



Application

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

96116 - North Fayette Valley TLC Application

Teacher Leadership and Compensation System

Status: Under Review  
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### Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
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### Organization Information

Organization Name:	North Fayette CSD
Organization Type:	K-12 Education
Tax ID:	42-1232572
DUNS:	10-023-2875

**Organization Website:** www.nfvschools.com  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** North Fayette Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 33-4774  
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** Mr.

**Name of Superintendent** Duane Willhite

**Telephone Number** 563-422-3851

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**Street Address** 600 N. Pine St

**City** West Union

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

**Zip Code** 52175

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## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Duane Willhite

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**Street Address** 600 N. Pine St

**City** West Union

**State**

Iowa

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

**Zip Code**

52175

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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)**

North Fayette and Valley Community Schools (NFV) entered into a whole grade sharing agreement for the 2013-14 school year. The districts serve over 1200 students with 96 teachers. During the negotiations and planning for this partnership, patrons and board members constantly focused on the academic benefits our students would experience because of the sharing. Likewise when our committee of staff and patrons convened on this grant application, we chose to create a system that truly improves our academic achievement. It is with this focus on academic improvement that we apply for an Iowa Teacher Leadership and Compensation Grant.

First, discussions centered on a clear understanding of Teacher Leadership concepts and how they could impact student achievement. Facing a January deadline for year one application, the group discussion centered on the quality of application we could produce in just a few months. A concern over another new initiative in this short time span was determined to be detrimental to development of a good plan. We decided a higher quality plan could be developed for year two.

### **Overview**

NFV's Teacher Leadership Plan is a Comparable Plan #3 which focuses on layers of leadership work, supporting all teachers with district-wide and individually focused improvement opportunities. As we discussed our desired state, we continued to come back to one overarching vision: **"Making best practices our common practices" through having highly effective teachers in front of every student every day.** To achieve this vision we designed a teacher leadership plan that incorporates four layers of leadership;

- **Instructional Coaches** are full time teacher leaders with a broad range of exemplary skills. They will act as school improvement generalists and be available to all teachers for district-wide improvement practices.
- **Technology Integrationist**, also a teacher of exemplary skills, and available to all teachers. These specialists will support teachers to improve technology integration for more rigorous and relevant learning.
- **Model Teachers** are embedded teacher leaders who will remain in classrooms and represent grade levels and content areas equally. They will assist instructional coaches and mentors to model and implement improved strategies in their specialty.
- **Mentor teachers** are also embedded teacher leaders. They will be paired with new teachers and will with all other layers of teacher leadership to execute the goals of the Mentoring and Induction Program.

These roles will serve the **Goals of NFV Teacher Leadership Program.** NFV will:

1. reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation
2. recruit new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program
3. retain the best teachers through enhanced career opportunities with leadership roles that expand their influence across more classrooms
4. promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning
5. improve student achievement through better instruction

The layers of our plan will provide leadership positions with professional growth, compensation and recognition. It will provide for improved retention and entry into the profession through a new comprehensive Mentoring and Induction Plan. It increases collaboration through release times that leaders and career teachers will use for skill development and improvement. In the end highly effective teachers supported by teacher leadership positions will create better student achievement.

**Teacher Leadership Grant funds** will first be used to raise minimum pay for teachers to \$33,500. Remaining funds will:

- replace four instructional coaches and a technology integrationist from classrooms
- pay associates or substitutes to cover non-instructional duties or classes for model and mentor teachers while they collaborate with career teachers, new teachers or other leaders
- provide a stipend for teacher leaders and pay for extra contract days
- cover costs for training teacher leaders and providing district wide Professional Development initiatives as prescribed by the coaches and integrationists

**Current professional development** that we can will improve with this program will be: 1) literacy in all grade levels, elementary teachers are substantially involved in early literacy improvement and getting all students to proficiency through providing a healthy core and targeted interventions. 2) making secondary level teachers become more adept at content area reading skills within every classroom. 3) the integration of technology for greater engagement by students in more rigorous applications and thinking skills. TLC funds used for these PD initiatives should help us to become a school of high student achievement, where highly effective teachers use best practices on a daily basis.

Our key measures of success for this program will answer the following questions:

- How has student achievement improved?
- How much **teacher involvement** is the teacher leadership program providing?
- How deep was the impact of Teacher Leaders Program?
- To what degree are teachers and teacher leaders more effective?

We are highly appreciative of the work our **stakeholders** have played in development of this program. There has been outstanding representation in our TLC planning committee and through the members of the district's' School Improvement Advisory Committee. It is through their eyes that we see the impact of teacher leadership on students, parents and patrons of our district. Their involvement helps us to educate the public to support the program emotionally and philosophically to other patrons.

**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).**

**a) planning grant time and resources used to develop a high-quality plan:**

Starting in November 2013, NFV had 12 TLC Committee Meetings at alternating locations between the sharing districts. Each stakeholder group was represented and provided resources such as the research briefs on Teacher Leadership Systems by Jennifer York-Barr and Karen Duke; Kenneth Leithwood et. al.; and Rachel Curtis. Grant funds were used for researching teacher leadership programs, including Minnesota's Q Comp Program, Denver's ProComp system and TAP systems as adopted by Saydel School District. In order to be well versed in Teacher Leadership concepts, the committee purchased and studied research many related documents.

Other events supporting the TLC process:

1. SAI and Center for Teaching Quality Workshop - October 24, 2013
2. Launching Teacher Leadership Institute. ISEA June 12, 2014
3. AEA 1 System Planning Workshops. Keystone AEA July 30 and August 27, 2014

In September of 2014, NFV reached out to nearby districts who were funded in Year One, Oelwein and Hudson, for site visits. In order to see a TAP framework we also visited Saydel Community Schools. Teachers and administrators participated in these visits and were impressed with the work taking place in the schools implementing TLC concepts. One observation that changed thinking about part-time positions was from a teacher, "If positions are part-time, make sure that the expectations for a 50% position, fit into that 50% or jobs will get too big, and it will be difficult for individuals to fulfill all that is expected of them."

