



Application

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

92747 - Teacher Leadership Compensation Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

AnA User Id

RANDY.MOFFIT@IOWAID

First Name*

Randy

Ray

Moffit

First Name

Middle Name

Last Name

Title:

Superintendent

Email:

moffitr@n-mahaska.k12.ia.us

Address:

2163 135th Street

Box 89

City*

New Sharon

Iowa

50207

City

State/Province

Postal Code/Zip

Phone:*

641-637-4187

Phone

Ext.

Program Area of Interest

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

Fax:

641-637-4559

Agency

Organization Information

Organization Name:

North Mahaska Community School District

Organization Type:

K-12 Education

Tax ID:

DUNS:

Organization Website:

Address:

		Iowa	
City	State/Province	Postal Code/Zip	

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District North Mahaska Community School District

Use the drop-down menu to select the district name.

County-District Number 62-4776

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 Randy Moffit

Telephone Number 641-637-4187

E-mail Address moffitr@n-mahaska.k12.ia.us

Street Address 2163 135th Street

City New Sharon

State Iowa

Use the drop-down menu to select the state.

Zip Code 50207

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Angela Livezey

Telephone Number 641-637-4041

E-mail Address livezey@n-mahaska.k12.ia.us

Street Address 2163 135th Street

City

New Sharon

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50207

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 Teacher Leadership Compensation plan for North Mahaska Schools is focused on making instructional coaching available to our teaching staff. While administrators certainly provide instructional coaching, our plan will give teachers a larger role to play in curriculum development, professional development, and mentoring as well as instructional coaching. It will make model teachers available to observe and from which to learn proven teaching strategies. It will allow us to better implement many of these areas that we are already working on, but lack resources. Although our application utilizes the third model, we have leaned heavily on the first two in the development of our plan.

Entry-level teachers will be hired to our system as full-time teachers with a profession growth period that allows them to observe and collaborate with experienced teachers. The period will be spent observing model teachers, co-teaching with model teachers and instructional coaches, working in professional learning communities (PLC), and receiving mentoring in all facets of teaching. The new teacher will receive training in current district initiatives such as Gradual Release of Responsibility, one-to-one computer program strategies, Everyday Math, Wonders Literacy program, e2020 and other online resources, Successmaker, and RTI. They will have time to reflect on how they teach with coaching from experienced and successful teachers and principals. In short, we want to bring them up to speed on what all great teachers do in the classroom and hone their development with proven district initiatives.

Two to three mentor teachers will be selected by a site-based council and will function as coordinator of, and direct support to, initial teachers in the district and teachers on intensive assistance differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies, and supports. Mentor teachers will work with Instructional Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS, literacy and other evidence-based district work. Along with the Instructional Coach, the Mentor Teachers will share the responsibility of developing, implementing, and evaluating an effective mentoring program. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.

Seven model teachers will be selected by a site-based council and will be available to observe and be observed by other teachers. Model Teachers will teach full time and serve as models of exemplary teaching practices. Model Teachers will serve as a leader of a PLC group. They will work with Instructional Coaches to plan, deliver, and implement professional development in a MTSS, and in the area of literacy instruction with a strong emphasis implementing the Iowa Core. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection. They will be available for co-teaching and for collaborating with other staff. While a focus of their function might be to assist newer, less experienced teachers, it would be open to all staff, and particularly to those who show a need to improve. They can serve to pilot new strategies or projects. Model teachers will be asked to serve as team leaders for PLC's and to mentor teachers as needed.

Two instructional coaches will be selected by the site-based council, one at the elementary level and one at the secondary level. The instructional coaches will be directly involved with the planning and implementation of teacher mentoring, instructional coaching, professional development, and curriculum development. We will utilize the Iowa Professional Development Model. They will observe, model, co-teach, and collaborate with model and mentor teachers, PLC's, data teams, and student assistance teams, using data to guide instruction. We will hire new people to teach the classes vacated by the instructional coaches. Administrators will work closely with the instructional coaches to oversee all programs and to assist in their efforts.

Many programs are already in place that will support the new TLC plan. A mentoring program is already in place and will be improved with this initiative. An evaluation program is in place that requires peer observations, self-observation, goal-setting, and walk throughs. Data teams, student assistance teams, and PLC's are currently meeting and will be enhanced by this program. Effective gifted and talented programs and special education programs can be supported through instructional coaching. Professional development and curriculum development will receive better planning and implementation. Administrators currently function as curriculum directors, and the support of this program will improve the time and resources available to better coordinate these areas.

We built some flexibility into the budget, but also planned to overspend our funding using general fund money to make up any shortfall. We want to maintain the program regardless of whether the funding stream goes up or down in the future.

