



Application

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

96241 - NV TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Nodaway Valley CSD

**Organization Type:** K-12 Education

**Tax ID:** 42-1499883

**DUNS:**

**Organization Website:** www.nodawayvalley.org  
**Address:** 410 NW 2nd Street  
Greenfield Iowa 50849  
City State/Province Postal Code/Zip  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Nodaway Valley Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 01-2673  
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**  
**Name of Superintendent** Casey Berlau  
**Telephone Number** 641-743-6127  
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**Street Address** 410 NW 2nd Street  
**City** Greenfield  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 50849

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## TLC Application Contact

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**City** Greenfield

**State**

Iowa

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

**Zip Code**

50849

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## **Narrative**

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

The Nodaway Valley (NV) school district is a small, rural district in southwest Iowa, with a current enrollment of 677 students from the communities of Greenfield, Bridgewater, and Fontanelle. A team of individuals from the NV schools has engaged in a long-term planning process to develop a Teacher Leadership & Compensation (TLC) plan for school improvement to be implemented in the fall of 2015.

The NV TLC team formed in the fall of 2013 and began by studying the grant requirements and various plans for teacher leadership. As a result, the team determined the best option for our school district would be option 3 and the TAP (Teacher Advancement Program) system was selected as the primary training and resource tool for the district. The TAP system, developed in 1999 by NIET (the National Institute for Excellence in Teaching), is a school improvement model based on teacher leadership components and collaboration. TAP utilizes teacher leaders working alongside other teaching staff in collaborative teams to develop a set of 22 researched-based teaching strategies focused on enhancing student achievement. NVCS D has a history of committing to and persisting in improvement initiatives that work toward achieving our mission. Our work in implementation of the Iowa Core, MTSS, Standards Based Education, K-4 Literacy initiatives, and 1:1 Technology will give us the foundation on which to begin a TLC system and to sustain it in future years.

Our current staff development program consists of district and building Lead Teams. These teams have effectively supported our school improvement work, but we believe there are gaps that exist. Our current program follows the Iowa Professional Development Model (IPDM), as will the TLC program; however, the TLC program will provide us with the opportunity to make professional development more personalized to meet the needs of our teachers - different from our current work that is more "one size fits all". With only 69% of our staff currently showing support for the TLC program, we have some obstacles we must overcome. We feel these are surmountable and will continue to address concerns from the staff in developing our program. Another district gap is with our current teacher mentoring program. We feel that with implementation of a TLC program, we will address the following weaknesses:

- Time Issues - One individual will be dedicated to mentoring teachers new to the district,
- Leave Issues - The current program requires mentees and mentors to go outside the district for the mentoring experience. Our new plan will have the mentoring and training done within the district,
- Professional Development - Will be ongoing past the two years currently offered

Professional development within the district can sometimes become fragmented and disconnected as we work to find one topic that fits the needs of all of the staff. With the implementation of the TLC program, one person will monitor and track professional development and offer more of a personal approach to the staff. It will actively enhance and support ongoing initiatives by providing more collaboration, observation, and reflection time for our staff.

The TAP system uses teacher leaders to develop a strong professional development plan for its schools. Approximately 25% of the teachers in the district will provide leadership as Master, Mentor, or Model teachers. The Master and Mentor teachers will lead weekly cluster meetings focused on helping all teachers develop strong teaching strategies. Teachers new to the district will work one-on-one with a teacher leader who will observe them and provide feedback and additional support as needed. Model teachers will be available for other teachers to observe effective teaching strategies in action.

Ongoing, focused professional development will be lead by NV's teacher leaders using the IPDM and will focus on the Iowa CORE. Teacher leaders, working alongside administration and NV teaching staff, will look at current student achievement data (formal and informal) to determine student needs. From these determinations, research and planning will occur creating a focus for weekly cluster groups. Peer observations will occur in the classrooms and teachers will have time for instructional collaboration. Over time, teaching strategies will become refined and improved. Both short-term and long-term measures of effectiveness will be collected to determine program effectiveness.

Our Teacher Leader and Compensation plan offers 15 new leadership roles to be chosen using a rigorous selection system with annual evaluation of the overall program occurring each spring. If our district is awarded the TLC grant, training for Master and Mentor teachers will be held during the summer of 2015 and the cost of TAP training will be shared with the Cumberland-Anita-Massena (CAM) school district.

The ongoing development of our teacher leaders is essential to the success of our TLC proposal. We think it's critical to provide development and support to the teacher leaders, as well as the beginning and career teachers in the district. This program will add a defined and progressive process to our district that empowers teachers to take on leadership roles with adequate compensation based on the amount of leadership responsibility. It will enhance the quality of professional development offered to our staff. It will also strengthen our ability to attract and sustain quality teachers that will further prepare our students for productive, successful lives beyond school.

