



Application

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

94527 - North Linn Community School District Teacher Leadership and Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/29/2014 9:43 AM

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## Primary Contact

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2

Phone

Ext.

Program Area of Interest

Early Literacy Implementation

Fax:

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Agency

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## Organization Information

Organization Name:

North Linn CSD

Organization Type:

K-12 Education

Tax ID:

57-16574

DUNS:

42-089-6021

**Organization Website:** www.northlinn.k12.ia.us  
**Address:** 3033 Lynx Drive  
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City State/Province Postal Code/Zip  
**Phone:** 319-224-3291  
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**Fax:** 319-224-3232  
**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** North Linn Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 57-4777  
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** Karl Kurt  
**Telephone Number** 319-224-3291  
**E-mail Address** kkurt@northlinncsd.org  
**Street Address** 3033 Lynx Drive, P. O. Box 200  
**City** Troy Mills  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 52344

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## TLC Application Contact

**Honorific**  
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**City** Troy Mills

**State**

Iowa

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

**Zip Code**

52344

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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 North Linn Community School District is a rural district that covers 151 square miles and serves the communities of Troy Mills, Coggon, and Walker as well as the rural areas of northern Linn County, southern Delaware County, southern Buchanan County, and northeastern Benton County. We currently serve 640 students in grades TK - 12. North Linn's mission states "The district members are committed to developing an educational environment that offers the maximum opportunity for all students to learn and become a respectful member of the community at all levels from family to global." Commitment to educational excellence and high expectations of student achievement from our Board of Directors, administration, staff, parents, students, and communities has created a thriving school district.

In order to establish our proposed Teacher Leadership and Compensation Plan, North Linn took a truly collaborative approach. This collaboration involved deep, honest reflections of our current reality and mindful consideration of our desired state. Our TLC Planning Committee is comprised of the following stakeholders: administrators, teachers representing all levels, parents with children representing all grade spans, North Linn's Education Association president, and Iowa House Representative from District 95. The North Linn's Consolidated Plan (C-Plan) documents coupled with the Iowa Department of Education's (DOE) *Theory of Action* were the driving forces as we moved forward with developing our TLC Plan's vision and determining its goals. The vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. We believe that rewarding initiative and leadership through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
2. To bolster the elementary literacy Multi-Tiered System of Supports (MTSS) Program (formerly Response to Intervention – RTI)
3. To provide additional support at the secondary level with reading across the content areas
4. To improve our district-wide technology efforts
5. To increase student achievement by improving instruction

Model 3 has been chosen as the optimal plan for meeting the needs of the district and improving teacher effectiveness thus leading to increased student achievement. Iowa Assessment, Measures of Academic Progress (MAP) and the Formative Assessment System for Teachers (FAST) data indicate an area of concern is TK-12 literacy. Current initiatives to improve literacy achievement for all students are:

1. Improving K-3 Literacy
2. TK-5 Effective Implementation of the MTSS Program
3. 6-12 Improving literacy and consolidating all previously implemented scientifically based reading research (SBRR) strategies

Findings from our 2011 Iowa Department of Education Site Visit indicated a need for improved technology integration and support for our TK-12 teachers and students. Current initiatives to improve technology integration are:

1. Increasing familiarity of Grant Wood Area Education Agency (GWAEA) Online Resources to Support Classroom Instruction
2. Improving quality of Technology Integration leading to Increased Student Achievement
3. Moving forward with a 1:1 Technology Initiative

Teacher leaders are the backbone of our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan. To support the refinement of instructional practices for both new and veteran teachers as well as providing unique targeted support to meet the diverse needs of new teachers, the following multiple, meaningful, differentiated teacher leader roles have been established:

1. Three New Teacher Roles:
  - Full Time TK-5 MTSS Instructional Coach
  - Half-Time 6-12 Reading Across the Content Areas Instructional Coach
  - Full-Time TK-12 Technology Integrationist Instructional Coach
1. Expanded Roles and Responsibilities of Three District Leadership Teams (15 roles):
  - Elementary TK-5 Literacy Team
  - Secondary 6-12 Literacy Team
  - TK-12 Technology Team

18 Teacher Leaders represent 36% of North Linn's teaching staff.

Continuous improvement is deeply embedded in North Linn's culture and climate, and many of the pieces necessary to

implement North Linn's TLC plan are currently in place. Following the framework of the Iowa Professional Development Model (IPDM), all teacher leaders will work collaboratively with administrative staff and GWAEA Consultants to plan, develop, deliver, and monitor professional development.

Creating our plan has enabled district stakeholders to:

1. Offer suggestions and feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness
2. Provide opportunities for teachers of the district to serve as teacher leaders through the development of a rigorous selection process
3. Establish a support system focused on meeting the unique needs of new teachers
4. Identify the criteria to measure the impact and effectiveness in achieving our TLC Plan goals
5. Ensure structures in place to implement our plan as soon as funding is secured
6. Guarantee sustainability of our plan as we move forward
7. Create optimal learning opportunities for increased academic achievement for all students

Our TLC Plan is focused on continuous improvement and embodies every aspect of Tim Duncan's quote, "Good, better, best...never let it rest until your good is better and your better is best."

**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).

In September Superintendent Kurt shared initial information regarding House File 215 with the administrative team. It was decided to move forward with establishing a TLC Planning Committee for the North Linn Community School District. The administrative team collaboratively agreed that moving forward with a high quality plan depended upon support from various groups and invited volunteers to serve on the committee, recommended compensation be equitable for committee members, and required addressing any possible barriers as committee members engaged in this important work. Planning Grant funds provided approximately \$7,500 to set the stage for optimal participation and commitment from team members. Vital support was provided by consultants from the Grant Wood Area Education Agency (GWAEA) throughout each phase of the planning process.