**b) engaged each stakeholder group (teachers, administrators, and parents):**

On November 11 and 18, 2013, the North Fayette and Valley Boards of Education unanimously approved the list of stakeholders to serve as the planning committee and initiated the joint planning for a TLC system.

**The Planning Committee included** five administrators, six teachers, and six parents not part of another stakeholder group. At the first meeting the group read and discussed the Department of Education's reasoning for and expectations of a Teacher Leadership and Compensation System. Data supporting the success of TLC systems in other states and examples of the key components of those systems were shared. All members of the group were involved in small group discussions on various DE provided documents with leadership system definitions and studies of the data sets that support the development of those systems.

In January 2014, a TLC forum was held for the faculty of North Fayette and Valley Schools. The forum was an opportunity to field questions from teachers about the TLC system as proposed by the state. TLC committee members answered questions and collected written submissions for further review. These were shared through an FAQ's on the public TLC website. In reviewing feedback from staff there were significant actions: retaining contractual protections, utilize our staff's existing strengths, creating the proper culture, providing professional development, time for collaboration and reflection, and addressing needs of the students and a more robust mentoring and induction system became the basis of our goal setting.

In the fall, a new recruitment effort was made to add more voices to our planning committee which resulted in two more teachers with interest in the program. The Teacher Leadership and Compensation Planning Committee membership consists of representation of both school districts' administrative team, Teacher Association leadership, and parents. The parent group also includes former board members and current SIAC members.

**c) Built commitment and support among these stakeholders:**

Commitment and support was evident continually in the process through comments by staff and patrons on the committee. It was two patrons on the committee who made the comment that "If we are going to do it, take our time and do it right." Later in developing a desired state both teachers and parents developed a concern that the right plan is "the one that fits us best." That is indicative of the participation of committee members through the process.

In April 2014, a list of potential Teacher Leadership job descriptions with FTEs and compensation was shared with staff. A survey yielded responses from 75 of possible 96 teachers. As a result, we indicated a strong desire for teacher leaders to remain part-time teachers. The plan was modified to eliminate full-time positions for leadership roles. In order to focus more money on the program, we also eliminated roles.

The AEA1 System Planning Workshops in July and August 2014, resulted in a revision of job descriptions to align with the DE expectations and staff concerns. In listening to staff feedback and Department guidance we hope to have a plan that is appealing for all teachers. On September 24, we shared the results of the second survey and collected comments which demonstrate continued support for the program design. As one teacher now observed, "It would be great to have an 'expert' come into my classroom and observe specific skill/area and then be able to work with the same individual."

As a result of site visits and the feedback, a second plan of leadership job descriptions was developed. In this plan the

instructional coach roles were changed back to full time and the reasons for the change were discussed in small groups facilitated by committee members. Another survey was taken in September 2014, with our changed plan and new proposed job descriptions. We also reduced extended contract days, to reflect the concerns of staff of too many extended days. Feedback was strongest about issues NOT related to the job descriptions but rather for the selection process, use of substitutes for release time and contract protection.

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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.

With the inception of our sharing partnership in July of 2013, the Valley and North Fayette School Districts are planning to develop a common and cohesive vision statement. Current district vision statements both include recognizing that students are unique individuals, who should be active participants in their education. By helping students reach their full potential, they will receive the highest quality education for lifelong learning. The North Fayette vision contains the statement “All stakeholders will work together to implement the essential concepts and skills of the Iowa Core to support an aligned system of content, instruction, assessment and professional development.” At Valley, the vision is “The Valley Community believes learning is an on-going process. All individuals, of any race, culture, gender, ability or age, shall acquire the knowledge, skills and attitudes to become lifelong learners.”

A **desired state chart** was developed for the NFV Teacher Leadership and Compensation Plan. On this chart the committee was tasked with listing the desired conditions they would like to see as a result of the TLC grant which will become our vision for this program. Our current reality is a baseline measure of where our stakeholders perceive the districts are in relation to our desired state.

Our current reality consists of:

- Active PLC's
- Very little structure for formal teacher leadership
- Mentoring program for new teachers
- 70-90% proficiency rates are the norm with some islands of low proficiency and struggling students
- Transitioning to whole grade sharing
- “**Best Practices**” are implemented intermittently

Desired State, (Our Vision):

- Highly effective teachers in front of every student, every day
- Active and engaged students
- Cultivate a safe learning environment
- Make “Best Practices” our common practices
  - Clearly defined roles for teacher leadership

Our desired state was accepted as a guiding statement for the program by the TLC committee and thus becomes **our vision: Making Best Practices our Common Practices through having highly effective teachers in front of every student every day.** As we discussed best practices, we identified those as research based strategies with a high record of positive impacts. **Goals of NFV Teacher Leadership Program** will be consistent with the goals for the statewide system.

NFV will:

1. reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation
2. recruit promising new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program
3. retain effective teachers through enhanced career opportunities through leadership roles that expand their influence across more classrooms
4. promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning
5. improve student achievement through better instruction

In order to move to our desired state, staff identified the six common actions to follow, which are incorporated into our desired state as the work required to achieve our vision.

- Retain contractual protections and recognize teacher leaders as instructional leaders, not evaluators
- Utilize our staff’s existing strengths in pedagogy and content to improve student learning
- Create the proper culture
- Meaningful and relevant professional development
- Provide adequate time for collaboration and reflection
- Identify and address needs of the students

**These actions aligned with the DE’s Theory of Action and the NFV goals:**

<b>TLC’s Theory of Action</b>	<b>NFV Actions towards Desired State</b>	<b>NFV TLC Goals</b>
		<b>NFV will:</b>

If we effectively compensate teachers;	Retain contractual protections and recognize teacher leaders as instructional leaders, not evaluators	Reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation
recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	Utilize our staff's existing strengths in pedagogy and content to improve student learning	Recruit new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program
create the political will and understanding necessary to remake the status of the teaching profession;	Create the safe learning environment of non-judgemental collaboration and support	Retain the best teachers through enhanced career opportunities through leadership roles that expand their influence across more classrooms
give highly effective teachers opportunities to grow, refine and share their expertise;	Meaningful and relevant Professional development	Retain the best teachers through enhanced career opportunities Through leadership roles that expand their influence across more classrooms
and develop a clear system with quality implementation;	Provide adequate time for collaboration and reflection through extra planning periods, relief from non-instructional duties, or extended contracts	Promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning
then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.	Identify and address needs of the students	Improve student achievement through better instruction

We know that our work must be grounded in our overall goals of the program. Our six common actions will support the State's Theory of Action as they become embedded in our program goals. These specific goals were approved by the committee on July 22, 2014.