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).

Over the past year, the NV school district has undergone an in-depth planning process guided by our goals and vision to develop a TLC plan to lead the teachers of our district into an improved, sustainable system of professional development that focuses on improving student achievement.

#### Deciding to Apply

In November 2013, a committee consisting of 4 administrators, 5 high school teachers, 4 middle school teachers, and 2 elementary teachers was established to review the TLC grant. The committee met 6 times from November to January to review the grant application and research existing teacher leadership models. The team wanted to make sure all options were explored and the best plan was developed to fit the district's needs, so it was decided an application would not be submitted for the first round. The team continued to meet on a monthly basis for the rest of the school year, then picked up meetings again when the 2014-2015 school year began. The committee agreed to have an application ready to submit by October 31, 2014 for the second round of grants.

#### Creating a Plan

The team reviewed the 3 models of the grant to determine which model would best meet the district's needs. The committee determined the Comparable Plan Model would best support the district as it allowed for some flexibility within the development of the plan. The team felt it important to research existing Teacher Leadership programs. In January 2014 two committee members attended a TAP informational meeting in Carson, and 5 teachers attended a TAP meeting with the CAM school district. The Central Decatur (CD) Superintendent had a question and answer session during the CAM meeting, sharing his insight to his district's work so far with TAP. The positive experience the CD district had with TAP led the team to further exploration into the plan. The research done led to the conclusion that TAP would be the best fit for NV as it provides training and support for teacher leaders that is essential to the success of the program.

#### Writing the Grant

Seven members of the TLC team started writing an application during December 2013, but decided further research of the TAP program was necessary before continuing. Several committee members attended TAP seminars to learn more about the program.

The grant writing team attended meetings in Red Oak during August - September 2014 to learn more about writing the grant. The committee then began writing using exemplar applications and information from TAP as a guide. The teams worked both collaboratively and independently via Google Docs. In October 2014, the team participated in a peer review process in Red Oak. Then, blind readers read the grant and scored it according to the rubric. The TLC team did a final revision before submitting the application.

The team spent approximately 200 hours collectively working on the grant application. The TLC planning grant was vital to our district in putting together our plan, as the funds were used throughout the year long process to reimburse teachers working on the grant during non-contract time, and to pay for substitutes to allow committee members to attend meetings.

#### Teacher Support

The TLC committee presented information on the TLC plan to the K-12 teaching staff on March 12, 2014 during a professional development session. The presentation included the requirements of the grant, options for implementation, and information about the TAP program. After the presentation, teachers posed questions they still had about TLC and the TAP system. The committee used the questions from the staff as a guide for further research. The team then responded to each of the questions in a follow up meeting with the staff and a second survey was conducted in September 2014 to seek program suggestions and determine staff support of the TLC program. A majority of the staff responded to the survey with 69% saying they supported a TLC program in the district. Since the majority of the staff supports this endeavor, proceeding with the grant application is the right choice. We will continue to work with the staff to answer questions and concerns to earn their full support. Staff suggestions were taken into consideration by the grant writing committee when designing the plan.

#### Administrator Support

Administrators showed their initial support of the TLC program by being a part of the TLC committee and providing valuable input as the plan was written. However, teacher members of the committee did the bulk of the writing as this endeavor is highly dependent on the ability of the teachers to create a strong program. The administrators were surveyed in September 2014 and 100% of them were in support of the TLC program.

#### School Board and Parent Support

The TLC committee attended a meeting of the School Board and the District-wide Advisory Committee (DAC), which consists of parents in the community who do not hold positions within the school district. The concepts behind the TLC plan were

explained and a question and answer session was held. The two groups posed questions concerning taking the best teachers out of the classroom, selection and compensation of teacher leaders, and the general budget. The Superintendent addressed budget concerns and the other members answered questions about the teacher selection and replacement procedures. Of the 8 parents attending the meeting, 87.5% felt a TLC program would positively affect the students in the NV school district.

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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.

The TLC committee developed the following vision statement: Nodaway Valley Community School District will adequately compensate teacher leaders and build a team of highly qualified teachers through personalized professional development and collaboration which will lead to improved student learning.

Quadrant data from Iowa Assessments was used to determine how many students needed to show a year's growth in the areas of reading, math, and science in order to meet the district goals. Nodaway Valley set the following student achievement goal for 2014-15: Increase the percentage of students who show a year's growth on the Iowa Assessment reading, math, and science tests by 7%. The goal was for the 2013-2014 school year was 5% and the goal was met with an increase of 21% in reading, 15% in math, and 5% in science.