The North Linn TLC Planning Committee included the following individuals from key stakeholder groups:

K. Kurt	Superintendent/Elementary Principal
S. Beaty	Secondary Principal
S. Russ	Development Director
Q. Stanerson	High School Teacher/State Representative
J. Hilmer	High School Teacher
T. Benesh	Middle School/High School Teacher
T. Griffith	Middle School Teacher
D. Schmidt	Middle School Teacher
E. Zumbach	Elementary Teacher
C. Manos	Elementary Teacher
A. McGrath	Elementary Teacher/North Linn Education Association President
A. Ward	Parent
B. Rawson	Parent

Initially, ground rules were set to provide a comfortable and safe atmosphere so each individual was guaranteed equity of voice. Ownership of plan development was shared equally across all stakeholder groups, and the North Linn TLC Planning Committee engaged in rich, deep conversations utilizing time deliberately and productively to move forward with plan development in the following ways:

**September 2013:** Discussions focused around the *Guidance on the Iowa Teacher Leadership and Compensation System* document from the Iowa Department of Education (DOE). The TLC Planning Committee met frequently to dissect the content of the document. These conversations were followed up with sharing the content with all district staff and Board of Education members.

**October 2013:** GWAEA consultants met with the North Linn TLC Planning Committee to explore various components of each model. After careful consideration, the North Linn TLC Planning Committee unanimously selected Model 3 as the best fit for meeting the needs of the district. Teams were formed, and collaboratively committee members began to formulate initial thoughts focusing on the context of North Linn’s desire to maximize student achievement through the use of teacher leaders for each part of the plan.

**November 2013:** The North Linn TLC Planning Committee members reviewed research from several educational journals and sources including: *Educational Leadership*, *Jim Knight’s Instructional Coaching Project*, and *The National Institute for Excellence in Teaching*. These resources provided opportunities for team members to gain a deeper understanding of key components of effective teacher leadership models and integrate these components into North Linn’s plan.

**December 2013:** A webinar hosted by GWAEA assisted team members as they continued to work on each part of the North Linn TLC plan. The plan was shared with the Superintendent’s Advisory Committee with 100% of the committee members present supporting the plan.

**January 2014:** Webinars hosted by GWAEA provided additional support for team members as they continued to review, edit, and improve the plan based on feedback from various stakeholder groups. Individuals of the TLC Planning Committee rated level of support for the proposed plan at 9.64 out of 10. The plan was shared with all North Linn staff members and the Board of Education. 100% of both groups were in favor of the proposed plan and supported all the efforts of the planning committee. The final plan was submitted to the Iowa DOE.

**March 2014:** Notification received from the Iowa DOE indicated we had not received funding. This was disappointing news,

but 100% of the TLC Planning Committee members were committed to regrouping and resubmitting another plan during the next round of funding.

**April, May, August, and September 2014:** Members of North Linn's TLC Planning Committee attended all workshops hosted by GWAEA in preparation for submitting TLC plans during Year 2. The North Linn TLC Planning Committee members decided parts 2, 4, 6, 8, and 10 would be locked in, and parts 1, 3, 5, 7, and 9 would be revised.

**October 2014:** Final revisions are complete and 100% of the TLC Planning Committee members are supportive of the final draft being submitted to the Iowa DOE. The final plan was shared with the North Linn Board of Education and 100% of board members are supportive of the final draft.

All stakeholders have been fully committed to this plan in the following ways:

**Administrative Staff:** All administrators have been deeply involved in the development and revision of this plan. They have been willing to hire substitutes while teachers attended planning meetings and worked on development of this plan. Creation of a TLC Google Site has allowed for ongoing open communication with all stakeholders.

**Teachers:** All TLC Planning Committee teacher members attended planning meetings, worked collaboratively with GWAEA consultants, and shared their knowledge with the entire North Linn staff. As a result of this work 100% of our teachers are in favor of moving forward with North Linn's proposed TLC plan.

**Parents:** 100% of parents serving on the TLC Planning Committee as well as parents serving on the Superintendent's Advisory Committee support North Linn's proposed TLC plan.

**Board of Education:** Our Board of Education members are committed to providing optimal learning opportunities for all children of the district, and 100% of these members support the proposed TLC plan.

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## Narrative

Using Part 2 application narrative from Year 1?

Yes

**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 vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and competence through enhanced career opportunities will lead to increased student achievement thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
2. To bolster the elementary literacy RTI program
3. To provide additional support at the secondary level with reading across the content areas
4. To improve our district-wide technology efforts
5. To increase student achievement by improving instruction

The Iowa DOE's *Theory of Action* was the driving force as we moved forward with developing our TLC plan's vision and determining its goals. Effective teachers have the greatest impact on student achievement, and our plan is written to reward competence as well as providing professional growth opportunities and support to increase teacher effectiveness.

### **District Leadership Teams**

#### **Currently**

- Meet collaboratively to plan professional development, assign/collect implementation logs, introduce strategies to staff, analyze data, and present to staff following the structure of the Iowa Professional Development Model
- Team members receive support from GWAEA literacy and technology consultants

#### **Expanding and Strengthening**

- Allowing all staff members to apply for leadership roles through a rigorous selection process will strengthen teams and provide enhanced career opportunities
- Additional contract time will strengthen the instructional leadership of team members
- Redefining leadership team members' roles will provide additional support for both new and veteran teachers
- Collaborate with peers across content areas and support the learning of all teachers to strengthen instruction

### **Elementary Literacy RTI Program:**

#### **Currently**

- Professional development is in the initial stages of focusing on RTI in the area of elementary literacy
- GWAEA consultants support leadership team members with workshops and planning of professional development
- Grade level teams collaborate on individual student progress and share instructional strategies

#### **Bolstering our Efforts**

- Hire a full-time instructional coach to increase opportunities for collaboration
- Provide opportunities for classroom observations, co-planning, and co-teaching
- Strengthen instruction through technology integration facilitated by instructional technology coach focused on learning to read in primary grades and reading to learn in intermediate grades
- Expand efforts to include writing and math

### **Secondary Reading Across the Content Areas:**

#### **Currently**

- Professional development introduces new Scientific Based Research Reading (SBRR) strategies and revisits SBRR strategies from previous sessions
- Peers collaborate across content areas with focus on the Characteristics of Effective Instruction

#### **Additional Support**

- Hire a half-time instructional coach to increase opportunities for collaboration
- Provide opportunities for classroom observations, co-planning, and co-teaching
- Strengthen instruction of reading across the content areas through technology integration facilitated by technology integrationist

### **District Wide Technology Efforts**

#### **Currently**

- Professional development occurs for approximately 75 minutes six times per year
- Limited availability of technology team members to support staff members

#### **Improving Efforts**

- Hire a full-time technology integrationist to help infuse technology into our TK – 12 classrooms using current technology

- Move ahead with our 1:1 initiative
- Strengthen current technology team by adopting a train the trainer model with new technology integrationist
- Create a broader support network through targeted individual or small group instruction before, during, or after school as well as during the summer
- Set the stage for observation, co-planning, and co-teaching across grade levels and curriculum areas regarding technology integration
- Work cohesively with Elementary RTI and Secondary Literacy coaches to provide optimal opportunities for increased academic achievement

**Increase Student Achievement by Improving Instruction**

2013-2014 Reading Goal: To increase the percentage of students who meet their target growth goal in Reading on Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments.