The bottom line of any program we implement in schools is that it must improve the welfare of the students. Their achievement, their well being, and their ability to function in society must always be the first consideration of anything we do. We believe that by improving the abilities and skills of teachers, we will improve these areas for our students. The Teacher

Leadership Compensation plan gives us a vehicle for improving teacher performance and, consequently, student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from 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).

Deciding to Apply

In Sept. 2013, the District Leadership Team, which includes teaching staff, administrators, and a board representative met to consider applying for the TLC grant. The team reviewed the Guidance on TLC document from the Department of Education. After reviewing the intended goals of the TLC system, the team voted unanimously to apply for the grant on year one. A planning team was formed including 3 administrators, 2 elementary teachers, and 2 high school teachers.

Developing a Plan

The team met at the AEA in Oct. and Dec. of 2013 for plan development and guidance from the AEA. The team also met in the district on Nov. 11 and Dec. 4, 2013. They studied the Teacher Leadership Design Resources document and discussed examples of TLC Systems. The team considered student achievement trends, CSIP goals, the district's professional development plan, and academic goals of the district. In addition, the district's current implementation initiatives were considered. Consideration was also given to recommendations from our Department of Education Accreditation site visit. The team decided to address shortage areas that support current initiatives in the TLC plan. At this time, the superintendent and principals oversee curriculum development, professional development and instructional coaching. The district does not have an instructional coach other than those teachers who volunteer their time to help. The team also saw the need to provide additional time and support for the current mentoring program, which would include co-teaching and more time for new teachers to be observed and to observe model teachers.

In the planning process, 100% of stakeholders agreed (as determined by a vote) to pursue the third state model because of the aforementioned district needs. After discussion and gathering of information and data, teachers, parents, board members, and administration were in agreement regarding the direction of the plan.

A successful transition to the new TLC System will require administrators to work closely with the 2 Instructional Coaches, and 7 Model Teachers to provide support and ensure effectiveness within their new roles. PLCs will be one of the primary avenues for administrators and Instructional Coaches to convey how their work will assist in improving classroom instruction and student achievement.

The team shared the TLC plan with the teaching staff and the board of education. The plan was then shared with the School Improvement Advisory Committee (which includes a group of parents) and was given final approval by the board.

In year two, the planning team attended the Teacher Leadership and Compensation Workshops facilitated by Deb Hansen at Great Prairie Area Education Agency. We followed the aforementioned format for involving and informing stakeholders of changes to the initial TLC plan.

Educating Stakeholder Groups

Administrators explained the TLC application process during staff meetings. The TLC team welcomed feedback from the staff. Staff members were directed to discuss additional thoughts concerning the TLC with their PLC leader or the TLC team. The staff voted unanimously (100%) to proceed with the TLC planning. The team developed the details of the plan and shared back with the district leadership team. The TLC plan was shared with and gained support from the School Improvement Advisory Committee which includes a group of parents that are not staff members of the North Mahaska District. The TLC plan was given final approval by the board of education in December.

It is important to note that addressing both the pros and cons of a new system is important in building consensus and the overall success. Some of the input received during feedback sessions from the staff and the board included concerns about the emphasis on training and supporting new teachers and if that would encourage hiring practices to favor experienced teachers. Additionally, concerns were expressed regarding staff morale and how it would be affected when some were chosen for leadership positions and others were not. Finally, concern was expressed about removing two top-quality teachers from the classroom to serve as Instructional Coaches and replacing them with teachers who might have less experience and initially be less effective. These concerns were discussed with all stakeholders and they determined that overall staff effectiveness would be increased by a strong Teacher Leadership System. Again, all stakeholders agreed to pursue the third state model focusing on increasing overall teacher effectiveness resulting in increased student achievement.

Support and Commitment

Four teachers helped formulate the plan. After focused meetings and conversations, 100% of those teachers expressed optimism that the plan will improve student learning and achievement. Teachers showed commitment to the TLC system by expressing interest in the future leadership positions. Administrators have supported the TLC plan from the beginning and were involved in the planning process. The administrators showed commitment to the TLC system by presenting the plan to the parents, staff, district planning team, school improvement advisory committee and school board. Parents (representing the

community and are not a member of the staff) on the TLC planning team, district planning team and school improvement advisory committee voted to support the TLC system and its efforts to increase student learning.

Grant Funds

Grant funds were used to pay for substitute teachers to cover the classrooms for the teachers who served on the TLC planning committee allowing the team to research teacher leadership systems of other schools and examples from other states. Grant funds were also used to pay for off-contract time for teachers to write the TLC application.

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.