The committee discussed how a TLC program would help the district meet not only the student achievement goals and also the district's student learning goals to:

- Effectively communicate in a variety of ways, including speaking, writing, technology, and the arts.
- Effectively use available resources and skills to create innovative solutions to solve complex problems and make reasonable decisions.
- Demonstrate the ability to be respectful, responsible, and productive citizens of the community, to effectively prioritize and organize tasks to reach a common goal, and to remain lifelong learners.

To accomplish this the following goals have been identified by our TLC committee:

- Establish and adequately compensate Master, Mentor and Model Teacher leadership roles through the TLC grant
- Create a culture of collaboration through weekly professional development and Collaborative Learning Teams
- Increase student achievement through personalized professional development and collaboration
- Implement effective instructional strategies through district wide and personalized professional development
- Improved teacher instruction through collaboration with the Master, Mentor, and Model Teachers
- Continued implementation of Iowa Core Curriculum, standards-based grading, and Multi-Tiered System of Support (MTSS)
- Attract able/promising new teachers and provide support to new teachers in all areas of their career, offering a base salary of \$33,500
- Retain effective teachers through teacher leadership opportunities, personalized professional development, and competitive wages

#### State Theory of Action

"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;

create the political will and understanding necessary to remake the status of the teaching profession;

give highly effective teachers opportunities to grow, refine, and share their expertise;

and develop a clear system with quality implementation,

then ...student learning will increase,

#### NV TLC Plan

In our district, the TLC plan is one of the few ways that we can compensate excellent teachers beyond the master contract.

Having a largely veteran force, the need to recruit new, effective teachers will continue to increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.

Our TLC plan provides a defined and progressive process that empowers teachers to take on leadership roles.

The TLC plan builds upon our current opportunities to collaborate with other teachers in our district as well as opens up new avenues for collaboration with other districts and AEA personnel.

Clear job descriptions and responsibilities of Master, Mentor, and Model teachers in addition to the evaluation and observation process will foster quality implementation of the plan.

Iowa Assessment and Measure of Academic Performance (MAP) data will be analyzed and shared with students and teachers. Our district's goal is to increase Reading and Math scores by 7%.

student outcomes will improve and

The use of Bloom's Taxonomy and Webb's Depth of Knowledge as a guiding force, rigor will increase resulting in higher levels of student achievement.

students will be prepared to succeed in a globally competitive environment."

All of the elements of the plan will help Nodaway Valley to accomplish its mission of "to prepare all students for productive, successful lives beyond school through a balanced curriculum, activities, community experiences, global awareness, high expectations, and interaction between students, parents, school staff, and community."

Through our vision statement and our goals, our TLC plan will align with the Iowa Task Force on Teacher Leadership and Compensation Theory of Action and our own District goals.

**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 Nodaway Valley School District's mission is to prepare all students for productive, successful lives beyond school through a balanced curriculum. Our district has committed to the following improvement initiatives to achieve our mission: the Implementation of the Iowa Core Curriculum, MTSS, Standards Based Grading, and the K-4 Literacy initiatives. The Nodaway Valley TLC team will support the initiatives by facilitating the development of highly effective teachers, improving student academic performance. Nodaway Valley's teacher leaders will consist of two master teachers, six mentor teachers, and seven model teachers to be instructional specialists for delivery of curriculum.

- Iowa Core Implementation - Nodaway Valley Community Schools are currently implementing the Iowa Core Curriculum. The Master, Mentor, and Model teachers will assist teachers in focusing on and understanding the depth and rigor of our curriculum, developing lessons, and strengthening fidelity of the Core Curriculum by frequent observations and more personalized assistance to individual teachers.
- MTSS - This is the first year that Nodaway Valley is fully implementing the MTSS. The Nodaway Valley TLC team will assist teachers in matching their curriculum, environment, and instruction to the learner. They will help teachers develop an environment that is rigorous and student friendly. The focus of the Nodaway Valley MTSS is research-based academic and behavioral instruction and intervention strategies. These elements will help to ensure the teachers meet the diverse needs of their students to promote student achievement.
- Standards Based Grading - Nodaway Valley utilizes Standards Based Grading. The Nodaway Valley TLC team will take responsibility for assisting teachers with understanding Core standards and summative assessments that correlate to the Iowa Core. The team will supplement the staff with universal instruction strategies in delivering Core instruction as well as strategies for differentiation. The team will assist teachers in creating a positive learning atmosphere that will support student achievement.
- K-3 Literacy - Nodaway Valley Elementary has implemented a K-3 Literacy initiative, formerly Every Child Reads, during the past eighteen years. The district expanded this initiative to include 4th grade. With the addition of new or transferred staff, the TLC team will provide continuity in training and on-going support for the veteran teachers. They will also promote fidelity in the application of these researched based strategies.