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)**

Current **student achievement data** suggests improvement in the area of reading in the primary grades as well as reading across all content areas in the secondary. Both North Fayette and Valley Elementary buildings are on the “watch” status for Schools In Need of Assistance (SINA) for 2014-2015. Iowa Assessment data showed an increase in students that are non-proficient in the area of reading in almost all elementary grade levels. **Non-proficient reading levels** are:

- 3rd grade 18.5%
- 4th grade 28.2%
- 5th grade 19.0%
- 6th grade 29.3%

Both schools are implementing the Formative Assessment System for Teachers (FAST) and focusing on improving core instruction and MTSS through the Early Literacy Initiative as a means to close the achievement gap.

The NFV Middle School & High School have implemented reading intervention courses for non-proficient students. Iowa Assessment scores have improved, yet remain a concern. **Non-proficient reading levels** are:

- 7th grade 22.0%
- 8th grade 18.2%
- 9th grade 16.1%
- 10th grade 6.3%
- 11th grade 14.0%

The Teacher Leadership and Compensation plan described by the North Fayette and Valley School districts connects to the **following school improvement efforts:**

- Teacher mentoring**
- Authentic Intellectual Work (AIW)**
- Professional Learning Communities (PLC)**
- Multi-tiered System of Supports (MTSS)**
- ELA Across the Content**
- Early Literacy Initiative (ELI)**
- Iowa Core Implementation**

As we set goals for math and science, our focus on overall literacy is in support of increasing achievement in all areas.

**2014-2015 NFV Student Achievement Goals are:**

- 3rd Grade math: Decrease non-proficient females by 10%
- 5th Grade reading: Decrease non-proficient students by 5%
- 7th Grade reading: Decrease non-proficient students by 5%
- 7th Grade science: Decrease non-proficient students by 5%
- 10th Grade science: Decrease non-proficient SES students by 6%
- 11th Grade math: Decrease non-proficient boys by 4%

Student achievement goals drive the districts' focus for professional development to be responsive to student needs. PLC Team SMART goals and Individual Teacher Professional Development Plans are connected to student achievement goals.

**The District Framework to connect, strengthen and support school improvement** with teacher leadership will include the following:

1. Instructional Improvement Team (IIT) will consist of Curriculum Director, **Instructional Coaches and the Technology Integrationist**. This team will study student achievement data and create a plan to meet our vision of Making best practices our common practices. They meet monthly to reflect, plan and prioritize ongoing PD strategies with a focus on teacher leaders' consultations and support for colleagues. This team will provide each other support in implementing the instructional coaching model to ensure fidelity. Their purpose is to provide cohesiveness and to strengthen the teacher leadership program through monitoring its implementation across both districts.
2. The School Improvement Advisory Council (SIAC) will be facilitated by the district Curriculum Director, includes community members, students, staff and the superintendent. **One model and one mentor teacher from each building** will become a member of SIAC and will serve as liaison between the school and community. They will review data on achievement and school climate. They will provide feedback on initiatives proposed by administration and suggest goals for improvement to the school board. In addition to Iowa Assessment Data, this committee will also review local district assessments, the Iowa Youth Survey and the community school climate survey.

3. The District Leadership Team (DLT), facilitated by the superintendent, will include **instructional coaches from each building**, teachers and administrators. It tracks district data, state initiatives and sets local initiatives and goals for District Professional Development (DPD). Instructional coaches will be the key practitioners in planning meetings and implementing new initiatives to improve student learning. In addition, their role will provide valuable feedback on the professional development needs of the teachers.
4. Building Lead Teams (BLT) will include a building's principal, representative teachers and **instructional coach** to decide building specific goals and professional development based on student learning needs. The principal will facilitate and organize each BLT and spearhead a building professional development model that changes with teacher needs. This role will allow the team to be more responsive to the needs of the teachers in said building.
5. The Teacher Mentor and Induction Program will be coordinated by the Curriculum Director who assigns each new teacher a mentor. The Mentors/Mentees participate in district and area meetings. **Instructional coaches and model teachers will provide support to mentors and mentees** through scheduled observation and reflection times. The Curriculum Director, in partnership with Instructional Coaches, will organize monthly district meetings and an introduction to school initiatives before the school year begins.

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)**

NFV will have multiple levels of support personalized to meet the individual needs of new teachers with a new comprehensive Mentoring and Induction Plan. This plan will not only improve instruction and student learning it will **improve entry into the profession** and help NFV retain quality teachers.

The NFV planning committee addressed the needs of new teachers to the profession by reflecting on the experiences of mentors and mentored teachers in recent years. Anecdotal records were collected from our new teachers over the past five years. A survey of opinions of the effectiveness of the existing program and procedures was also collected. Many responses were positive, however, the following gaps in the system were revealed with these four data points:

- 75% of those surveyed indicated insufficient time was provided for mentor and mentee collaboration.
- 85% of mentors and mentees were dissatisfied with opportunities to work with other professionals in their building
- 11 of 14 new NF teachers over past five years have been retained
- 5 of 16 new Valley teachers over past five years have been retained (deeply impacted by budget cuts)

One mentor identified a need for broader collaboration time, “Maybe a time when all mentors meet with all mentees in each building would be appropriate. Mentors could learn a lot from each other and strengthen the mentor/mentee program where such a small group could encourage a more open discussion.”

