to provide professional development related to the leadership pathways.	\$16,527.99
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
Totals	\$923,687.99

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 2954.1

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

District Enrollment-Based Allocation \$923,687.99

Total Allocation \$923,687.99

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$923,687.99

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$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 NCS D TLC vision is to *empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District*. The 81 leadership roles created represent 35% of FTE staff and are differentiated both in responsibilities and compensation, supported by professional development, and provide multiple and varied types of support for teachers and students. The budget details the costs associated with implementation to fulfill the goals of the NCS D TLC plan:

1. Improve student learning by improving the instruction students receive each day.
2. Attract, develop, and retain promising new teachers
3. Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.
4. Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.

Estimated Allocation of Funds by Role

The TLC Site Council will consist of an equal number of TLs and district administrators/board members and will monitor the implementation, facilitation, and evaluation of the TLC plan to ensure the system is implemented with fidelity and integrity. Goals 1-4

Levels	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement	District Cost per role	Total Cost	PK-4,5-6, 7-8, 9-12
4	0	2	\$1,000/\$1,170	0

One of the Instructional Coaches will serve as the TLC Coordinator and will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity. Goals 1-4

Level	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement	District Cost per role	Total Cost	PK-12
1	1	5	\$2,500/\$3000	0

The Instructional Coaches will assist classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data and technology to improve student achievement, and aligning curriculum and instruction to Iowa Core. Goals 1 & 4

Level	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement	District Cost per role	Total Cost	PK-4 (4); 5-6 (1); 7-12 (3)
8	8	15	\$7,500/\$8,800	0

The District Instructional Leaders (DILs) lead their grade level/department teams and serve on the Building Instructional Leadership Team. In addition, they serve on the District Instructional Leadership Team (DILT). DILT is a district-level data team that sets district goals, plans district wide PD develops and monitors the district Iowa Core Plan and determines specific PD initiatives based on student data and teacher need. They also serve as model teachers. Goals 1-4

Level	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement District Cost per role	District Cost per role	Total Cost	PK(1); K-4 (4); 5-6 (1); 7-8 (1); 9-12 (2); BB (1)
10	0	5	\$4,000/\$4,700	9

The Building Instructional Leaders (BILs) lead their grade level/department teams and serve on the Building Instructional Leadership Team (BILT). They examine building achievement data, plan and deliver PD, assist with goal setting and collaborate with other building leaders. They also serve as model teachers. Goals 1-4

Level	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement District Cost per role	District Cost per role	Total Cost	PK-4 (16); 5-6 (4); 7-8 (5); 9-12 (10); K-6 Spec (1); K-6 SpEd/Title (1)
370		2	\$2,000/\$2,300	4

Mentor Teachers work within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. They address personal and professional needs and train teachers on Iowa's eight Teaching Standards. They observe, critique, and provide support and advice on effective teaching practices. They also serve as model teachers. Goal 1 & 2

Level	#	FTE	Extended Contract Days per role	Salary Stipend/District Cost per role
Release Days per role	Classroom Replacement District Cost per role	District Cost per role	Total Cost	PK-12
22	0	2	\$2,500/\$3,000	7

Beginning Teachers: Although this is not a teacher leadership role, the TLC plan allows for release days for beginning teachers to meet with their mentors and observe model teachers. Goal 2

Release Days per role	Classroom Replacement District Cost per role	District Cost per role	Total Cost	PK-12
22	0	0	\$0	7

Allocated Budget for Professional Development: \$16,527.00

Prior to the 2016-17 implementation of the TLC Grant, NCSD will continue to build capacity for potential TLs during the 2015-16 school year using remaining funds allocated in the TLC planning grant. \$16,527 has been budgeted in the TLC plan to provide PD related to the leadership roles. Through this crucial professional development, all TLs will enhance their knowledge and skills in the areas of best instructional practices, PLCs, the Iowa Core, collaboration, coaching, integration of technology for instruction, differentiation, and leadership. Professional development opportunities that are differentiated according to the needs of each role may be utilized from the following sources:

- AEA professional development
- PLC Works
- Iowa Department of Education
- Jim Knight Coaching
- University of Kansas SIM
- District adopted curriculum PD
- Professional Association PD
- Other PD opportunities as they become available that support the TLC plan