**Using Part 4 application narrative from Year 1?**

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)**

## Our Current Program

After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After interviewing teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Over the last 10 years, there have been 47 new hires to the district with only 23 who remain employees of the Nodaway Valley School District, creating a retention rate of only 49%.

Our current model leans more in favor of initial teachers (teachers new to the teaching profession) than it does for teachers who are just new to the district. At the present state, mentor teachers are trained for a two year period and no further training is required of them. An initial teacher is assigned a mentor within the building they teach, whether elementary, middle, or high school. Both mentor and initial teachers attend training sessions offered by the AEA in Creston and continue to meet on a weekly basis throughout a two year period. During these weekly sessions, both mentor and mentee work together on packets provided through the AEA. They also use this time to discuss questions, concerns, struggles, and triumphs.

Formal administrative observations of initial teachers will occur three times each year for the first 2 years. Administrators will provide feedback following these observations. Teachers will also be required to provide a portfolio with artifacts showing implementation of the teaching standards.

Currently, staff meets 1.5 hours weekly for collaboration and professional development in each of the three district buildings. Other times throughout the year, staff meet in one building for full day professional development. Our Lead Team members lead the professional development sessions, which currently focuses on student data and achievement, effective teaching methods, and implementing our standards based education philosophy.

The gaps in our new teacher program are:

- Time issues: Mentor and initial teachers struggle to find common meeting times.
- Leave issues: Added stress is placed on initial teachers to prepare for training sessions outside of the district.
- Training Span: Our current program provides support for a two year span and does not continue after the first two years for both mentor and initial teachers.
- Professional Development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)

Teachers new to the district:

There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a large gap in support and communication between teachers new to the district and current staff.

## Implementing TAP

The TLC committee feels implementation of the TAP System will address many of the gaps and will create a support system for all teachers in the district. Master and Mentor teachers will apply for positions and qualified candidates will be selected by a hiring committee. The skills the committee will be looking for in both Master and Mentor teachers include:

- Excellent collaboration and communication skills
- A record of increasing student achievement
- Instructional expertise
- An understanding of how to facilitate growth in adults
- Expertise in content, curriculum development, student learning, data analysis
- 3 Years of successful teaching history

Funds from the grant will be used for

- Increasing the minimum teacher salary to \$33,500 for all instructors
- \$10,000 in additional pay for Master Teachers.
- \$5,000 in additional pay for Mentor Teachers.
- \$2,000 in additional pay for Model Teachers.

Master and Mentor Teachers will attend TAP core training where they will learn about the evaluation process, leadership team, cluster group meetings, and field testing. The TAP system provides a strong infrastructure to deliver the needed collaboration time and support to assist all educators in their professional growth and help to improve student achievement. Master and Mentor teachers will spend time in the classrooms of all teachers, from the initial teacher to the veteran teacher.

Model Teachers will be in their classroom 100% of the time but will open their doors to new teachers and veteran teachers alike

to observe teaching strategies modeled by the Model teacher. They will also assist the Master and Mentor teachers with cluster groups. Personalized coaching from Master and Mentor teachers will consist of team teaching, model teaching, instructional strategies, professional feedback, lesson reviews, and review of student work. This system provides more support for teachers new to the field than our current system allows, and the support continues year after year. Cluster groups will take place once a week to focus on high-quality instructional strategies aimed at meeting student learning needs. Grade-specific cluster groups will help educators identify and discuss age specific strategies that will increase student success.

As a district, we feel the TAP system will help our endeavor to move forward, to grow together professionally (new and veteran teachers), and be successful as educators and provide quality, research-based strategies to help students become successful in school and beyond. We feel our collaborative school culture is enticing to teachers who want to see the impact of their work through a personalized learning environment.

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## **Narrative**

Using Part 5 application narrative from Year 1?

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 TAP system incorporates professional development strategies that research studies have found to be effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality professional development and ensures activities ultimately deliver positive results, for teachers and for students. TAP combines collaborative teams and classroom coaching to maximize the impact of instructional strategies.

Through the TAP program, NV teachers will receive one-on-one coaching from Master and Mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called “cluster groups,” which will meet weekly to learn and develop new classroom strategies and analyze the impact of those strategies on student learning. All teachers in the district will be a part of a cluster group that is either grade or content-specific. After every cluster meeting, Master and Mentor teachers will provide targeted follow-up coaching to help teachers develop and effectively implement strategies they examined during the meeting, to meet each teacher’s individual needs. The district’s teacher leaders will also serve on a Principal-led, school-wide Leadership Team that will set clear goals for cluster groups and monitor their progress to ensure success.