From this input we developed a summary of our **Current Reality**:

- AEA based mentoring program “Journey to Excellence” is used
- Major focus is on meeting teaching standards through portfolio requirements
- One teacher assigned as mentor to each first or second year teacher
- Irregularly scheduled mentor/mentee meetings
- Minimal structure to content and training for mentoring discussions
- Limited training for Mentor teachers
- Standards for appropriate mentor selection not present
- No defined process for recruiting mentors in place

After studying the High Quality Mentoring and Induction Practices from the New Teacher Center (2011), in comparison to the North Fayette and Valley current practices, the group adopted these practices as our **Desired State**:

- Rigorous Mentor Selection
- Ongoing PD and support for mentors
- Sanctioned time for Mentor/Mentee interactions
- Multi-year Mentoring
- Intensive and specific guidance for improving teaching practices
- Data Driven conversations around teaching standards
- Ongoing Mentee PD
- Clear roles and responsibilities for administrators
- Collaboration with all stakeholders

The **Mentoring and Induction Plan** was developed to move towards that desired state which will be directed by the Curriculum Director and will include the following:

<b>Desired State</b>	<b>Actions to Achieve Desired State:</b>	<b>Responsibility</b>
Rigorous mentor selection	<ol style="list-style-type: none"> <li>1. Develop application procedure through Site Based Review Council</li> <li>2. Application and interview procedures utilized to assure familiarity and experience with best practices by mentors</li> </ol>	site based council and administrative selection

Ongoing PD and support for mentors	<ol style="list-style-type: none"> <li>1. Develop local program for NFV based on Harry Wong, The Effective Teacher</li> <li>2. Provide time for Mentor preparation and training in the key content areas of mentoring, (technology, Iowa Core, special programs)</li> <li>3. Facilitate presentations of The Effective Teacher video series with discussion, modeling and feedback.</li> </ol>	instructional coaches
Sanctioned time for mentor/mentee interactions	Gain time for Mentors and Mentees through reduced teaching schedules or relief from specified duties	mentoring and induction coordinator
Multi-year mentoring	Extend Mentor/Mentee relationships to year three and year four as needed.	mentoring and induction coordinator
Intensive and specific guidance for improving teaching practices	<ol style="list-style-type: none"> <li>1. Specific application of concepts from the series to be monitored and supported by leadership positions for Mentees and Career Teachers</li> <li>2. Access best practices document and resources as the focus of mentor training to include technology integration, classroom management, special programs, and Iowa Core</li> </ol>	mentors, instructional coaches and technology integrationist
Data Driven conversations around teaching standards	<ol style="list-style-type: none"> <li>1. Portfolio review processes for all staff is ongoing and reflective</li> <li>2. Small group and individual review and reflection on the most effective strategies for meeting teaching standards</li> </ol>	<ol style="list-style-type: none"> <li>1. administrators</li> <li>2. mentors and instructional coaches</li> </ol>
Clear roles and responsibilities for administrators	Assignment and documentation of roles and responsibilities in the Mentoring and Induction System.	mentoring and induction coordinator
Intensive and specific guidance for improving teaching practices	Selective support and PD of best practices through identification of needs and preferences of mentees needs and preferences	model teachers and instructional coaches
Ongoing mentee PD	Development of Mentee PLC groups for ongoing discussions of best practices to include technology integration, classroom management, special programs and Iowa Core.	instructional coaches

Collaboration with all stakeholders

1. Parents and administrators provide input through an advisory council or mentor/mentee meetings
2. Develop a collaborative process among leadership roles for mentees to observe excellent instruction.
3. Mentors act as resources, facilitating interactions with all other leadership roles working on identified needs and preferred strategies (best practices)

administrators, instructional coaches, mentors, model teachers

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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.**

**a) description of differentiated teacher responsibilities and leadership roles:**

To reward professional growth through recognition and leadership opportunities and retain its best teachers through enhanced career opportunities, NFV has designed meaningful differentiated leadership roles for teachers. These roles will impact and recognize effective teachers and increase compensation.

**Two Elementary Instructional Coaches, Duties and Responsibilities**

**100% coaching contracts; \$6000 stipend; 10 extended contract days**

Elementary coaches will be tasked with facilitating and collaborating in all facets of the elementary classroom, focusing on literacy and math instruction to improve student achievement in the Iowa Core.

1. Facilitate understanding of district initiatives and Iowa Core standards
2. Analyze classroom practice through observation, data analysis, review of student work; lead conversations to engage peers in using data to strengthen instruction
3. Collaborate with teachers to develop instructional plans to improve learning
4. Share instructional and professional resources; model, and support implementation of research-based instructional strategies

**(best practices)**

5. Model technology integration and strategies to infuse appropriate technology into all classrooms
6. Participate in professional development training to increase coaching skills
7. Collect and Analyze data to help make decisions in support of MTSS
8. Design and facilitate professional learning to improve the rigor and relevance in classrooms, higher order thinking skills, substantive conversations and communication.
9. Promote and facilitate 21st Century Learning through problem/project based learning as described in Characteristics of Effective Instruction
10. Assist in selecting curriculum materials, resources, and programs to support the Iowa Core
11. Participate in the mentoring program as a resource to model and coach instructional practices
12. Represent a building on District Leadership Team (DLT)

**Two Secondary Instructional Coaches, Duties and Responsibilities**

**100% coaching contracts; \$6000 stipend; 10 extended contract days**

Literacy goals at the secondary level are targeted toward reading instruction in content areas. Therefore tasks are specified in the job description supporting content area reading instruction as well as other duties consistent with secondary classroom instruction.

