



Application

70554 - Teacher Leadership and Compensation (TLC) System

73157 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest: Teacher Leadership and Compensation System
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Agency: Administrative Services, Iowa Department of

Organization Information

Organization Name: North Polk Community School District
Organization Type: K-12 Education
Tax ID: 42-6023656
DUNS:

**Organization Website:** www.northpolk.org  
**Address:** 313 NE 141st Avenue  
Alleman Iowa 50007  
City State/Province Postal Code/Zip  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** North Polk Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 77-4779  
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** Dr.  
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**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 50007

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## TLC Application Contact

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**City** Alleman

**State**

Iowa

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

**Zip Code**

50007

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## **Abstract/ Executive Summary**

**Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)**

### **Current Reality:**

Despite efforts to implement professional learning communities, the Iowa Core *and* new curriculum materials, student achievement data is not at the 100% proficiency mark we desire. In addition, North Polk is in need of a more effective system to consistently build instructional skills of teachers and maintain support and accountability measures for the implementation of new learning. Significant shifts in teaching and learning must happen within North Polk Schools to ensure all students are college, career, and citizenship ready.

### **Proposal:**

TAP™: The System for Teacher and Student Advancement is an evidence-based framework to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results and high demand, TAP is now managed and supported by the National Institute for Excellence in Teaching. Schools using TAP consistently demonstrate success in student achievement growth and increased teacher effectiveness.

The North Polk Teacher Leadership and Compensation (TLC) Plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth and instructionally focused accountability. The vision of North Polk, *Learning for all BY learning from all*, is clearly aligned to the theory of action proposed by the state of Iowa. The TAP model provides the framework to develop consistent quality instruction in an environment where learning is pursued, expected and celebrated by all.

The *Teaching Skills, Knowledge and Responsibilities Performance Standards* rubric will be the backbone of the instructionally focused accountability element and supports current efforts to implement the Iowa Core and effective instructional strategies. The rubric, closely aligned with effective instruction identified within the Iowa Core, defines 26 indicators of effective instruction *and* outlines how they are demonstrated at different levels of performance.

Our TLC model allows teachers to pursue a variety of teacher leadership positions:

**Master teachers** are selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. Master teachers will be fully released from the classroom and spend their time meeting the needs of the teachers within the building. This will include team teaching, modeling, coaching, giving regular feedback and conducting observations and post-conferences. An important job focus will also be planning and implementing cluster group training, as well as weekly planning sessions with the Mentor teachers and the building principal.

**Mentor teachers** are selected through a competitive, rigorous, performance-based selection process as well. Mentor teachers will be partially released from classroom duties. Mentor teachers are actively involved in enhancing and supporting the career teachers' teaching experience. Mentor teachers will attend weekly planning sessions with the Master teacher and the building principal.

The planning sessions mentioned within the Master and Mentor teacher roles will monitor student achievement goals, plan effective professional development, and establish a schedule for teacher observations and post-conferencing. In addition, this team will work to strengthen their own skills of observation, effective coaching, and instructional strategies.

**Building Leadership Team:** Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that are not addressed within the cluster group trainings (i.e. Technology Infusion, PBIS).

Ongoing job-embedded professional development designed to support teachers is an essential element of our TLC plan. Expert Master and Mentor teachers will deliver professional development focused on instructional improvement and increased student achievement on a weekly basis. Cluster groups will have five to eight members and will be scheduled within the contract day. Professional development extends into each classroom as Master teachers support the *individual* needs of teachers.

Student achievement will remain the first priority as the TAP model of professional development and teacher support is implemented. Current results from State and District created assessments will be used to develop a baseline for student achievement levels within the District. Scores from the 2014-15 school year will be used to identify growth and increased student achievement. In addition, teacher growth will be measured by utilizing the evidence based instructional rubric and data collection tools that are offered through the TAP framework.

The North Polk TLC model ensures that new teachers have multiple opportunities to receive the necessary support for a

successful entry into the teaching profession. This plan ensures all teachers participate in weekly professional development and receive follow-up support from Mentor or Master teachers. *In addition*, new teachers will receive specific instruction designed to meet their unique needs during pre-service days and regularly scheduled monthly meetings.

North Polk is prepared, and motivated, to implement the TLC plan. Careful planning ensures the plan is financially sustainable. Infrastructure changes to the daily schedule will allow time for cluster group trainings within the contracted day. A rigorous selection process will ensure that the right people will be leading faculty through the change process. Survey results tell us that the TAP framework is not expected to be easy work, but indeed ***the right work*** for both students and teachers at North Polk.

*“Absolutely in support...I want to see this happen at North Polk...”~TLC Committee Member*

**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**

**Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:**

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
  
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
  
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

The Teacher Leadership and Compensation (TLC) Legislation and planning grant opportunity came to our attention in October 2013. The District Administration Team agreed to investigate the opportunity upon receiving school board support and guarantee of planning funds. It was agreed funding would pay for substitutes, materials, conference fees, and travel/site-visit expenditures if necessary. The TLC Committee, representing various stakeholders within the district, was asked to investigate the opportunity and make a recommendation for North Polk Schools. After conducting research, considering needs of the district and investigating various plans, **the TLC Committee came to a unanimous decision recommending the TAP framework as the basis for the TLC grant proposal.** The information below *briefly* outlines the steps taken to responsibly craft a well thought-out plan.