In traditional models of professional development educators are likely to attend a session away from their school site. With content delivered by external presenters, this traditional model rarely allows follow-up with teachers to ensure strategies are adequately applied to new information, classroom instruction, and supported in their new professional learning. In contrast, professional development in our TLC program will be working in the same facility and with the same students as the teachers being supported. We feel approach will be much more effective than the current model.

Unlike the fragmented and disconnected approach to professional development still common in some schools, the new system will provide teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of student achievement data, and led by teacher leaders within the district. At NV, the Master teachers, Mentor teachers and the Principal will have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is driven by careful analysis of student and teacher needs within the district. Professional development activities include:

- Cluster Groups. The school schedule will be restructured to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies will be selected by master teachers based on detailed analysis of student achievement data and introduced to teachers in the cluster group after the master teachers have successfully vetted strategies in actual classrooms to substantiate student learning gains. After Master teachers introduce a new strategy, teachers will use the strategy in their classrooms, then return to cluster meetings with pre-test and post-test data from formative assessments so the group can discuss strategy success and refine it further, if necessary.
- Individualized Coaching. Master and mentor teachers will follow up after cluster meetings to provide every teacher with one-on-one coaching. Teacher leaders will be provided training, time, and additional compensation for these roles. Their extensive, individual work with classroom teachers is described in detail in supplemental contracts. Master and Mentor teachers will carefully calibrate content and style of coaching to meet teachers’ individual needs based specifically on the students needs in the classroom.

Master and Mentor teachers will employ a wide range of coaching techniques that can be adapted to suit teachers’ individual needs. Some teachers may benefit most from “lighter” coaching in which a teacher leader observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they observe a model teacher demonstrating the strategy in his/her classroom. Still, other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master teachers will be in classrooms providing support and feedback, researching strategies, preparing for cluster group meetings, and engaging in their other teacher leader responsibilities 100% of the time. Master teachers will not have full-time classroom responsibilities. Mentor teachers will have part-time classroom responsibilities (75%) in addition to their teacher leader roles and responsibilities. Model teachers will have full-time classroom responsibilities, but will allow other teachers to come to observe them as they incorporate effective teaching strategies in the classroom.

Master and Mentor teachers will regularly visit teachers’ classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms; from teaching demonstration lessons to modeling specific instructional strategies or skills, to team teaching. For example, master or mentor teachers may visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching may take place outside the classroom, too: teacher leaders can

meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

Currently the NVCSD utilizes a Lead Team along with administration to plan and implement professional development around school based goals. The lead team will be replaced by the team of Master, Mentor, and Model teachers. Currently there are about 15 lead team members for 60 teachers or about 25% of the teaching population. We will continue to strive for 25% of the teaching staff in leadership positions.

	Compensation beyond regular contract	# of FTE Positions	Work beyond contract	% of Total Staff (56)	Contract % Teaching Commitment
Master Teacher	\$10,000	2	10 days	5%	0%
Mentor Teacher	\$5000	6	10 days	7%	75%
Model Teacher	\$2000	7	5 days	12.5%	100%

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.**

According to leading education writer and policy expert Craig Jerald, “The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa” (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance teacher effectiveness, job satisfaction, and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

#### Master and mentor teacher selection

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and will include conducting model lessons for teachers. We will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both Master and Mentor teachers, and a rubric will be used to score candidates on the selection criteria. Hiring of master and mentor teachers will be completed by the end of the 2014-2015 school year so those selected are able to attend summer trainings.

Applicants for Master and Mentor teaching positions will be asked to submit a resume with a letter of application stating why they are seeking the position as well as two letters of recommendation; one of which must be written by a colleague.

Both Master and Mentor teacher applicants will need to meet the basic selection criteria, which will include:

- hold a valid Iowa teaching license
- minimum of 3 years teaching experience for Mentor and 5 years for Master teachers
- minimum of 1 year teaching in the Nodaway Valley School District

In addition to the minimum requirements, both Master and Mentor teachers will be expected to demonstrate the following characteristics:

- record of increasing student achievement
- data based decision making
- excellent collaboration and communication skills
- an understanding of how to facilitate growth in adults
- instructional expertise
- content knowledge
- strong understanding and implementation of the Iowa Core
- curriculum development expertise
- effective use of student learning strategies

The candidates may choose to demonstrate these characteristics through portfolios, model teaching, team teaching, and/or video presentations. Teachers who demonstrate these required skills will apply their skill set to the challenges of the Nodaway Valley School District. This hiring process for Master and Mentor teachers has been implemented in other TAP schools with great success.