1. Facilitate understanding of district initiatives and Iowa Core standards, including core reading and writing standards for all
2. Analyze classroom practice through observation, data analysis, review of student work; lead conversations to engage peers in using data to strengthen instruction
3. Share instructional and professional resources; model and support implementation of research-based instructional strategies

**(best practices)**

4. Collaborate with teachers to develop instructional plans to bring about improvement in learning, including reading and writing skills
5. Collect and analyze data to help make decisions in selecting content specific professional development
6. Model technology integration and strategies to infuse appropriate technology into all classrooms
7. Design and facilitate professional learning to improve the rigor and relevance in classrooms, higher order thinking skills, substantive conversations and communication.
8. Participate in professional development training to increase coaching skills
9. Promote horizontal and vertical reading, writing and math curriculum alignment
10. Assist in selecting curriculum materials, resources, and programs to support the Iowa Core
11. Promote and facilitate 21st Century Learning through problem/project based learning as described in Characteristics of Effective Instruction
12. Participate in the mentoring program as a resource to model and coach new teachers in instructional practices
13. Represent a building on DLT

**One Technology Integrationist, Duties and Responsibilities**

**100% coaching contract; \$6000 stipend; 10 extended contract days**

NFV are 1:1 laptop initiative schools and support technology integration at all grade levels as appropriate to the goals of the

instruction. For this purpose a technology integrationist role is part of our TLC plan.

1. Research technology trends, programs, **best practices** and tools for classrooms
2. Design and facilitate individual and small group professional development for technology
3. Promote and facilitate 21st Century Learning through technology integration as described in Characteristics of Effective Instruction
4. Participate in professional development trainings to increase coaching skills
5. Model technology integration and teaching strategies to infuse appropriate technology into all classrooms
6. Assist instructional coaches and model teachers to effectively implement technology into content areas
7. Enhance understanding and support of National Educational Technology Standards
8. Collaborate with the information technology department to recommend technology purchases
9. Participate in the mentoring program as a resource to model and coach new teachers in instructional practices
10. Serve on the technology committee for both districts.

### **Thirteen Model Teachers, Duties and Responsibilities**

#### **10% leadership contracts; \$1500 stipend; 3 extended days @ per diem**

Model teachers have been designated for each grade span or content area. Model teachers will be resources that instructional coaches, technology integrationists and mentor teachers will use to demonstrate and support the best practices of the district's school improvement efforts.

1. Implement learning opportunities based on best practices and invite peers, initial teachers, and student teachers into their classrooms to observe, team-teach and learn strategies for implementation in their own classrooms
2. Model and share knowledge of research based instructional strategies and facilitate implementation in the classroom.
3. Support day to day classroom activities, special education procedures and parent communication
4. Participate in mentor/mentee trainings and functions
5. Coordinate and support resources for mentee teachers, including instructional coaching and modeling opportunities
6. Observe, support reflection, and provide feedback on classroom practices
7. Support professional development programs for building and district-wide PD
8. Collaborate with other model teachers across the state

### **Five Mentor Teachers, Duties and Responsibilities**

#### **100% teaching contract; \$1500 stipend; 3 extended days @ per diem**

Mentor teachers will be the first point of contact to new teachers to the profession and personal guides to those teachers in the mentoring and induction plan of the district.

1. Acclimate new teachers to school environment; advise mentee about instruction, Iowa Core Curriculum, district and building policies, procedures and practices
2. Collaborate with instructional coaches, model teachers and technology integrationists; and participate in professional development trainings to increase knowledge of best practices/instructional strategies to support district student achievement
3. Support and reflect on ethics and professionalism, the Iowa Teaching Standards and portfolio creation
4. Work collectively with other mentor teachers to support mentees
5. Facilitate and support technology integration in mentee's classroom
6. Model how to plan instruction based on formative and summative data and continually assess progress
7. Participate in new employee orientation with mentees
8. Participate in the mentoring program as a resource to model and coach new teachers in **best instructional practices**

#### **b) how the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning throughout the district.**

The Iowa Professional Development (IPDM) model involves collaborative planning and training, implementation, data collection and action or decision making. The shared district curriculum director will be responsible for maintaining fidelity and quality in the IPDM cycle in the NFV Teacher Leadership Program.

"Instructional coaching is fundamentally about teachers, teacher leaders, school administrators and central office leaders examining practice in reflective ways with a strong focus on student learning and results as the ultimate barometer of improvement" (Annenberg Institute for School Reform).

### **Planning and Training**

Instructional coaches and the technology integrationist will serve with administrators on the District Leadership Team (DLT) to assist in planning and goal setting for school improvement efforts. The DLT develops student achievement goals for the C-Plan and plans the appropriate PD aligned with goals. Teacher leaders will support career teachers in development of Individual Professional Development Plans (IPDP) based on their needs and goals and will work together to support successful implementation their plans.

Mentor teachers will observe and consult with mentees. They will coordinate opportunities for observation of excellent teaching through the model teachers and instructional coaches. The mentoring and induction plan also calls for instructional coaches, model teachers and mentor teachers to work together supporting all career teachers in implementing their IPDP plans. All teacher leaders work collaboratively to meet the professional learning needs of individual teachers through individual, small group or large group professional development, appropriate training, observations and reflection.

### **Implementation**

The NFV teacher leadership program will support a coherent instructional improvement strategy through modeling, observation and reflection with all teachers on the fidelity of implementation. Further learning, practice or modeling may be required, especially for content or grade level specific questions that arise during implementation. Model teachers would be involved in their specialty area in order to provide more demonstration, observation and feedback. Feedback and data collection will inform the teachers if more learning or modeling is necessary.

### **Data Collection**

Data collected will be the subject of reflective practices in Professional Learning Communities, (PLCs) for individual teachers, or in building or district lead teams. Leadership of instructional coaches will guide model and mentor teachers toward reflection on the relevant data study that will directly benefit career and new teachers in their PLC's. Model and mentor teachers' direct involvement in PLC discussions will assist teachers in their reflections on the data. Deeper learning comes when a teacher understands why one strategy is not the best solution and why another strategy is truly the best practice for their learners.

### **Take Action**

Data collection must lead to a decision. Should we continue with current activities and strategies, or do we need to change? Research will guide these decisions and all teacher leaders will be involved; instructional coaches and the technology integrationist will have direct input on actions to be recommended. Actions will lead to a new cycle of planning, implementing, studying and more action. This coherent instructional system will improve student achievement as a result of strengthening instruction in the district.

**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.**

Selection of quality individuals is paramount to the success of the TLC program at NFV. **A rigorous selection process** for teacher leaders must include detailed descriptions of how the Site Based Review Council (SBRC) will determine and evaluate measures of effectiveness and professional growth. In order to accomplish this important task, a four step process has been established.