Vision

North Mahaska's TLC vision is to improve teacher leadership and instruction in order to enhance student learning, staff moral and school culture. We hope to provide opportunities to reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership opportunities and increased compensation. This vision aligns well with our school motto: Expect the Best- Working together to Achieve Excellence.

North Mahaska's CSIP Goals

- 1) Increase literacy skills (emphasis on 5-8 reading)
- 2) Increase math & science skills (emphasis 5-8 math)
- 3) Implement 21st century skills (emphasis on 1:1 computers at our high school)
- 5) Implement differentiation (emphasis on Talented and Gifted Program)
- 6) Implement Iowa Core Curriculum

These goals were created based primarily on Iowa Assessment data, recommendations from the Department of Education Site visit, and SINA recommendations. We also considered our Dibels data and formative assessments based on the Iowa Core. In looking at data trends we noticed low comprehension scores at grade 4 and 11. We determined the need to ensure our curriculum was aligned to the Iowa Core at all grade levels and increase the level of rigor within our instruction.

Currently at North Mahaska, we have many initiatives that would benefit from teacher leadership roles. Teachers are assigned or volunteer for leadership roles in the following initiatives: District Planning Team, Professional Learning Community Leaders, Student Assistance Team, Data Team, Positive Behavior Supports, Mentor Program, Technology Leader and Peer Review. Due to lack of staff and funding our teachers serve in multiple roles. They have limited time to be effective in these roles. Teachers have limited collaboration time and opportunities for professional growth. We have seen an increase in teacher demands with limited time and compensation to support this growth.

We hope our Teacher Leadership System will satisfy several needs in our district. We need teacher leaders with the skills, competencies, and time to improve instruction through teacher modeling, instructional coaching, and co-teaching. In addition, our Instructional Coaches will assist with the implementation of the Iowa Core and instructional models like the Gradual Release of Responsibility. They will help to strengthen our use of common formative assessments and differentiation as well as support teachers in providing a multi-tiered system of supports. Instructional Coaches will help develop and deliver targeted and focused professional development as well.

TLC Goals

- 1) Beginning August 2015, enhanced career opportunities will be provided to our teaching staff by filling 7 Model teacher positions and 2 Instructional Coach positions.
- 2) Beginning August 2015, 100% of new teachers will spend 60 minutes of their time each day observing, planning and collaborating with Model Teachers and Instructional Coaches.
- 3) Beginning August 2015, Instructional Coaches will implement a PD plan that uses Professional Learning Communities to systematically engage 100% of the faculty in opportunities to learn from each other and engage in collaboration.
- 4) Beginning in the 2015- 2016 school year, a variety of formative and summative data, including multiple sources of student achievement data and teacher implementation data, will be analyzed to ensure that the TLC program contributes to improved teaching, learning and achievement.
- 5) Beginning in the 2015- 2016 year, 100% of teachers in leadership roles will have an annual review to ensure duties are being successfully fulfilled.

North Mahaska's TLC Plan aligns with the state Theory of action in the following ways:

Iowa TLC Theory of Action

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

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

North Mahaska TLC

The TLC plan is the only way our district can afford to compensate excellent teachers beyond the master contract. Our base salary will be an incentive in recruitment of new teachers. Reflective collaboration among veteran and new teachers is an integral part of our TLC Plan.

Our TLC Plan will empower teachers to take leadership roles and become more involved in local decision making.

<p>give highly effective teachers opportunities to grow, refine, and share their expertise;</p>	<p>Our Instructional Coaches, Model and Mentor teachers will participate in additional professional learning opportunities and share their expertise through collaboration, modeling and co-teaching.</p>
<p>and develop a clear system with quality implementation</p>	<p>Our TLC Plan includes a rigorous selection process, detailed descriptions of duties and responsibilities as well as an annual evaluation process.</p>
<p>then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.</p>	<p>Analysis of Iowa Assessment data will provide evidence of increased student learning and college and career preparedness.</p>

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)

North Mahaska's Teacher Leadership System will connect to, support and strengthen our school improvement structures, processes, and current district initiatives. Current initiatives that will benefit as a direct result of implementation of our Teacher Leadership System are the Multi Tiered System of Supports(K-12), K-3 Literacy, Strengthening implementation of Iowa Core(K-12), and Implementation of Professional Learning Communities.

1.) MTSS - Our instructional coaches and model teachers will implement research based strategies to improve our Multiple Tiered System of Supports. They will work with teachers during professional growth periods to model and practice instructional strategies. In addition, instructional coaches will be available to assist teachers in the use of formative assessment to guide planning and instruction. Instructional coaches will also be available to co teach alongside classroom teachers in efforts to strengthen their instructional approach. Instructional coaches will provide targeted PD to strengthen our MTSS.