Determination of effectiveness of Teacher Leaders will be made through annual surveys given to all teachers, career teachers, mentors and mentees, and administrators. Data assessment will be used to determine potential changes needed to the plan.

The administrators will annually review data to determine the productivity of each Model, Mentor, and Master teacher before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from MTSS, Iowa Assessments
- Trainings attended by teacher leaders
- Logs of PLC team meetings held and items accomplished
- Curriculum maps and alignment reports
- Logs of teacher observations, 1 on 1 teacher collaboration, and modeling strategies in classrooms
- Peer review

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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.*

At Nodaway Valley (NV), one of our goals is to focus on student data and to utilize this data to improve student learning. During professional development meetings, we examine data as a whole but sometimes fail to use the data to guide instructional decisions within the classroom.

NV has chosen to implement the TAP program for their teacher leadership to improve student achievement. The TAP program is designed to support teachers in increasing their skills and effectiveness through collaborative and individualized guidance from Master, Mentor, and Model Teachers.

Master teachers will work directly with the Principal to analyze student data; identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal-setting, classroom follow-up, and goal attainment for cluster groups and Individual Growth Plans; and assess teacher observation results. Master Teachers will lead cluster groups to provide demonstration lessons, coach and team-teach with Model Teachers, and guide the adoption of learning resources.

Mentor teachers are actively involved in enhancing/supporting the teaching experience of Model teachers like the Master teacher but the quantity and frequency of those responsibilities is lessened. Mentor teachers will work with Master teachers to analyze student data to identify professional needs and develop academic achievement plans. Mentor teachers will collaboratively plan and assist with leading cluster meetings. They will also provide classroom-based follow-up and extensive feedback with input and guidance from the Master teacher.

Model teachers provide support to the system by providing “model classrooms” that the master and mentor teachers can help define. Model teachers are not expected to spend additional time coaching or leading cluster meetings but are expected to actively engage in learning ways to improve instruction to effectively reach students which results in increased achievement. Model teachers will provide a classroom where all teachers can observe high-quality instruction and the implementation of district initiatives and instructional strategies.

Our professional development with the TAP system will be provided by school based Master and Mentor teachers. Every week, Master and Mentor teachers will lead model teachers in small professional development sessions or Cluster Groups focused on instructional improvement for increasing student achievement. Professional development will extend into each classroom as Master teachers model lessons, observe instruction and support teachers to improve their practice.

The TAP system mirrors the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM contains these components:

- Maintain a Professional Development Leadership Team (Current leadership team will be replaced by the teacher leaders.)
- Collecting and analyzing student data (TAP: Weekly Cluster Meeting)
- Goal setting and student learning (TAP: School plan, Cluster plan, Individual Growth Plan)
- Selecting content (TAP: Master and mentor teachers help model teachers select appropriate content to help meet student learning goals)
- Training and learning opportunities (TAP: Master and mentor teachers help model teachers select appropriate opportunities to meet student learning goals)
- Collaboration and implementation (TAP: Weekly Cluster Meetings and Weekly District Leadership Meetings)
- Formative evaluation (TAP: Master and mentor teachers will provide feedback on the implementation of strategies and their effectiveness)
- Program evaluation/summative (TAP: Principals, master and mentor teachers will evaluate school plans, cluster group effectiveness and Individual Growth Plans on a regular basis. TAP will provide intensive support and training to guide this process.)
- Developing an Individual Teacher Professional Development Plan (TAP: All teachers will develop individual plans, which will guide decisions for the model)

TAP aligns directly with the IPDM, as all components are present in the TAP system. The professional development cycle is ongoing. As goals are met, new ones will emerge from the on-going analysis of student data. Research will continue to result in refining strategies for effective differentiated instruction. The constant will be that professional development will focus on helping develop teacher competence and confidence in meeting the needs of all students.

**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 Nodaway Valley (NV) Community School District's mission is to "prepare all students for productive, successful lives beyond school through a balanced curriculum, activities, community experiences, global awareness, high expectations, and interaction between students, parents, school staff, and community."

NV Student Learning Goals include the following:

All NV students will...

- effectively communicate in a variety of ways, including speaking, writing, technology, the arts, etc.
- effectively use available resources and skills (reading, writing, mathematics, science, technology, the arts, etc.) to create innovative solutions to solve complex problems and make reasonable decisions.
- demonstrate the ability to be respectful, responsible, and productive citizens of the community, to effectively prioritize and organize tasks to reach a common goal, and to remain lifelong learners.