**Current Student Achievement**

**Percent of Students Proficient – Midyear Testing National Standard Score**

**Reading Subtest: Iowa Assessments**

Testing Year	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade
2012	75	84.61	84.32	68.08	72	65.39	93.88
2013	80.39	74.58	73.08	82.69	73.91	64.71	78.72

**Percent of Students Meeting Spring Growth Target**

**Northwest Evaluation Association's Measures of Academic Progress Assessments**

Testing Year	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	District
2012	46.9	41.7	58.8	58	58.7	62.5	61.2	40.8	33.3	51.23
2013	47.8	42	72.9	48.1	53.8	58.7	56.9	54.2	61.7	55.43

**Increased Student Achievement**

- Write specific, measurable, attainable, realistic, and timely (SMART) goals regarding increased student achievement to provide focus and clarity for all staff
- A larger percentage of students will score at the proficient range using the National Standard Score in Reading on Iowa Assessments
- A larger percentage of students will meet their spring growth target on NWEA MAP Reading Assessments

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 North Linn TLC Planning Committee members have chosen Model 3 as the optimal plan for meeting the needs of the district and improving teacher effectiveness thus leading to increased student achievement. North Linn's current school improvement initiatives that will be positively impacted by our TLC plan are: Literacy and Multi-Tiered System of Supports (formerly Response To Intervention), Secondary 6-12 Literacy, and TK – 12 Technology.

- Iowa Assessment, Measures of Academic Progress (MAP), and the Formative Assessment System for Teachers (FAST) data indicate an area of concern is TK-12 literacy
- Current Structures, Processes and Initiatives
- TK-5 Elementary Initiatives
- Improving K-3 Literacy
- Effective Implementation of Multi-Tiered System of Supports (MTSS)

The North Linn TLC plan creates a cohesive link between current practices and the opportunity to support and strengthen these practices in the following ways:

<b>Current structure, processes, and initiatives:</b>	<b>How TLC teacher leaders will connect to, support, and strengthen current practices:</b>
<p><b>TK-5 Literacy Team Members Currently:</b></p> <ul style="list-style-type: none"> <li>•Work with Grant Wood Area Education (AEA) consultants to analyze data and plan professional development</li> <li>•Provide teachers with materials and support to teach targeted skills during monthly professional development workshops</li> <li>•Attend workshops facilitated by Grant Wood AEA staff focused on improving K-3 literacy and MTSS</li> </ul>	<p><b>TK-5 Literacy Team Members Will Also:</b></p> <ul style="list-style-type: none"> <li>•Assume additional roles as mentors to new teachers</li> <li>•Serve as peer coaches to provide support focusing on high leverage instructional strategies</li> </ul> <p><b>Hiring of a Full-Time TK-5 Instructional Coach Will:</b></p> <ul style="list-style-type: none"> <li>•Provide support to assess effectiveness of current efforts and make suggestions for areas of improvement in literacy instruction</li> <li>•Allow opportunities for co-planning, co-teaching, and peer observations to improve instruction</li> <li>•Provide job-embedded instructional coaching for TK-5 staff members</li> <li>•Accommodate classroom teachers with immediate and ongoing instructional support</li> <li>•Collaborate with Technology Integrationist to determine best practices of technology integration</li> </ul>
<p><b>6-12 Secondary Literacy Team Members Currently:</b></p> <ul style="list-style-type: none"> <li>•Work with Grant Wood AEA consultants to analyze data, plan professional development, and monitor implementation of strategies</li> <li>•Answer questions that arise as a result of current professional development efforts during monthly professional development workshops</li> </ul>	<p><b>6-12 Secondary Literacy Team Members Will Also:</b></p> <ul style="list-style-type: none"> <li>•Assume additional roles as mentors to new teachers</li> <li>•Serve as peer coaches to provide support focusing on high leverage instructional strategies</li> </ul> <p><b>Hiring of a Half-Time 6-12 Instructional Coach Will:</b></p> <ul style="list-style-type: none"> <li>•Provide job-embedded instructional coaching for 6-12 staff members</li> <li>•Allow opportunities for co-planning, co-teaching, and peer observations to improve instruction</li> <li>•Provide support to assess effectiveness of current efforts and make suggestions for areas of improvement in literacy instruction</li> <li>•Accommodate classroom teachers with immediate and ongoing instructional support</li> <li>•Collaborate with Technology Integrationist to determine best practices of technology integration thus leading to increased student achievement in literacy</li> </ul>

<p><b>TK-12 Technology Team Members Currently:</b></p> <ul style="list-style-type: none"> <li>•Work with Grant Wood AEA consultants to plan professional development</li> <li>•Have limited opportunities to engage in off-site school visits to collaboratively explore how other districts infuse technology across content areas</li> </ul>	<p><b>TK-12 Technology Team Members Will Also:</b></p> <ul style="list-style-type: none"> <li>•Engage in a train-the-trainer model to increase technology integration support for all staff members</li> <li>•Assume additional roles as mentors to new teachers</li> <li>•Serve as peer coaches to provide support focusing on high leverage instructional strategies</li> <li>•Have increased opportunities to network with peers and collaboratively explore how other districts infuse technology across content areas</li> </ul> <p><b>Hiring of a Full-Time TK-12 Technology Integrationist Will:</b></p> <ul style="list-style-type: none"> <li>•Create opportunities for targeted individual or small group technology instruction before, during, or after school as well as during the summer for all staff members</li> <li>•Provide support to assess effectiveness of current efforts and make suggestions for areas of improvement in technology integration across content areas</li> <li>•Allow opportunities for co-planning, co-teaching, and peer observations to improve instruction</li> <li>•Provide job-embedded instructional coaching for TK-12 staff members</li> <li>•Accommodate classroom teachers with immediate and ongoing instructional support</li> <li>•Collaborate with TK-5 and Secondary Instructional Coaches to determine best practices of technology integration leading to increased student achievement in literacy</li> </ul>
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Using Part 4 application narrative from Year 1?