2.) K-3 Literacy- Instructional Coaches and Model Teachers will provide exemplary instructional models of literacy strategies for other teachers to observe. Instructional coaches will assist teachers in analyzing their screening data to identify students with substantial reading deficiencies. They will provide coaching to support teachers in the use of diagnostic assessments and designing targeted interventions for struggling readers. Additionally, instructional coaches will help teachers analyze progress monitoring data and evaluate effectiveness of chosen instructional strategies.

3.) Strengthening Implementation of Iowa Core- Instructional Coaches will strengthen the district's work with Iowa Core implementation by creating alignment tools, action plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The instructional coaches will work with teams of teachers by grade level and department to evaluate current assessments and create new assessments that demonstrate student mastery of the Iowa Core. In addition, the instructional coach will work with teachers to analyze their summative assessment data to evaluate the effectiveness of implementation of the Iowa Core and to identify areas needing improvement.

4.) Implementing Professional Learning Communities: Instructional Coaches will help facilitate and sustain a collaborative school culture. They will work with PLC Leaders to plan and facilitate quality professional development. They will also work with PLC Leaders through Data Teams and provide training and skills PLC Leaders can take back to their PLCs and follow a protocol for discussion and data analysis.

Instructional Coaches will work with classroom teachers to ensure alignment of our curricular resources with the Iowa Core. The Instructional Coaches will play a key role in designing and delivering professional development to support current initiatives. They will participate in our Data Leadership Team and be responsible for improving instruction through our Mentoring and Induction Program. By providing our teachers time and support devoted to strengthening priority initiatives, we will increase the likelihood of fully implementing the research-based initiatives with fidelity and thus increase student achievement .

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)

North Mahaska's Teacher Leadership System will improve entry into the teaching profession for new teachers by strengthening our K-12 mentoring program by providing continuity, structure, time, and collaboration. North Mahaska currently has a 100% retention rate with new, beginning teachers in the district, but we look to improve upon the current mentoring program through this Teacher Leadership System. Currently, our mentoring program provides the minimum level of support for first year teachers. They attend a one-day orientation with other staff new to the district. They are also provided a mentor and meet as needed based on the needs of the mentee and mentor. Additionally, they are involved in a book study led by the superintendent. Gaps exist in current reality and the desired state of our mentoring program. At both the elementary and high school levels, it is difficult to find time for mentors and mentees to collaborate or observe in one another's classrooms. Being a small school district, staff members often have multiple roles, including coaching, which makes it difficult to find time outside of school hours to meet. Additionally, with limited staff, it is difficult to schedule common planning periods and costly to hire subs to cover classes. In summary, there is not enough time and monetary resources to support the collaboration, planning, and peer observation needed between the mentor and mentee.

The district's mentoring and induction efforts will be enhanced with the role of the Initial Teacher (an initial teacher is defined as a teacher in the first two years of teaching and involved in the mentoring and induction program). The Initial Teacher will spend half of their day in the classroom and the other half of their day observing, collaborating, and planning with Instructional Coaches and Model teachers. These half-days will be provided for observing model teachers as well as teachers in other school districts, collaborating, and co-teaching with their mentors and model teachers on staff, as well as working alongside the Instructional Coach on professional development opportunities. These range from new teaching strategies and technology opportunities provided by the Instructional Coaches to classes offered by the AEA. The remaining half-day of the Initial Teacher will be spent in the classroom for hands-on experience and putting into practice what the Initial Teacher has learned through professional development, observations, and coaching from their mentee, model teacher, and Instructional Coaches. The Teacher Leadership Compensation resources will enhance the experience of Initial Teachers by providing funding for additional employees to be in charge of instructional duties while the Initial Teacher is collaborating with their mentor or observing a model teacher.

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.

Initial Teacher: (note: the initial teacher will have extra profession growth period each day & will have a one hour planning and coaching session with their mentor once a week)

Qualifications: Initial teachers have successfully completed an approved practitioner preparation program and participate in a two year initial teacher mentoring and induction program.

Salary: Salary for an initial teacher shall be at least \$33,500

Extended contract time: Teachers new to the district will be issued a contract that is two days longer than the contract for career teachers employed by the district. (One day with their mentor and one day with administration for orientation.

Mentor Teacher Teachers (2-3 positions)

Qualifications: Mentor teachers successfully demonstrate the competencies and superior teaching skills of a Mentor Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.

Selection: Participation in a rigorous review process and selection by a site-based review council.

Length of Assignment: One year.

Participation and Percentages: Approximately 5 percent of teachers in the school district should be assigned Mentor Teachers.