The state of Iowa's TLC's goals include the following:

- attracting and retaining able and effective teachers with competitive starting salaries and enhanced leadership opportunities.
- promote collaboration and reward professional growth and effective teaching.
- improved student achievement.

Given these goals, the NV School District developed a plan for determining the effectiveness of its TLC Plan in 2015-2016. Both short-term and long-term goals are in place for evaluating the TAP system effectiveness at the NV Community Schools. In the short term, the TLC committee will conduct "check points" every three months to answer the following TLC program questions:

- How many teachers expressed interest in participating in the TLC plan? What is the level of participation of each teacher at this point? What barriers are affecting participation in the TLC plan?
- As teachers self-reflect on their participation in the TLC plan, how does each teacher's professional growth translate into student growth?
- What do stakeholders see as the immediate benefits of TLC within the district? What suggestions for enhancement do stakeholders have?
- What do the staff survey results show in regards to our district staff members being willing to try new teaching opportunities?
- What involvement from students, staff, and administration are coming about?
- How do current student achievement goals/needs align to the TAP system?

Over the long term, the district will answer the following questions after year 1 and years 2 and 3 (in the spring of each school year) of the TLC program at NV Community Schools:

- Has our PD aligned to focus on instructional changes that will help to meet student learning needs?
- How have our initial year Teachers benefited from the utilization of a master/mentor/model teacher? How have career teachers benefited?
- What data based evidence do we have to show this?
- How have our student learning goals met/not met the AYP goals?
- What feedback are we getting from staff (in the form of survey results at the end of year 1, 2, & 3) that indicate positive or negative results of the TLC program.

The NV School District will monitor and adjust its TLC plan based on the results of the above-mentioned indicators.

Administration will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles and professional development plan. Teacher leaders will be required to collect hard and soft data at weekly cluster meetings and informal walk-through settings to use to determine effectiveness of the development of the 22 teaching strategies provided by TAP. Classroom and Model teachers will collect their own data to determine growth in student achievement data. District administration, working alongside the TLC committee, will determine, at the end of the three-year program, whether or not to continue with the TLC plan.

ALL teachers, including Classroom, Master, Mentor, and Model teachers will be asked to reflect annually as to the benefits of the TAP system at the NV Schools. Measurements utilized may include student data, self-reflections, documentation of peer collaboration, cluster meetings, evaluations, lesson plans, walk-through results, and goals to reflect on academic learning goals.

The district's TLC plan will be monitored and adjusted by examining student achievement scores. Student achievement success can be measured by monitoring achievement trends on various district-wide assessments. NV's teacher leaders will look to this data to determine growth and to realign professional development goals for the upcoming school year. NV's teacher

leaders and TLC committee will also look at short-term check-point evidence and long-term student achievement evidence to monitor and refine its plan.

Annually, NV's TLC committee, including the teacher leaders, will analyze student data, reflection by staff, feedback from stakeholders, alignment from the TAP system and The National Institute for Excellence in Teaching (NIET), along with updated state mandates to re-assess its TLC program effectiveness and make plans for each upcoming school year. We will continually study student data, revise teaching practices as needed, implement change, and improve upon teaching efforts for creating greater student achievement over time.

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

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)**

### Current Initiatives

The following initiatives are currently in place at NV: MTSS, 1:1 Technology, Iowa Core Curriculum Alignment, Collaborative Learning Teams (CLTs), Standards Based Education (SBE), and K-4 Literacy. The TLC plan will enhance implementation of these initiatives through collaboration. Teacher leaders will receive compensation for increased responsibility and time from TLC funds. The TLC plan will support current initiatives by providing extended training to TLs who will support all teachers through modeling, PD, data analysis, and collaboration.

The TLs will be supported in the development of instructional and coaching skills throughout the year by training through TAP and other training activities identified by the TLs as the project unfolds. TLs will collaborate as a group to provide support for the TLC program.

### Feedback and Reporting

Feedback is important to maintain the fidelity of our TLC program and the district's initiatives. Feedback includes student data, survey results, TLC/Master teacher collaborative discussions, and stakeholder input. TLs will be responsible for regular data collection. Analysis of data and student achievement data will be done by TLs, administration, and the teaching staff. The results of the data analysis will drive PD and modification of district and TLC goals. This information will be shared with DAC. Feedback will be requested in the form of ideas and suggestions.

Determination of effectiveness of TLs will be made through annual surveys and/or peer reviews given to all teachers, career teachers, mentors and mentees, and administrators. Data will be used to determine potential changes needed to the plan.