**Part 1a: Utilized planning time and resources to develop a high-quality plan.**

Establish Committee:

It was important to **create a dynamic team of innovative thinkers that represented various stakeholders within the district. North Polk utilized the time and resources available to develop a high-quality plan by including a large cross-section of teacher representatives on the committee. A large portion of the funding was used to cover substitute costs, but it was imperative that all subgroups within the district were represented and contributed.** Considerations for subgroups were made regarding grade and subject area, level of experience and gender.

- District Administrators: 2
- Building Principals: 4
- Elementary Teachers: 6
- Middle School Teachers: 3
- High School Teachers: 3
- School Board Members: 1
- Heartland AEA Consultants: 1
- Parents: 7
- Teacher Union Representatives: 8

Research:

A quality plan requires thoughtful, informed decision makers. The TLC Committee members reviewed various sources of information regarding teacher leadership and school improvement initiatives. **Funds were also used to pay for expenses incurred during site-visits to TAP schools. Site-visits were extremely important to the committee and eventually produced the “tipping point” that produced a unanimous decision regarding TAP.**

- DE Guidance regarding TLC Legislation
- TLC grant planning sessions provided by Heartland AEA
- School Improvement Research
- Mentoring and Induction Research
- Instructional Coaching/Teacher Leadership Research
- TAP: *The System for Teacher and Student Advancement* website, consultant and materials
- Site visit to existing TAP school

**Part 1b: Engaged each stakeholder group in development of plan.**

Collaboration Schedule:

**Planning grant funds provided opportunities to research, discuss and craft the TLC grant proposal within the contracted day. All stakeholder groups were represented on the TLC committee and were provided opportunities for input throughout the process.**

<b>TLC Committee Meetings</b>	
<b>Dates Met</b>	
<b>Agenda:</b>	
Nov 12	
Dec 4	
Dec 17-19	
Jan 7	
Jan 15	
<ol style="list-style-type: none"> <li>1. Study the TLC Legislation and its alignment to district mission, vision and goals.</li> <li>2. Examine current reality and need in relationship to TLC opportunity</li> <li>3. Study various options for TLC plan</li> <li>4. Create a TLC plan</li> <li>5. Share plan with various stakeholders</li> <li>6. Submit proposal by January 31, 2014</li> </ol>	

<b>District/Building Principal Administrator Meetings</b>
<b>Dates Met</b>
<b>Activity/Purpose</b>
Oct 30, Nov 13, Dec 2, Jan 13, Jan 21
TLC Grant Planning sessions: Study expectations of the legislation and seek guidance for grant proposal
Oct 30-31, Nov 4, Dec 4, 11, Jan 13, 22
Plan and prepare for TLC Committee meetings, site-visits and presentations to various stakeholders

**Part 1c: Evidence of commitment and support among all key groups.**

**Commitment and support among stakeholders was collected on a regular basis to guide decision making during and after all TLC meetings.** Multiple formats (“Fist to Five”, exit slips, Consensus Circles, etc.) were used *within* meetings to guide discussion and provide opportunities for feedback. **Google surveys were used following meetings to allow all members the opportunity to reflect and privately give thoughtful feedback.**

**Commitment and support was built through multiple presentations to staff, parents, and community members, each followed with a question and answer session and “Exit Slips” in which participants were asked to give written feedback to contribute to the development of the plan.** Committee members, teachers, administrators and community members all expressed support for the plan.

**Comments are included below:**

*“I see this as a great avenue to expand teachers’ professional development and grow in their profession. Students will benefit from this.” ~NP SIAC Member*

*“I like the idea of growth, support and mobility for the teaching profession.” ~NP Teacher*

*“I like the fact that TAP is research based and that we are concentrating on developing better teaching practices.” ~NP Parent*

*“This model is an organized framework. It provides consistent professional development. There is practical application for teachers to implement in their teaching practices. It provides a solid structure for PLC work. It is not overwhelming with too many roles or too many titles of individuals. It was well-received by the teachers.” ~NP Principal*

*“I like the idea of having a support group whose job it is to coach me to do a better job as a teacher.” ~NP Teacher*

*“We don’t need to reinvent the wheel. Let’s use the research-based process already developed to meet (our) vision of quality teaching and learning.” ~NP Principal*

*“I like the (growth) model because it is okay to be where you are as a teacher, but not okay to stay there.” ~NP Parent*

*“This is an opportunity to coach and mentor in the classroom like never before. (It is the) best of both worlds; first in preparing our students in our competitive environment, and secondly offering our teachers an opportunity to develop.” ~NP School Board Member*

*“This is a good model. NP seems to have a solid comprehensive plan!” NP SIAC Member*

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## Narrative

### Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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 (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

**The vision of the North Polk Teacher Leadership and Compensation plan aligns with the local philosophy of continuous improvement as stated in the district vision statement, Learning for all BY learning from all.** Implementing the TLC plan will foster and grow a culture where learning is pursued, supported, expected and celebrated by all.