Salary: Mentor Teachers shall receive an annual salary supplement of \$1000.

Extended contract time: One additional day at the beginning of the year to spend with the Initial Teacher plus one hour after school once a week.

Duties: Mentor teachers teach full-time. Mentor teachers will function as coordinator of, and direct support to, initial teachers in the district and teachers on intensive assistance differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies, and supports. Mentor teachers will work with Instructional Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS, literacy and other evidence-based district work. Along with the Instructional Coach, the Mentor Teachers will share the responsibility of developing, implementing, and evaluating an effective mentoring program. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.

Model Teacher (7 positions)

Qualifications: Demonstrated past success in being able to learn and implement new strategies and methods in the classroom and has used differentiation in small and large group instruction, possess the skills and qualifications to assume leadership roles. Will have taught a minimum of 3 years including 1 year in the district.

Selection: Participation in a rigorous review process and selection by a site-based review council.

Length of assignment: One year

Participation and Percentages: Approximately 17.5 percent of the teachers in the school district should be designated as Model Teachers, with a goal of representing a variety of content areas and grades.

Salary: Model Teachers will receive an annual salary supplement of \$1600.

Extended Contract: Model Teacher contracts shall be 1 day longer than the regular teaching contract.

Duties: Model Teachers will teach full time and serve as models of exemplary teaching practices. Model Teachers will serve as a leader of a PLC group. They will work with Instructional Coaches to plan, deliver, and implement professional development in a MTSS, and in the area of literacy instruction with a strong emphasis implementing the Iowa Core. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

Instructional Coaches: (2 positions)

Qualifications: Instructional Coaches successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. Additionally, Instructional Coaches possess the skills and qualifications to facilitate an instructional leadership team and direct professional development. They have to have taught a minimum of three years including one year in the district.

Selection: Participation in a rigorous review process and selection by a site-based review council.

Length of Assignment: One year.

Participation and Percentages: Approximately 5 percent of teachers in the school district should be designated as instructional coaches.

Salary: Instructional Coaches shall receive an annual salary supplement of \$10,000.

Extended Contract: Instructional Coaches contracts shall be 5 days longer than regular teaching contracts.

Duties: Instructional Coaches assume leadership roles that may include, but are not limited to the planning and delivery of professional development activities, the facilitation of an instructional leadership team including Model and Mentor Teachers, and providing additional guidance in one or more aspects of teaching profession including, but not limited to: A MTTS, reading comprehension, implementation of the Iowa Core, development and analysis of rigorous assessments that requires students to demonstrate high levels of reading, math, and critical thinking; and the facilitation of peer observations and reflective feedback, and the implementation of effective peer review and teacher collaboration practices (PLCs).

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

Our Teacher Leadership System has been designed for the leadership roles to fit together to create a coherent instructional improvement process that will strengthen instruction and improve student learning and achievement. Our Instructional Coaches will work closely with Administrators, AEA representatives and other educational leaders to gain knowledge and insight into best instructional practices. The Instructional Coaches will be responsible for research and implementation of the Iowa Core, modeling and demonstrating instructional strategies. In addition, the Instructional Coaches will act as a coach for planning, implementation, data collection and analysis, as well as instruction. The Instructional Coaches will work closely with Model Teachers to ensure they providing successful, research based, and aligned instructional strategies that are worthy of observation. The Model Teachers will provide excellent models of instruction for Initial teachers. Our Teachers will then convey that expertise to our students. Mentor Teachers will assist initial teachers in good core instruction and assessment. North Mahaska Teacher Leadership System will increase the ability for teachers to share expertise by providing time to focus on individualized coaching, co-teaching, planning, collaboration and support key initiatives. The instructional improvement plan will improve literacy, math, and 21st century skills, as well as opportunities for more differentiated instruction in the classroom. These roles are interdependent as they require constant communication, clear expectations, timely feedback, and reflective practices to provide teachers the opportunity to enhance their teaching, which in turn advances student achievement.

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.

For North Mahaska Community School District's Teacher Leadership Program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practices, a commitment to on-going professional development, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders.

For this reason, our selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the minimum requirements –including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra work days, salary supplements, and the requirements to complete an annual review of the assignment. A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Candidates will be asked to submit a resume. This resume will be screened for evidence the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit a written response to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change while working with resistance to change.

Candidates will either submit a video of their teaching practice or select a time to be observed by members of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, we will look to see the candidate can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback and monitor and assess student learning.

Finally, candidates will be asked to attend an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles they have assumed in the past, why they are interested in a leadership role at this time, how they envision themselves as a leader, and how they can work with other leaders to move the district forward.