Yes

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

The North Linn Community School District is part of the Grant Wood AEA Induction Consortium and is in collaboration with fifteen other school districts in our area to improve entry into the teaching profession for our new teachers. The following components are currently in place as new teachers begin their teaching careers at North Linn:

**Minimum Salary Requirement of \$33,500**

- North Linn's current entry level salary is \$34,809

**Additional Contract Days**

- North Linn's first year teachers have two additional contract days at the beginning of year

**In Collaboration with Grant Wood AEA Induction Consortium:**

**•Improved Entry Into the Profession**

- Detailed description of roles of the Induction Coach (full-release mentor) to include 1-2 hours of job-embedded coaching/mentoring for each new teacher
- Designed site and inter-site collaborative observations of exceptional instructional practice

**•Differentiated Meaningful Teacher Leadership Role:**

- Induction Coach (full-release mentor) role/responsibilities clearly described and differentiated to support first and second year initial license new to the professional teachers within the consortium

**•Rigorous Selection Process for Leadership Role:**

- Research and evidence based rigorous selection process for Induction Coaches that includes multiple administrator and teacher stakeholders
- Selection criteria to include at least four years of successful teaching experience
- Annual program evaluation and ongoing supervision based on National Teacher Center Mentor Standards and Iowa Teaching Standards

**•Aligned Professional Development Facilitated by GWAEA Mentoring and Induction:**

- District Induction Program Leads and Principals

1. August 7: Instructional Mentoring
2. October 3: Role of the Principal in Supporting High Quality Teacher Induction

- District Induction Teams

1. August 7-8: Instructional Mentoring
2. September 18: Resource Mapping: Providing a System of Support for Initial Licensure Teachers
3. November 13: Framing the Essential Role of the Principal/Principal Engagement
4. February 19: To Be Determined
5. April 9: To Be Determined

- Beginning Teacher Networks

1. September 4: Positive and Productive Learning Environments
2. October 3: Formative Assessment and Student Learning
3. January 14: Differentiated Instruction
4. April 30: To Be Determined

- All District Mentoring and Induction Participants

1. Various Online Professional Development Opportunities from the New Teacher Center

- First Year Teaching Success from the Start: Elementary Educators

- First Year Teaching Success from the Start: Secondary Educators

**Effectiveness of Current Induction and Mentoring Program with Grant Wood AEA Consortium**

- Full-release mentor from consortium allows for dedicated weekly time to meet with and support new teachers
- Classroom observations of new teacher more manageable – mentor does not need a cover for classroom
- Observations involving both new teacher and mentor of model teachers more manageable – only need to find cover for new teacher's classroom
- Beginning teacher network provides opportunities for new teachers to meet regularly with other new teachers to share successes, challenges, etc.

**Our Reaction to Unanticipated Challenges of Current Induction and Mentoring Program with Grant Wood AEA Consortium During the 2013-2014 School Year**

- Assigned a district mentor when district specific questions arose that could not be answered by full-release mentor

- Provided district professional development agendas to full-release mentor to gain specific knowledge of North Linn initiatives
- Trained on technology devices as need arose realizing we still have some gaps in technology understanding depending on new teacher and devices

### **How our TLC plan will Address our Unanticipated Challenges**

- Elementary Leadership Team Members
- Each new elementary teacher will be assigned a mentor from the elementary leadership team to provide support as needed for district specific questions and initiatives
- Will have additional contract days to provide meaningful, small-group, directed support for new elementary teachers
- Secondary Leadership Team Members
- Each new secondary teacher will be assigned a mentor from the secondary leadership team to provide support as needed for district specific questions and initiatives
- Will have additional contract days to provide meaningful, small-group directed support for new secondary teachers
- Technology Leadership Team Members
- Each new teacher will be assigned a mentor from the technology leadership team to provide support as needed for district specific questions and initiatives
- Will have additional contract days to facilitate targeted, small-group technology training to support all new teachers
- Instructional Coaches
- Will provide additional support for new teachers based on individual needs

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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 Iowa Department Of Education's *Theory of Action* was the driving force as the North Linn TLC Planning Committee carefully assessed our current efforts and contemplated how to strengthen instruction to improve student achievement throughout our district. Based on research contained in the Wallace Report "*Learning From Leadership: Investigating the Links to Improved Student Learning*," we truly believe adding three teacher leader roles and expanding the roles and support for our current teacher leader team members will enable us to achieve the goals of North Linn's TLC plan. Effective teachers have a great impact on student achievement, and our plan is written to reward competence as well as provide professional growth opportunities and support to increase teacher effectiveness of our new and veteran teachers. The ultimate goal of all our efforts is increased academic achievement for all students in the North Linn Community School District.

### **Multiple, Meaningful, Differentiated Teacher Leadership Roles and Responsibilities**

New teacher leader roles:

- Full-Time Instructional Coach: TK-5 Multi-Tiered System of Supports (MTSS) Literacy Coach
- Half-Time Instructional Coach: 6-12 Reading Across the Content Areas
- Full-Time Instructional Coach: TK-12 Technology Integrationist

Expansion of current teacher leader roles:

- Elementary Literacy Team – three members
- Secondary Literacy Team – six members
- TK-12 Technology Team – six members