The administrators will annually review data to determine the productivity of each TL before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from MTSS, Iowa Assessments
- Trainings attended by teacher leaders
- Logs of PLC team meetings and items accomplished
- Curriculum maps and alignment reports
- Logs of teacher observations, 1 on 1 teacher collaboration, and modeling strategies in classrooms
- Administrator evaluations
- Peer review

### Communication

An article about the TLC program and application process will be placed in the two local newspapers and on the school's webpage. Contact information for TLC Committee members will be included. The administrative team will be responsible for communicating information to the teachers.

There will be ongoing, regular, two-way communication throughout the school year among the administrators, TLs, and career and new teachers regarding the TLC plan. The leadership team will develop a thorough communications plan after the TLs are selected that gathers information in a timely and efficient manner and responds to any issues that arise in a way that ensures all voices will be heard.

### Successful Initiative Implementation

During the 12-13 school year, NV's HS principal began talking to the staff about SBE. After a time of education and questioning, the staff decided to move forward with SBE. During the 13-14 school year, PD in the HS and MS prepared the teachers to begin SBE during the 14-15 school year. All teachers in the MS and HS are using SBE in the classrooms. While all teachers have not yet become proficient with SBE, all teachers are willing to learn and discuss questions in our CLTs during PD. The TLC plan would be instrumental in moving SBE forward in our district as the TLs work with those who are struggling with SBE implementation.

The NV Elementary started the Every Child Reads Initiative over 15 years ago. Over the years we have been able to attend Iowa Department of Education trainings, and district brought in Dr. Emily Calhoun of the Phoenix Alliance to further our fidelity and rigor of the initiative. When the Every Child Reads initiative phased out, the elementary continued with its strategies because we believed in the effectiveness of the initiative and the value of the strategies.

District personnel (Superintendent and building principals) are responsible for ensuring the success of the plan. Building principals will guide and support TLs in daily interactions with teachers and as they learn the new position. Data regarding the effectiveness of the TLs will be collected by the building principals annually. This data could include observations, administrator evaluations, peer review surveys from the teachers, student achievement data, or PD quality and effectiveness. Once the data is collected, district personnel will meet annually and evaluate the effect each TL lends to the success of the TLC plan and

whether each TL will be offered another year's contract. If the contract is not renewed by either party, the administration would then follow the district's master contract by ensuring the return of that TL to the classroom and contacting the TL Selection Committee to begin the hiring process.

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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>	677.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$209,071.14
<b>Total Allocation</b>	\$209,071.14

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## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$2,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$64,000.00
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).	\$125,000.00
Amount used to provide professional development related to the leadership pathways.	\$18,000.00
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>	\$0.00
<b>Totals</b>	<b>\$209,000.00</b>

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## Other Budgeted Uses - Description

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

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$209,000.00

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

Remaining Allocation to be Budgeted \$71.14

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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)**

This is the proposed budget for Nodaway Valley (NV) School District's first year of the Teacher Leadership and Compensation implementation. Hiring the Master, Mentor, and Model teachers would cost \$64,000. Replacement teachers are budgeted \$42,000 for each full-time teacher, and \$21,000 for the half-time teacher. We estimate needing \$2,000 to bring all teachers up to the minimum \$33,500. TAP training for all staff will be \$12,000, and we budgeted \$3,000 for additional PD for Teacher Leaders. During the first year, TAP supports the school district on-site for a cost of \$18,000. District professional development (PD) money will be used for on-site support from TAP. The \$3,000 cost for the CODE system includes documentation of the 22 TAP Teaching Standards in place for long term trend analysis which will be used by the teacher leaders.

NV Schools will partner with Cumberland-Anita-Massena (CAM) Community Schools for year 1 training costs through the TAP program, if both schools receive funding. Year 1 training would occur during the Summer of 2015.

On-going annual costs of the TLC program will be within funding of the state allotment or will be supplemented by district PD dollars.

NV will not participate in performance-based pay for teachers in the 2015-2016 year; only an increase of new teacher salaries to \$33,500 minimum and compensation for teacher leaders with the TLC system.

Reflective in this budget is our commitment to improving instructional practices within the NV District, by providing money for teacher leadership, new teacher salaries, and supporting collaboration of long-term teacher leadership development. NV has annually committed funds to pay teachers who serve on the lead team, hire professional development consultants, send staff to workshops, and pay for substitutes so lead teams can plan for PD. The district has also used our own staff to lead PD. This has occurred through the district's commitment to best practice in PD and using resources to make sure it happens. TLC will take the work we have been doing to the next level by allowing us to pay for positions that will coach and support teachers as they implement instructional strategies in the classroom.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators which will improve instructional practices and increase student achievement. We believe if we recruit, develop, and promote excellent teachers, support new teachers in our district by raising the minimum salary and offering individualized professional development, and provide supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

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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