Two lenses will be applied throughout the interview – (1) Does the candidate give evidence they are a reflective practitioner and (2) are they themselves coachable? Knowing that finding "fully-developed" candidates is unlikely, especially during initial implementation of the Teacher Leadership Program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position.

The teacher selection process will be an equal process acrossed the district K-12. In regard to selection of applicants, a final recommendation will be made to the superintendent.

A formal peer review of the applicant serving in the Teacher Leadership Position will take place annually. It will be a straight-forward transparent process where teacher leaders will be provided peer feedback on effectiveness of teacher's performance of duties specific to the teacher leadership roles. The review will be sensitive to the district's calendar year, so if needed (rather than continue in the leadership role), the teacher can go back to the classroom and have time to prepare for the start of the school year.

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.

North Mahaska Community School District's Teacher Leadership Plan will be closely aligned with the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The professional development is delivered through weekly 75 minute early outs in a building level format focused on the following areas:

K-12 Professional Learning Communities

PK-6 Literacy including instructional strategies and routines

7-12 Integration of 21st Century Skills

7-12 Literacy –increasing reading comprehension through the content areas

Our professional development process is aligned with the Iowa Professional Development Model. In our Teacher Leadership Plan, Instructional coaches will guide teachers in collecting and analyzing screening data. These individuals will look for data trends and discuss the trends with the Professional Learning Community Leaders to develop student learning goals. The Professional Learning Community Leaders will use the data and additional formative assessments during weekly professional development to make instructional decisions with the PLCs. Instructional Coaches will collaborate with PLC leaders to select content and design the process for professional development that will impact the goal areas and align with the current focus of the district. Teachers will be trained and implement research-based instructional strategies. Instructional Coaches will provide support and guidance for teacher implementation. This will occur in a collaborative environment led by PLC Leaders and Mentors. Peer reviews will also provide additional implementation feedback. A leadership team including the instructional coaches, PLC leaders, mentors, career teachers, and model teachers will review the student achievement and implementation data quarterly to make adjustments and to continue the improvement cycle. A detailed look at the plan is included in the following table:

Iowa Professional Development Model Component	How the district will utilize teacher leaders to create & deliver PD?
Collecting / Analyzing Student Data (Formative Assessment)	Instructional Coaches will gather data from district and classroom assessment to identify student need, analyze, identify trends, prioritize goal areas, share data with PLC Leaders, and work together to design common formative assessments
Goal Setting & Student Learning	<p>PLC Leaders will use current formative assessment data to make instructional decision, including student interventions. All data will be used to drive the district's professional development plan.</p> <p>Instructional Coaches will lead goal-setting processes based on system data. They will also work to assure the goals support the attainment of the Iowa Core.</p>
	PLC Leaders will lead conversations to engage peers in analyzing and using data to set new goals that strengthen instructional practices.

Selecting Content	<p>Instructional Coaches will study potential professional development content and current student achievement data to offer feedback on possible areas of implementation weeaess and the best way to implement all the elements of the Iowa Core.</p> <p>PLC Leaders will help identify and select learning strategies that will be helpful for teachers.</p> <p>Model Teachers will provide learning opportunities for staff members who want to learn about various teaching strategies. These Model Teachers will demonstrate requested strategies and follow up with a short meeting to comment on the selected effective instructional strategy.</p>
Designing Process for PD	<p>Instructional Coaches and PLC Leaders will plan an integral role in the design process for Professional Development. These leaders will work together as a team to design the delivery system for PD. This will include the development of a timeline for delivery and the selection of content providers. They will also work to assure the vertical articulation of instructional strategies PK—6 or 7-12 and provide input on current district initiatives and how PD aligns with the Iowa Core.</p>
Training/Learning Opportunities	<p>Instructional Coaches and Model Teachers will co-teach and model learning strategies being studies in PD. They will also provide feedback on implementation of PD content.</p>
Collaboration / Implementation	<p>PLC Leaders will work with all teachers to field questions around implementation of the identified strategies.</p> <p>Instructional Coaches will work with PLC Leaders to determine the next steps. They will work with PLC members to make changes to implementation based on feedback from observations and weekly PD discussions during collaboration. Model Teachers will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers.</p> <p>All Leadership positions will serve on a District Leadership Team to analyze the impact of PD.</p>
Ongoing Data Collection (Formative Evaluation)	<p>Instructional Coaches and PLC Leaders will collect data on implementation of professional development strategies. This will be done through PLC Logs, surveys, evaluation forms, and student achievement data. These same leaders will present the formative data four times a year at the District Leadership Team meetings.</p>

Program Evaluation (Summative)

Our District Leadership Team made up of all leadership positions will use the ongoing data collected about professional development and align the data elements with the program goals. This will include the Iowa Professional Development Model rating tool, implementation data, survey data, and student achievement data. Summative Evaluation will be an annual process to help inform needs, adjustments, and new goals for the upcoming year.