18 Teacher Leader Roles out of 50 certified staff represent 36% of our teaching staff.

### **Instructional Coach Responsibilities/Duties: TK-5 MTSS Literacy**

#### **•100% Teacher Leader: 10 Additional Contract Days and \$5,000 Supplement**

- Additional contract days to provide meaningful, small-group, directed support for elementary teachers
- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary
- Serve as a catalyst for change by assessing effectiveness of current efforts and making suggestions for areas of improvement
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers
- Facilitate the analysis of student data (both benchmark and formative) to formulate an action plan targeting improved instruction focused on increasing student achievement
- Assist with monitoring of MTSS groupings that target each student's current level of readiness and scaffolding instruction for each student to advance to the next level, progressing from learning to read to reading to learn
- Support teachers with locating supplemental resources to meet individual student needs
- Work with elementary leadership team members to plan, develop, deliver, and monitor implementation of professional development
- Collaborate with Technology Integrationist to determine best practices of technology integration
- Actively engage in professional learning networks to connect and learn with other elementary MTSS literacy coaches

### **Instructional Coach Responsibilities/Duties: 6-12 Reading Across the Content Areas**

#### **•50% Teacher Leader, 50% Student Instruction: 10 Additional Contract Days and \$5,000 Supplement**

#### **•50% Teacher Leader Time Responsibilities**

- Additional contract days to provide meaningful, small-group, directed support for secondary teachers
- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary
- Serve as a catalyst for change by assessing effectiveness of current efforts and making suggestions for areas of improvement
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers
- Facilitate the analysis of student data and formulate an action plan to improve instruction focused in increasing student achievement
- Work with secondary leadership team members to plan, develop, deliver, and monitor implementation of professional development

- Collaborate with Technology Integrationist to determine best practices of technology integration
- Actively engage in professional learning networks to connect and learn with other secondary instructional coaches

**Instructional Coach Responsibilities/Duties: TK-12 Technology Integrationist**

**•100% Teacher Leader: 15 Additional Contract Days and \$7,500 Supplement**

- Additional contract days to provide meaningful, small-group, directed support for TK-12 teachers
- Collaborate with TK-5 and 6-12 Instructional Coaches to determine best practices of technology integration leading to increased student achievement in literacy
- Facilitate technology integration training and professional development opportunities for all staff members with targeted training for Technology Team Members
- Work with technology leadership team members to plan, develop, deliver, and monitor implementation of professional development
- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary
- Serve as a catalyst for change by analyzing student data, assessing effectiveness of current efforts, and making suggestions for areas of improvement
- Train teachers and students in the use of media, equipment, and technology to support technology integration in the classroom
- Develop technology integrated lesson plans with teachers based on student needs
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best practices of technology integration strategies
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers
- Assist in the development, implementation, evaluation, and refinement of programs, services, and initiatives related to technology integration
- Lead the district forward with its 1:1 initiative and formulate an action plan to support this initiative
- Actively engage in professional learning networks to connect and learn with other technology coaches

**Elementary Literacy Team Member Roles**

**•5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000**

**•5% teacher leader time responsibilities**

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Instructional Coaches for elementary staff focused on MTSS Literacy TK-5, resulting in improved instructional practices and increased student achievement
- Support elementary staff members through the following differentiated roles depending on staff needs
- Serve as in-district mentors to new elementary staff in collaboration with the Grant Wood Area Education Association (AEA) Induction Consortium and full-release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis
- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

**Secondary Literacy Team Member Roles**

**•5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000**

**•5% teacher leader time responsibilities**

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Instructional Coaches for secondary staff focused on reading across the content areas, resulting in improved instructional practices and increased student achievement
- Support secondary staff members through the following differentiated roles depending on staff needs
- Serve as in-district mentors to new secondary staff in collaboration with the Grant Wood AEA Induction Consortium and full-release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis
- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

### **TK – 12 Technology Team Member Roles**

**•5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000**

**•5% teacher leader time responsibilities**

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Technology Instructional Coach for TK-12 staff focused on technology integration, resulting in improved instructional practices and increased student achievement
- Embracing a train the trainer model, being at the forefront of all trainings and supporting our TK-12 Technology Integrationist with training and professional development
- Support TK-12 staff members through the following differentiated roles depending on staff needs
- Serve as in-district technology mentors to all new TK-12 staff in collaboration with the Grant Wood AEA Induction Consortium and full-release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis
- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

### **How New Roles Fit Together to Strengthen Instruction and Improve Student Achievement and Student Learning Throughout the District**

North Linn’s TLC plan allows our district to take a global approach to MTSS, Reading Across the Content Areas, and Technology Integration and build an academic culture that views our school improvement activities as a cohesive whole rather than individual initiatives. Our plan creates an optimal structure for our Instructional Coaches (TK-5 MTSS Literacy, 6-12 Reading Across the Content Areas, and Technology Integrationist) to work collaboratively with Leadership Team Members (Elementary Literacy, Secondary Literacy, and TK-12 Technology) and administrative staff in the following ways:

- Collaborative meetings to plan, develop, deliver, and monitor implementation of professional development
- Biweekly collaborative team meetings to assess status quo in each classroom, identify areas for improvement, and provide additional targeted support for struggling teachers
- Annual collaborative meeting to analyze student data, assess effectiveness of current efforts, and create action plans focused on implementation of high leverage, research-based instructional strategies proven to increase student learning

Knowing it is essential to keep increased student achievement at the center of all our efforts the Iowa Professional Development Model provides the framework for guiding our cycle of continuous improvement. Following the lead of the Iowa Department of Education’s *Theory of Action*, our plan is committed to empowering teachers to take on leadership roles and embraces an academic culture focused on strengthening instructional practices for all teachers ultimately creating an ideal learning environment for increased academic achievement for each and every student of the North Linn Community School District.