**STEP 1:** The school board will appoint a Site Based Review Council, comprised of equal numbers of administrator and teachers. The SBRC will represent all attendance centers in both districts and will:

- accept and review applications submitted to the school district for assignment or reassignment in a teacher leadership role
- utilize measures of teacher effectiveness and professional growth to review the performance and professional development of the applicants
- consider the needs of all buildings in the school district
- make recommendations regarding the applications to the superintendent of the school district

**STEP 2:** Clear and detailed job descriptions of the leadership roles with responsibilities and duties will be disseminated electronically and posted to inform North Fayette Valley (NFV) teachers of available positions. Interested candidates must have a minimum of three years of effective teaching experience with one year experience within the district. Required PD for teacher leaders, such as attendance at a Kansas Coaching Project trainings will be clearly articulated. Application materials must include evidence of continuous learning and/or advanced degrees, National Board Certification or other indicators of continuous improvement.

**STEP 3:** The Site Based Review Council (SBRC) will review and score written applications using a **district developed rubric to measure effectiveness**. To maintain a rigorous selection process for leadership, the candidate's application materials will **meet proficiency in all areas and exceed in a minimum of five of the nine criteria below**. The selection criteria will assess evidence of:

- classroom management techniques
- positive collaboration skills
- effective teacher leadership experiences
- successful integration of technology
- professionalism (ability to work with adult learners in a trusting and professional manner)
- communication skills
- knowledge of current research in content and pedagogy
- continuous improvement (both required and not required by the district)
- mastery of Iowa Teaching Standards

**STEP 4:** The SBRC will **conduct personal interviews** with top candidates who achieve the cut score on written applications. When evaluating the teacher leader candidate, the council will **assess evidence of professional growth** in the following areas:

- Iowa/Common Core Curriculum Standards
- research based Best Practices
- past or current district initiatives
- professional development concepts
- systems thinking
- leadership in new technology integration
- previous leadership responsibilities
- data-driven decision making processes which positively impact student performance
- interpersonal skills

The SBRC's **annual review of teacher leadership assignments** will measure effectiveness of each teacher leader and of the program itself. This review shall include:

- peer review and feedback through teacher satisfaction surveys
- A review of teacher interactions and time spent with leadership roles
- administrative review and evaluation
- District Lead Team review
- self evaluation
- the opportunity to continue in the current role or pursue another leadership position or return to the classroom

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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.*

**a) Description of the role teacher leaders will play in the creation and delivery of professional development:**

Professional Development at NFV is offered through weekly PLC team meetings, traditional beginning of the school year PD, release time dedicated to district or building specific topics and Teacher Quality days. The role of teacher leaders in this professional development program will be as change agents through planning; delegating; training others as individuals, groups and coaching teachers. Teacher leaders will deliver professional development through scheduled PD and during the contracted day, either through release time, substitutes or relief from non-instructional duties. NFV is providing teachers PLC Institute training, structured contract days for Common Core and training in AIW. Planning of these PD sessions are done through district and building leadership teams, with oversight by the shared curriculum director.

**Instructional Coaches** will have direct input and decision-making power as members of the Instructional Improvement Team (IIT). This team will be planning and monitoring PD implementation Teacher Leadership. They will provide cohesiveness and strengthen the teacher leadership program through their monitoring of its implementation across both districts. Coaches will also serve on the District Leadership Team (DLT) and the Building Lead Teams (BLT) to collaborate with administrators and career teachers on PD planning and delivery.

**Technology Integrationist** will have direct input and decision making power as a member of the IIT, DLT, and by serve on the Technology Committee. The integrationist's main role on the technology committee will be to identify staff training needs for applications, tools, software and hardware, as well as bringing these PD needs to the other leadership teams for implementation.

**Model Teachers** will be represented on the District SIAC committee and will serve as liaisons between the district and patrons. Each model teacher will be responsible for supporting professional development training and implementation as the grade span or content area specialist. Model teachers will collaborate with instructional coaches and mentor teachers to meet student achievement goals by providing specific support for grade spans and content areas.

**Mentor Teachers** will be the guides to the Teacher Leadership Program at NFV, will support their mentees by making necessary professional connections. Mentors and mentees participate in induction and mentoring meetings with instructional coaches. The curriculum director will organize orientation to school initiatives for new teachers each fall. Mentor teachers will participate in orientation activities including the Harry Wong video series, The Effective Teacher. Mentors will provide intensive and specific guidance for improving teaching practices either directly or by contacting model teachers and instructional coaches.

**b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.**

**IPDM: Focus on Curriculum, Instruction and Assessment**

Ongoing job-embedded professional development is an essential element of our system. Instructional coaches' work will extend into each classroom as they model lessons, observe instruction and coach teachers. Model and mentor teachers will support effective instruction and assessment through targeted modeling and collaboration. Collaborative teams will meet weekly through the PLC framework and will support embedded PD both horizontally via grade span/subject specific groups, and vertically by focusing on assessment results and needs.

We will continue to build on improving student literacy with Multi-tiered System of Supports (MTSS), ELA Across the Content, and Early Literacy Initiative (ELI). Another professional development focus for the first year will be on district-wide implementation of Authentic Intellectual Work (AIW), as well as improving our PLC's and technology programs that further support.

**IPDM: Participative Decision Making**

Teachers are required to use both formative and summative assessments that focus on identified student learning needs and align to the Iowa Core. PLC collaboration will be dedicated to analyzing student work and determining the impact of strategies on student achievement. Administrators, instructional coaches, model teachers and the technology integrationist will be involved in the analysis of student and teacher data, looking for persistent areas of academic need. The pattern of academic need will define the focus on future PD and modifications or interventions teachers need to provide for students.

**IPDM: Cycle of Professional Development**

The IPDM model of Planning and Training, Implementation, Data Collection and Decision Making is implemented by teacher leaders collaborating with all staff. With the ongoing components of the cycle (Theory, Demonstration, Practice and Collaboration) being carried out in many classrooms, teacher leaders will support career teachers as they implement and evaluate strategies for improvement.