Here is the link to Iowa Professional Development Model that will serve as guidance and focus:
<http://www.isea.org/assets/document/ipdm-overview.pdf>

Using Part 8 application narrative from Year 1?

Yes

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

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

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

The North Mahaska Community School District started its journey with the Teacher Leadership and Compensation System by discussing the vision with the District Planning Team (a K-12 leadership team of teachers representing the entire teaching staff, board representatives and parent representative). Seeing the need for leadership roles and being fully committed to continuous school improvement, the District Planning Team Members were in unanimous agreement they wanted to pursue writing their own plan and complete an application with the hopes of obtaining the funds to make it happen through the Teacher Leadership and Compensation System. Next, the District Planning Team Members shared their vision with the entire North Mahaska Community School District staff, school board, and School Improvement Advisory Committee. After an opportunity to ask questions and clarify some of the proposed leadership roles, the stakeholders unanimously agreed, as well, to pursue the design of a leadership system. The consensus building and sharing of the district's vision for our Teacher Leadership and Compensation System is an important part of the foundation to the overall success of the plan. Our belief is effective educational leadership improves instruction and learning by: setting direction and charting a clear course for everyone to understand, establishing high expectations, using data to track progress and performance, developing teachers with the training and support they need to succeed, and ensuring incentive and conditions in the district fully supports teaching and learning. As a result of our beliefs, the administration and teacher leaders will provide clear direction and high expectations for professional growth along with the professional development and support to succeed. We will track student achievement and implementation data, provide teachers with the training and support, and ensure incentives and conditions in the district fully support teaching and learning.

Short term, the North Mahaska Community School District will determine the impact/effectiveness of the Teacher Leadership System through multiple measures including monitoring student achievement through analysis of common-formative reading assessments, universal reading screeners, teacher surveys, implementation data regarding use of research-based strategies tied to our goals, and walk through data.

The goal of our Teacher Leadership System is to improve instruction through focused professional development (following the Iowa Professional Development Model). Thus, the Instructional Coaches will implement professional development and conduct demonstration lessons, collaborate with peers to design lessons, practice new strategies and conduct school-wide action research, and help with the implementation of curriculum and curricular materials. Instructional Coaches will develop and deliver professional development to Model Teachers. This team of leaders will then distribute targeted professional development and information to teachers on a regular basis. By planning and designing professional development that improves instructional strategies, our plan will increase student achievement. Therefore, one of the most prominent ways we will monitor the effectiveness of the TLC Plan is through analysis of student achievement. If we are not positively impacting student achievement at the rate of progress we have deemed appropriate (using baseline data and researched based trajectories for rate of progress) , then we will adjust our plan (see below).

Long term, the North Mahaska Community School District will use walk through data and summative assessment data to determine the effectiveness of our Teacher Leadership System. Our ultimate goal is to see an increase in student achievement as a direct result of teachers' professional growth and improved classroom instruction. Therefore, we should see an increase in our summative assessment scores such as the Iowa Assessments. Additionally, we will annually review the following criteria to ensure identified teacher leaders are successfully fulfilling the duties as outlined in the Teacher Leadership System plan.

The Teacher Leadership System will be reviewed through-out the year and formally twice a year. It will be adjusted after careful analysis of student achievement and implementation data. Possible adjustments might include more time spent on focused professional development of an identified strategy, more time spent in collaborative planning between the Instructional Coaches and Initial, Mentor, Model, and Career teachers. Teachers must apply each year for the desired leadership roles. As a result, year to year adjustments might include changes in staff roles. If we find that one of our teachers is not being successful in their leadership role, then the site based selection committee would be responsible for making the necessary changes in efforts to positively impact teaching and learning. Another adjustment might include redefining duties within the Instructional Coach, Mentor, or Model Teachers' role.

Using Part 9 application narrative from Year 1?

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Teacher leadership roles will be supported by administration. The district already has in place a district leadership team, student assistance teams, data teams, professional learning communities, and every-Wednesday early dismissals for professional development. With the addition of the positions and responsibilities provided by the Teacher Leadership System, we will have the infrastructure to sustain the program into the future even if funding is cut back due to enrollment decreases. Some flexibility has been incorporated into the proposal that would allow more or less hours for lead teachers depending on the needs and the funding. The number of new teachers to the system could also have an effect on expenditures.