**Using Part 6 application narrative from Year 1?**

Yes

### **Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

The North Linn Community School District has an established protocol regarding the application and selection process for open teaching positions within the district. The process for selecting teacher leaders will follow the same posting process as well as including the following:

- Positions specific to leadership roles will be posted within the district
- Postings will include the qualifications specific to each leadership position
- Applicants must have at least three years of teaching experience and at least one year of experience at North Linn
- Interested applicants will apply in writing to the superintendent
- Qualified applicant names will be forwarded to the site-based review council members who will be responsible for interviewing candidates and making a hiring recommendation
- The North Linn Board of Education will appoint a site-based review council consisting of an equal number of teachers and administrators. Council members will engage in the selection process and make recommendations to the superintendent regarding applications for assignment or reassignment to teacher leadership roles.
- Teachers recommended for assignment or reassignment to teacher leadership roles shall:
  - Possess content knowledge aligning to specific leadership position
  - Have demonstrated competency on the Iowa Teaching Standards
  - An Annual review of each assignment shall include peer feedback on effectiveness of teacher's performance of duties specific to teacher's leadership role
  - A teacher who completes the time period of assignment to a leadership role may apply for reassignment to the current leadership role, assignment in a new leadership role, or return to the classroom in an assignment in which he or she is qualified

The North Linn TLC Planning Committee believes that in order for a teacher leader to be successful, the individual must possess certain characteristics and dispositions. Classroom teachers who positively impact student learning, collaborate with adults beyond their individual classrooms, and embrace the practice of live-long learning are poised to assume the role of teacher leader. Following are characteristics and dispositions we are looking for in our teacher leader candidates as they become agents of change beyond the confines of their individual classrooms, improving the effectiveness of all our teachers and increasing the academic achievement of all our students.

#### **Part 6A: Selecting Teacher Leaders Based on Measures of Effectiveness**

- Communicates clearly and effectively
- Respects confidentiality
- Observes students closely to clarify needs and identify resources to support learning
- Commitment to equity and passionate about increased academic achievement for all students
- Knows and responds to the unique needs of students, parents, and the community
- Employs multiple approaches to teaching and learning
- Understands and translates research and theory into practical application
- Demonstrates research-based classroom management skills
- Uses appropriate and current classroom applications of technology that deepen learning
- Analyzes data from ongoing assessments to inform and improve instruction
- Possesses a deep understanding of content knowledge and pedagogy
- Knows and uses local, state, and federal learning goals and professional teaching standards
- Supports and implements school/district policies and initiatives

#### **Part 6B: Selecting Teacher Leaders Based on Professional Growth**

- Regularly pursues professional development opportunities
- Demonstrated commitment to personal and professional growth and learning
- Willing to participate in professional preparation to acquire the knowledge and skills needed to be effective
- Seeks constructive feedback on own practice
- Is reflective and coachable
- Has experience presenting to or instructing adults
- Believes everyone has the capacity and desire for growth
- Sets high expectations for self and others
- Is respected by peers and leaders for professional knowledge and skills

- Takes initiative and follows through with responsibilities
- Prioritizes effectively in an unstructured environment
- Manages time well
- Accepts responsibility; effects change
- Demonstrates a passion for teaching and learning and a commitment to the future of education
- Willing to work collaboratively and share instructional ideas and materials with beginning teachers
- Has successfully completed a portfolio that provides artifacts of professional growth

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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.*

The vision of North Linn’s TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and leadership through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. The Iowa Professional Development Model (IPDM) provides the framework for a continuous cycle of school improvement and will be used to improve North Linn’s current professional development program. Instructional Coaches (TK-5 MTSS Literacy, 6-12 Reading Across the Content Areas, and Technology Integrationist) will work collaboratively with Leadership Team members (Elementary Literacy, Secondary Literacy, and TK-12 Technology), Grant Wood Area Education Association (GWAEA) Consultants, and administrative staff to plan, develop, deliver, and monitor implementation of professional development.

<b>IPDM Component</b>	<b>Teacher Leadership Roles, Responsibilities, and Actions Aligned with the IPDM</b>
<b>Collecting / Analyzing Student Data (Benchmark Assessments)</b>	<b>Instructional Coaches, Leadership Team members,</b> and administrative staff will collect and analyze student data with classroom teachers to determine student needs.
<b>Goal Setting and Student Learning</b>	<b>Instructional Coaches</b> and <b>Leadership Team members</b> will facilitate conversations based on analysis of student data. Goals and professional development targets will be aligned with student data.
<b>Selecting Content</b>	<b>Instructional Coaches, Leadership Team members,</b> and Curriculum Director will work collaboratively to select professional development content targeted to meet our specific student learning goals and increase student achievement. Content will be grounded in scientifically-based research, aligned with the Iowa Teaching Standards and Iowa Core Curriculum, and have a history of success in improving student performance.
<b>Designing Process for Professional Development</b>	<b>Instructional Coaches, Leadership Team members,</b> GWAEA Consultants, and Curriculum Director will collaboratively plan, develop, deliver, and monitor implementation of professional development aligned with district and building goals. Unique professional development opportunities will provide targeted support for our new teachers.
<b>Training / Learning Opportunities</b>	Training and learning opportunities will occur for all staff members on scheduled professional development days throughout the school year. <b>Instructional Coaches</b> will have additional contract days to provide meaningful, small-group, direct support for all staff.

<p style="text-align: center;"><b>Collaboration / Implementation</b></p>	<p><b>Instructional Coaches</b> and <b>Leadership Team</b> members will work collaboratively with staff members to plan lessons, discuss data, and solve problems. Substitute teachers will be hired for quarterly collaborative meetings for all staff members. Each professional development workshop begins with 30 minutes dedicated to peer collaboration, and when possible, common planning time is scheduled to provide for day-to-day collaboration when needed for grade level and/or content area teachers. Strategy implementation and student success are key talking points during collaborative meetings. Peer reviews provide an opportunity for staff members to share instructional strategies and discuss successes and/or challenges associated with implementations. These collaborative discussions are non-evaluative and support all teachers as they strive to improve their instructional practices.</p>
<p style="text-align: center;"><b>Ongoing Data Collection (Formative Evaluation)</b></p>	<p><b>Instructional Coaches</b> and <b>Leadership Team</b> members will work collaboratively with staff members to analyze formative data. Progress monitoring by elementary classroom teachers provides weekly data points for targeted discussion regarding increasing students' achievement in literacy. Secondary teachers will progress monitor according to strategies being implemented and each student's ability to process more complex text and thinking. Throughout the year, the success of technology integration will be carefully monitored to determine if strategies implemented are contributing to increased student success.</p>
<p style="text-align: center;"><b>Program Evaluation (Summative)</b></p>	<p>Our <b>district leadership team</b> is made up of <b>all leadership positions</b>, and will use summative data from Iowa Assessments, Measures of Academic Progress (MAP), and the Formative Assessment System for Teachers (FAST) to determine the impact of professional development on student learning. Results of this data analysis will be used to plan our next cycle of professional development to improve teacher effectiveness and increase student achievement.</p>

North Linn's TLC plan is focused on continuous improvement, and embodies the Iowa Professional Development Model's Operating Principles:

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
- Leadership
- Simultaneity

These principles provide the momentum for each component of the IPDM to function as a cohesive whole, and our most current self-evaluation of professional development practices using the *Rubric for Developing a District/Building Profile* indicates our individual dimension scores range from two to four with our total score being 89. These scores clearly indicate we are headed in the right direction, yet we have room to grow and improve. In the process of developing North Linn's TLC plan we have accepted our current reality, cultivated a growth mindset, and designed a plan focused on professional growth for all teachers leading to increased academic achievement for all students.