**IPDM: Simultaneity**

Professional development extends through the PD system at the hands of teacher leaders. The purpose of vertical and horizontal PLC teams is to provide a level of continuous improvement in all classrooms simultaneously. All teachers will be provided individual support and resources to improve skills and raise student achievement based on needs. The value of this support is magnified by the fact that teachers can receive guidance from multiple teacher leaders at any time. With this broad net of support in place all teachers will be provided the teacher leadership that meets their needs.

Using Part 8 application narrative from Year 1?

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.**

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

Three key measures of effectiveness for the NFV TLC system will include student achievement gains, teacher behavior and skill development plus teacher feedback collected by the Site Based Review Council. Key questions we need to answer are:

- How has **student achievement** improved?
- How much **teacher involvement** is the teacher leadership program providing?
- How deep was **the impact** of teacher leadership program?
- To what degree are **teachers more effective**?

NFV uses Iowa Assessments to establish **student achievement** goals, and the development of strategies to meet those goals which will continue to be a focus of the TLC program. A second district-wide assessment is Measures of Academic Progress (MAP). In addition to these assessments, NFV will monitor student achievement gains via formative assessments, intervention progress monitoring and benchmark assessments. The impact of this TLC program will raise the level of proficiency in our students.

The Site Based Review Council will utilize data points, such as surveys and model teacher schedules, that will measure **teacher involvement** in the TLC program. The data points will establish baseline information on the utilization of the leadership positions and the effectiveness of the coaching sessions. Once a baseline is established, the SBRC will set goals to improve both the frequency of interactions and effectiveness of the coaches.

The Site Based Review Council will **measure the impact of teacher leaders** through increased student engagement in the classroom (Instructional Practices Inventory), increased student academic achievement (Iowa Assessments and MAP) and perception data (SBRC survey). This rigorous review will show alignment of the time spent and the impact of coaching for the students' benefit.

NFV will measure changes in **teacher effectiveness** with Teacher Advancement Program (TAP), Teaching Skills Knowledge and Responsibilities Performance Standards Rubric. A baseline of effectiveness for every teacher in the system will be established through examination of teachers' practices and skills. Self-assessment and multiple observations with reflective feedback by teacher leaders will focus on fidelity and quality of implementation of best practices. Once the baseline is established, annual review of these rubrics will be a responsibility of the instructional coaches in teachers' goal setting activities. The SBRC surveys and logs will include a section for **Mentoring and Induction Program** activities assessment. This will be a seamless part of our TLC system. Retention rates and exit interviews for all teachers, differentiated by years of service, will be additional data for this system.

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

The SBRC's annual review of teacher leadership assignments will measure effectiveness of each teacher leader and of the program itself. This review shall include:

- peer review/feedback** through teacher satisfaction surveys
- administrative review/evaluation
- District Lead Team review
- self evaluation
- the opportunity to continue in the current role or pursue another leadership position or return to the classroom

As we monitor this system, the indicators will be analyzed by the Site Based Review Council and the District Leadership Team (DLT). Either of these groups will have the power to initiate goal setting as described in the continuous improvement cycle of the Iowa Professional Development Model (IPDM). The SBRC will meet quarterly to discuss program progress, study the data or address issues. The DLT will also schedule a TLC program review in each of their meetings which will be shared with SBRC for considered actions.

Likewise, if any of the other goals (student achievement, teacher retention or appropriate opportunities for professional growth) for the system are not being met, the SBRC will have the responsibility to adjust the system through the continuous review cycle. The annual appointment of teacher leaders will require their evaluation through an observation rubric, and peer feedback plus training from The Kansas Coaching Project. Recommendations for re-appointment or removal of teacher leaders will be made by the SBRC to the superintendent.

**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)**

**a) Describe the school district's capacity to implement the TLC plan.**

The teacher leadership system at NFV will be a living system, continuing over time to evolve through a continuous improvement cycle. Both North Fayette and Valley Community Schools have been **successfully implementing district leadership teams**, building leadership teams and professional learning communities over time. Contract time is dedicated to these leadership teams either through release times or early dismissals. Collaboration is highly supported as evidenced by a deep commitment to PLC teams that includes plans for ALL teachers to attend PLC institutes in the next 5 years. There is a strong **impetus for change** in both districts due to the increasing poverty levels, an impending teacher shortage and the educational challenges of 21st century learning.

**b) Cite an example or examples of the successful implementation of a past district initiative or initiatives.**

In the past each district has implemented a **1:1 laptop initiative** and supported it with appropriate PD, support structures, a vision of success and resources. Our Clarity surveys on implementation of technology demonstrate our success through:

- 83% student computer use weekly or better in all 1:1 classrooms
- 67% of students use technology to collect and analyze data in their classrooms
- 61% of students collaborate online at least weekly
- 91% of students use online spaces to store and retrieve files

On the elementary side, both districts have had great success with **Response to Intervention implementation**. Our use of PLC's to provide teacher's time for collaboration on student data includes a calendar with dedicated contract time to PLCs, a commitment to online data sources and assessment programs, professional development in those programs and implementation of AIMSWEB formative assessments. With these practices in place, North Fayette and Valley schools have avoided SINA designation for literacy.

**c) Include how the TLC plan will move into the future systemically**

Our TLC professional development focus for the first year will be on those items most directly related to implementing the program;

- Teacher Leadership development through Keystone AEA
- New Teacher Center training for mentors and mentees
- The Kansas Coaching Project for instructional coaches.
- Training on TAP instructional rubrics for teachers
- Support for AIW implementation district wide

The professional staff in all buildings is engaged in continuous improvement, and the opportunity to embrace teacher leadership through our planning process has been evident. Scores (below) in the rubric for School and District Capacity to Support Teacher Leadership did not reflect 100% capacity for the program, the gaps are small. We are confident that staff will overcome the deficits through diligent planning and collaboration to create a leadership system that will thrive.