The district's evaluation system has been a three-year rotational system for several years and includes peer observation, self observation, reflection, and collaboration. The evaluation system will be continued with the new plan. A mentoring program for new teachers is in place and will be enhanced by the additional support and time provided by the TLC program. Early dismissal times on Wednesdays are used for collaboration and will give teacher leaders time to work with other teachers. While we have some co-teaching in place, this system will be set up to allow expansion of co-teaching with Instructional Coaches and Model Teachers who can share their expertise.

Instructional Coaches will be involved in planning and providing professional development through the Iowa Professional Development Model. They will have input into each phase of the model including collection and analysis of student learning outcomes, goal setting, selecting content providers, designing the process of professional development, training and learning opportunities, collaboration implementation, ongoing data collection, and program evaluation.

We currently provide professional development for all staff with recent concentrations in differentiation, gradual release of responsibility, one-to-one computer implementation, and implementation of the Iowa Core. Teacher leaders will help continue the use of the Iowa Professional Development Model while addressing the needs of the staff and students. The extra days will allow more time for training Instructional Coaches and Model Teachers as well as other staff members who need support. There was agreement that North Mahaska has highly qualified people on staff who can fill these roles, so we considered but did not seek a sharing arrangement with other schools.

A combination of administrators and identified teacher leaders will be responsible for monitoring the overall success of the plan. An in-depth review will be conducted annually to determine the effectiveness of the plan. Instructional coaches and model teachers will be key components of the review using feedback from the teaching staff.

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 492.6

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

District Enrollment-Based Allocation \$152,124.73

Total Allocation

\$152,124.73

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.	\$46,632.00
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).	\$105,492.73
Amount used to provide professional development related to the leadership pathways.	\$0.00
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
Totals	\$152,124.73

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$152,124.73

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from 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 district's salary already meets the minimum requirements of \$33,500. Zero Teacher Leadership and Compensation dollars will be needed or utilized to raise the minimum salary.

All Teacher Leadership Compensation dollars will be spent toward salaries and benefits for one of two purposes: 1. To create new positions and pay salary supplements for those positions. 2. To pay for replacements for teachers who take one of the leadership positions or for a teachers who are being mentored.

Weekly professional development is built in the school district's calendar for all teaching staff through early release time. Professional development is provided through funding from the Iowa Core professional development funding and teacher salary supplement funding. AEA staff also assist the district with training and walk-throughs. An initial teacher would be assigned a half-time teaching schedule allowing time for observation and training during the other half of the day. An additional half-time teacher would be hired to cover the other half of the schedule. Instructional coaches would have a full-time position, but would be asked to continue teaching at least one class in order to maintain classroom contact. Two full time teachers would be hired to replace their other classroom duties.

The extended contracts of teachers in the leadership roles will provide additional time for them to both receive and provide professional development in addition to the times and arrangements noted above. We have budgeted no additional funds for professional development purposes but will utilize the general fund and Teacher Salary Supplement funds to enhance professional development for teachers leaders.

The budget listed below has some estimated costs that may vary depending on the number of new teachers hired, the number of PLC leaders needed, and the number of mentors needed in a given year, and the time requirements of instructional coaches. We anticipate that we may exceed the budget listed. If so, the amount we go over will be supplemented by the general fund. We do not anticipate adding any additional categories of expenses other than those listed below.

Budget As Listed by Eligible Expenses

Initial teacher	\$16,000	To cover a part-time (50%) teacher for classes
Model Teachers	\$20,000	Mentors & PLC leaders \$1,000 stipend remain 100% in classroom
except as		as called to co-teach
Instructional Coaches	\$20,000	2 full-time (100%) \$10,000 stipends
Instructional Coach Replacement	\$70,000	2 full time (100%) to replace Instructional Coach teachers
 Semi-Total	 \$126,000 X .1658 = \$20,891	
FICA-IPERS	\$20,891	
Insurance	18,090	2 full time (100%) teachers
Total	\$164,981	

The total of \$164,981 exceeds our allocation of \$152,124. There are two areas in the budget where the difference may be made up. If no new teachers are hired, there would be a savings of \$16,000 from the proposed budget. While we would continue with ten model teachers, the number needed for mentoring and/or PLC leaders may be fewer reducing a portion of the \$20,000 allocated for that purpose. We would base those decisions on the need for those roles in a given year. If we exceed the state allocation, the additional amount will be covered by the general fund. This plan will give us flexibility in terms of making decisions based on the needs in a given year and being able to fund those needs whether or not they exceed the plan budget.

districts are in the plan, we can anticipate an additional \$12,000 of funding that would cover the difference noted above. However, we did not want to put this amount into the budget plan since it could be three years before realizing this amount, and enrollment numbers may change.

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