Using Part 8 application narrative from Year 1?

Yes

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

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

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

## North Linn's TLC Plan Vision and Goals

The vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and competence through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
2. To bolster the elementary literacy RTI program
3. To provide additional support at the secondary level with reading across the content areas
4. To improve our district-wide technology efforts
5. To increase student achievement by improving instruction

### **Part 8A: Measuring the impact and effectiveness in achieving goals described in the TLC Plan**

#### **Short-term Measures:**

- District self-reflection of fidelity of implementation of TLC plan
- Identification of things that went well
- Identification of things that need to improve
- Creation of an improvement plan for upcoming school year
- Produce a survey to gather both quantitative and qualitative feedback on various efforts and initiatives that are identified throughout our TLC plan
- Provides opportunity to quantify the numerical success and impact of our efforts
  1. Number of teachers who engaged in classroom observations and the frequency of observations
  2. Number of teachers/instructional coaches/leadership team members who engaged in co-planning and the frequency of co-planning
  3. Number of teachers/instructional coaches/leadership team members who engaged in co-teaching and the frequency of co-teaching
  4. Comparison of student data in classrooms where teachers frequently engaged in classroom observations, co-planning, and co-teaching versus teachers who infrequently engaged in these practices
- Allows staff and administration to share more anecdotal information to help us adjust and improve our efforts on an on-going basis
- Results and feedback shared with various professional development/curriculum leadership groups to identify necessary next steps
- Engage in formative assessment to identify strengths and weaknesses of students enabling teachers, leadership team members, and instructional coaches to provide targeted instruction, thus ensuring the success of all students
- Collect survey data from beginning teachers regarding mentoring support from GWAEA Consortium and leadership team members
- Identify strengths of support from consortium as well as leadership team members
- Identify weaknesses and/or additional needed supports
- Address any weaknesses and adjust TLC plan accordingly for upcoming school year
- Analyze quantitative data regarding classroom observations, co-planning, and co-teaching of each instructional coach
- Analyze beginning, midyear, and end of year universal screening data as well as progress monitoring assessments to guide next steps following the Iowa Professional Development Model
- Engage in peer review conversations sharing progress on student achievement and increased teacher effectiveness

#### **Long-term Measures:**

- Summative measures that address level of student achievement which would include but not be limited to the following:
  - Iowa Assessments
  - Northwest Evaluation Association's Measures of Academic Progress
  - ACT
- Critical analysis of our summative data would include the following:
  - Proficiency measures
  - Growth of individual students
  - Growth marks earned at the classroom and grade level

- Comparing academic growth of students to quantitative data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation
- Annually completing and scoring ourselves on the *Iowa Professional Development Model District/Building Profile*
- Student Data we will continue to monitor:

**Percent of Students Proficient - Midyear Testing National Standard Score**

**Reading Subtest: Iowa Assessments**

Testing Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade
2012	75	84.61	84.32	68.08	72	65.39	93.88
2013	80.39	74.58	73.08	82.69	73.91	64.71	78.72

**Percent of Students Meeting Spring Growth Target**

**Northwest Evaluation Association's Measures of Academic Progress Assessments**

Testing Year	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	District
2012	46.9	41.7	58.8	58	58.7	62.5	61.2	40.8	33.3	51.23
2013	47.8	42	72.9	48.1	53.8	58.7	56.9	54.2	61.7	55.43

**North Linn Average ACT Scores**

Year	Number of Students	English	Mathematics	Reading	Science	Composite
2012	29	21.6	22.6	22.7	23.4	22.7
2013	30	22.8	23.4	22.1	24.2	23.3

**Part 8B: Monitoring and adjusting the plan based on the results of our measures**

- District self-reflection of TLC plan will allow us to monitor our efforts and determine next steps
- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
- Completing and scoring ourselves on the *Iowa Professional Development Model District/Building Profile* will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement
- Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
- Semi-annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student achievement

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)**

Support and input of all constituent groups including North Linn’s administrative team, board of education, local education association, staff members, community members, and parents set the stage for rich, deep conversations focused on several key components of an effective teacher leadership plan. One integral component of these conversations was the ability for North Linn to successfully implement its TLC plan immediately following the securing of funding. Equally important to successful implementation is the capacity to sustain our TLC plan over time. Our teacher leaders are the backbone of our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan.

Continuous improvement is deeply embedded in North Linn’s culture and climate, and many of the pieces necessary to implement North Linn’s TLC plan are already in place. Our current infrastructure includes the following leadership teams:

- TK-5 Leadership Team:** Members are responsible for planning, leading, and monitoring implementation of elementary professional development following the Iowa Professional Development Model (IPDM). Current responsibilities also include analyzing student data and supporting elementary staff members based on staff needs.
- 6-12 Secondary Leadership Team:** Members are responsible for planning, leading, and monitoring implementation of secondary professional development following the IPDM. Current responsibilities also include analyzing student data and supporting secondary staff members based on staff needs.
- K-12 Technology Leadership Team:** Members are responsible for planning, leading, and monitoring implementation of TK-12 technology professional development following the IPDM.
- Professional Learning Communities (PLCs):** All North Linn staff members are part of a PLC based on grade level and/or content area expertise. Quarterly collaborative meetings are scheduled to analyze student data, reflect on current practices, and problem-solve challenging situations.
- Mentoring:** The *Journey to Excellence Mentoring Program* along with support from Grant Wood Area Education Agency (AEA) consultants provide the foundation for our mentoring and induction program. New teachers are also provided with two additional days at the beginning of the year.