Scores	Strengths	Weaknesses	Action Plans
Establishing a Supportive Environment 12 of 17 "usually" or better	<ul style="list-style-type: none"> <li>•History with collaborative teams</li> <li>•Curriculum Director</li> <li>•TLC plan flexibility</li> <li>•Confidentiality compacts</li> <li>•PLC structure</li> </ul>	<ul style="list-style-type: none"> <li>•Policy restricting credit accrual on contract time</li> <li>•Job descriptions do not include specific duties</li> </ul>	<ul style="list-style-type: none"> <li>•Develop a method for collecting evidence of impact of TLC</li> <li>•Complete duties on job descriptions</li> </ul>
System Vision and Alignment 11 of 15 "usually" or better	<ul style="list-style-type: none"> <li>•Internal communications</li> <li>•Web tools for collaboration</li> <li>•Association leaders involved in planning</li> </ul>	Criteria for success not yet developed	<ul style="list-style-type: none"> <li>•Create opportunities for public recognition</li> <li>•Refined, rigorous hiring processes</li> </ul>
Professional Development 3 of 5 "usually" of better	<ul style="list-style-type: none"> <li>•AEA support for leadership training</li> <li>•contract time for PLCs weekly</li> </ul>	Background in adult learning	<ul style="list-style-type: none"> <li>•Adoption of systems thinking skills</li> <li>•New mentoring and induction plan</li> </ul>

Access to Resources 7 of 9 “usually” of better	<ul style="list-style-type: none"> <li>• Infinite campus, HEART database, TIER data web portals</li> <li>• Technology tools for collaboration</li> </ul>	Need more contract time or release time Data analysis skills	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Investigate an Innovative calendar</li> </ul>
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**d. including descriptions of the roles and responsibilities of district personnel.**

**Curriculum Director:** One of the key individuals we have in place to maintain this program is a shared curriculum director.

This person will serve as the coordinator of the program and will be included in the District Leader Team. This position will be directly involved in planning and with teacher leaders as they manage time and resources for the program.

**Superintendent:** The shared NFV superintendent has been deeply involved in planning and promotion of teacher leadership positions. This will include supervising and providing resources for the program’s continued success. This public support for the program is unwavering.

**Principals:** All building principals have been involved in the planning process. All have experiences and will help assure trusted support of this improvement initiative. The principals will be leading building lead team meetings which will involve teacher leaders alongside career teachers.

**School Boards:** Both Boards of Education are progressive and student achievement oriented, as witnessed by the move towards Whole Grade sharing in 2012-13 which did not save money, but rather improved the opportunities for students. Their commitment to improvement was reflected in the June 2014 vote to extend their Whole Grade Sharing agreement to 2018.

## 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>	1227.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$378,953.02
<b>Total Allocation</b>	\$378,953.02

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$4,105.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$73,584.00
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).	\$275,550.00
Amount used to provide professional development related to the leadership pathways.	\$15,714.02

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.  
*These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

\$10,000.00

**Totals**

**\$378,953.02**

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## Other Budgeted Uses - Description

Item description	Amount budgeted
Substitutes and associates to release teachers from classrooms or non-instructional duties	\$10,000.00
	<b>\$10,000.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$378,953.02

*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

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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)

FY 15 Combined Certified enrollment 1227.1 (833 at North Fayette and 394.1 at Valley)  
 FY 15 per student amount \$308.82  
 Total Combined Revenue \$378,953.02 (\$257,247.06 at North Fayette and \$121,705.96 at Valley)  
 Use of TLC funds

Amount used to raise the minimum salaries to \$33,500 \$ 4,105

Approximate amount designated to fund the salary supplements for teachers in leadership roles. \$ 73,584

Amount used 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) \$275,550

Amount used to provide professional development related to the leadership pathways. \$ 15,714.02

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. \$ 10,000

Total Allocated Budget \$378,953.02

North Fayette and Valley Community Schools vision is “Making Best Practices our Common Practices through having highly effective teachers in front of every student every day.” This will be achieved through the Teacher Leadership and Compensation system through a budget that allocates funds to address our TLC goals accordingly:

**Goal: NFV will recruit new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program.**

**Budget:** Estimating five new teachers at a current starting salary of \$32,679, the amount used to raise the minimum salary to \$33,500 is estimated to be **\$4105**.

**Goal: NFV will reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation.**

**Rationale:** This amount represents added compensation for the additional responsibilities and extra contract days outlined in the TLC Plan.

**Budget: \$73,584** for additional compensation and benefits for 23 teacher leadership roles in the following amounts:

4 Instructional Coaches at \$7008 each \$28,032

1 Technology Integrationist at \$7008 \$ 7,008

13 Model Teachers at \$2628 each \$ 34,164

5 Mentor teachers at \$876 each \$ 4,380

**Goal: NFV will retain the best teachers through enhanced career opportunities in leadership roles that expand their influence across more classrooms.** Five teachers will be full-time in the role of instructional coach or technology integrationist.

**Rationale:** To expand leadership roles to existing teachers who will use time during the school day to coach, observe, model and collaborate with career teachers.

**Budget:** Replacement salaries for the five teachers removed from classrooms are estimated to have salaries and benefits of \$55,110 each, (based on average five year salaries and benefits paid new teachers at NFV) total budget **\$275,550**.

**Goal: NFV will promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning.**

**Rationale:** Other teacher leaders (models and mentors) will be needing times to observe, model and collaborate with career teachers, and career teachers will need time for the same collaboration. We propose hiring substitutes for classroom coverage and associates to replace teachers on before or after school duties.

**Budget:** 13 Model teachers and five mentor teachers will be released from classroom duties through hiring substitute teachers or associates to cover assorted extra duties. Estimated budget **\$10,000**

**Goal: NFV will improve student achievement through higher quality instruction.**

**Rationale:** All of the above positions and expenditures are aimed at this goal. Improving in the art of teaching by using best practices (research based with significant positive results) in more classrooms will require quality, relevant professional development such as Authentic Intellectual Work, Professional Learning Communities, the Kansas Coaching Project, and Regional opportunities supporting the Common Core.

**Budget:** Estimated costs **\$15,714.02**

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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