The vision of North Linn’s TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. The success of North Linn’s TLC Plan is dependent upon the sustainability of our plan and involvement of all staff members. Building on the structures listed above, the following individuals will be key personnel as we move forward with implementation and ensure ongoing sustainability of our TLC Plan:

Key Staff	Responsibilities
Superintendent	<ul style="list-style-type: none"> <li>•Continually provide the vision for the TLC Plan</li> <li>•Keep lines of communication open amongst all stakeholders</li> <li>•Monitor and allocate the use of the TLC funds</li> </ul>
Principals	<ul style="list-style-type: none"> <li>•Evaluate teacher leaders on a regular basis</li> <li>•Help classroom teachers understand the roles of new teacher leaders</li> <li>•Develop teacher-leadership skills</li> </ul>
Curriculum Director	<ul style="list-style-type: none"> <li>•Assist with analysis of student data</li> <li>•Coordinate training and learning opportunities for teacher leaders</li> <li>•Monitor and facilitate the mentoring and induction program for new teachers</li> </ul>
Site Based Review Council	<ul style="list-style-type: none"> <li>•Interview teacher leader candidates and make hiring recommendations to the superintendent</li> </ul>

<p style="text-align: center;"><b>Instructional Coaches (3 Teacher Leaders)</b></p>	<ul style="list-style-type: none"> <li>• Serve as a catalyst for change by providing support to assess effectiveness of current efforts and make suggestions for areas of improvement</li> <li>• Facilitate respective leadership team meetings</li> <li>• Collaborate with administrative staff and teacher leaders to determine best instructional practices leading to increased student achievement</li> <li>• Facilitate analysis of student data and formulating action plans</li> <li>• Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices</li> <li>• Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers</li> </ul>
<p style="text-align: center;"><b>Teacher Leaders (15)</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively with administration and classroom teachers to ensure cohesiveness in all aspects of program implementation</li> <li>• Collaboratively plan, develop, deliver, and monitor implementation of professional development</li> <li>• Analyze student data and support classroom staff members based on staff needs</li> <li>• Assume the role of mentors to new teachers</li> </ul>
<p style="text-align: center;"><b>Grant Wood AEA Consultants</b></p>	<ul style="list-style-type: none"> <li>• Partner with district leaders to improve teacher effectiveness</li> <li>• Secure outside resources and materials to support district efforts</li> <li>• Work with teacher leaders to plan, develop, deliver, and monitor implementation of professional development</li> </ul>

Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as teacher leaders through clearly defined, differentiated, meaningful pathways. Each and every child of our district deserves to reap the ultimate benefit of our plan which is increased academic achievement for all students, both now and in the future. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. Transparency, open communication, and equity of voice allowed North Linn's TLC Planning Committee to move forward in the creation of our plan, and those same elements will guarantee sustainability of our plan as we move forward.

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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.*

**Certified Enrollment Number** 698.2

*The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.*

**District Enrollment-Based Allocation** \$215,618.12

**Total Allocation** \$215,618.12

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$37,889.00
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).	\$167,400.00
Amount used to provide professional development related to the leadership pathways.	\$4,500.00
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>\$209,789.00</b>

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## Other Budgeted Uses - Description

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

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$209,789.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$5,829.12

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## Budget Alignment

Using Part 10 application narrative from Year 1?	Yes
Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)	

The vision and goals of North Linn's TLC Plan are focused on the people of our district and how to provide optimal professional growth opportunities to improve teacher effectiveness, thus leading to increased student achievement. Model 3 was identified as the best model to support our identified needs, and the estimated budget indicates how financial resources will be allocated as we implement our plan.

Providing the necessary support to facilitate the effectiveness of new teachers is an essential component of North Linn's TLC Plan. Meeting the minimum wage requirement has already been accomplished, and the practice of providing two additional contract days at the beginning of the year for all new teachers is standard procedure at North Linn. Our proposed budget supports new teachers in the following ways:

- Grant Wood AEA Induction Consortium Costs
- Three Second Year Teachers @ \$3,500 each = \$10,500
- Two First Year Teachers @ \$3,500 each = \$7,000

Our TLC Planning Committee firmly believes positively impacting current initiatives that support our building and district goals can best be accomplished by creating differentiated, multiple, meaningful teacher leadership roles. Our proposed budget supports the addition of the following instructional coaches:

- Full-time Elementary TK - 5 RTI Literacy Instructional Coach
- \$62,000 (Salary and Benefits)
- Half-time Secondary 6 - 12 Reading Across the Content Areas Instructional Coach
- \$35,000 (Salary and Benefits)
- Full-time TK - 12 Technology Instructional Coach
- \$65,000 (Salary and Benefits)

The TLC Planning Committee also felt strongly about maintaining the successful structures that are currently embedded into our culture. The concept of Leadership Team members collaborating with our Curriculum Director and Grant Wood AEA Consultants is well established in our Professional Learning Communities, our culture, and our practice. Leadership team members are actively engaged in the design and delivery of professional development, and teams are viewed to be highly effective by our TLC Planning Committee and staff as a whole. Our proposed budget supports teachers in these leadership roles in the following ways:

- Additional Compensation for 18 Leadership Team Members
- Elementary TK - 5 Literacy Team - four members
- Secondary 6 - 12 Literacy Team - six members
- TK - 12 Technology Team - eight members
- \$21,000 (Salary and Benefits)
- Funding to Cover Costs for Collaboration and Professional Development Planning
- 18 Teachers x 5 Days = 90 Days Sub Pay
- \$10,500 (Salary and Benefits)
- Funding to Provide Professional Development Related to Leadership Pathways
- \$4,500

Our total proposed budget expenses come to \$215,500, and our allocated budget amount is \$215,587.24. North Linn's TLC Planning Committee was conscientious and deliberate when creating the district plan and allocating funding resources. Continuous oversight and direction of our Curriculum Director coupled with Grant Wood AEA support will provide the coordination and establish the cohesiveness of the various efforts in our different buildings. Mindful consideration and allocation of resources, both human and financial, will result in improved teacher effectiveness, thus leading to increased student achievement.

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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