**TLC committee goals are to make it more attractive and rewarding to be a teacher in the North Polk Community School District (CSD), promote teacher growth/continuous improvement and, most importantly, increase student learning.**

Teachers will show growth on an annual basis by giving them opportunities to learn research based teaching strategies and receive support as they learn and grow. **As a result, student learning will increase. The proposed plan supports the student achievement goals at North Polk and is clearly aligned with the state's intentions of increased student learning.**

Despite implementing professional learning communities, as well as efforts to learn and implement the Iowa Core *and* new curriculum implementation, student achievement data is not at the 100 percent proficiency mark in Reading, Math and Science as identified by No Child Left Behind (NCLB) and District goals. The significant systematic shifts in teaching and learning proposed in the **TLC plan will provide us with the necessary ongoing instruction, teacher support, accountability and infrastructure that will produce student achievement scores that consistently increase from the current 2012-13 proficiency rates.** (Reading 81.91%, Math 79.12%, Science 88.02%)

**The North Polk TLC plan includes the intended goals of the Teacher Leadership and Compensation System as identified in the guidance document offered by the state.**

- Attract able and promising new teachers by offering competitive starting salaries and offering short and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in school districts to learn from each other.
- Reward professional growth and effective teaching with pathways for career opportunities with increased leadership responsibilities and compensation.
- Improve student achievement by strengthening instruction.

**Increased career/leadership opportunities for staff include Master teacher, Mentor teacher and Building Leadership Team positions.** These roles will support weekly professional development aimed at strengthening instruction and increased student achievement. **Professional development efforts will be offered in a collaborative group structure with ongoing support built into the plan.** It is best explained by a brief description of the roles, responsibilities and interconnectedness of the people within the framework:

**Master Teachers:** Master teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. Master teachers will be fully released from the classroom and spend their time serving, supporting and assisting teachers within the building to improve content knowledge and pedagogy. This may include, but is not limited to, team-teaching, modeling, coaching, providing feedback and conducting observations and post-conferences. Master teachers will provide career teachers with a system of professional development that is job-embedded, collaborative and student centered. Weekly professional development for one or more hours (e.g. grade alike, subject alike) is focused on instructional practices as determined by student data. All teachers are provided follow-up support to put new learning into practice and provide opportunities for accountability. As suggested in the Iowa Professional Development Model, Master teachers will offer support through theory, modeling, co-planning/teaching, reflection, observation, feedback and data analysis. Master teachers will also support teachers through individual coaching and classroom support regarding instructional issues that *specific teachers face with specific students*.

**Mentor Teachers:** Mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will be partially released from classroom duties and will spend time supporting teachers within their cluster group. This will include team teaching, modeling, co-planning, coaching and providing feedback, as well as, conducting observations and post-conferences. Mentor teachers will serve as a leader for their cluster groups, providing a communication route from career teachers to the principal and Master teacher.

• **Weekly Team Planning:** The principal, Master teachers and Mentor teachers collaborate on a weekly basis and are responsible for the following:

- **Develop and monitor progress toward student achievement goals.**

- Plan and monitor effective cluster trainings for **increased teacher proficiency and student achievement.**
- Plan and implement an evaluation and post-conference schedule.
- Strengthen each team member's skill with evaluating and conferencing.
- Use the data from the evaluations to monitor and address inter-rater reliability.
- Monitor Individual Growth Plans, support and movement toward meeting both student achievement and teacher improvement goals.**

**Building Leadership Team (BLT):** The BLT is selected through an application process. The BLT will focus on building management and professional development/training that is necessary but may not be a focus of the cluster group trainings (e.g. Technology Infusion, PBIS).

*"Giving teachers the ability to mentor their peers in the areas that they are strongest empowers our teachers to continue growing and learning to be their best not only for their own personal growth, but also so they can be of greatest assistance to the peers." ~NP Parent*

**Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)**

The vision of North Polk Community Schools, *Learning for all BY learning from all*, is aligned to the goals of the state and supported by the goals of **TAP: The System for Teacher and Student Advancement. Adopting the TAP framework, as described in the executive summary, supports and strengthens our district vision, goals and initiatives by providing the structure and support necessary to achieve the intended outcomes of the multiple initiatives for which we are responsible.**

*“After watching TAP in action I see it as (an) organized and efficient use of teachers’ time. TAP provided the structure to allow teachers to interact in a meaningful way that helps to improve the teaching techniques of all.” –NP School Board Member*

Current District Initiative:	Objective of Initiative:	How does the TLC plan connect to, support or strengthen the initiative?
<p><b>Effective Strategies for Teaching and Learning</b></p>	<p>Improve instructional and classroom management skills to increase student learning</p>	<p><i>“We are entering a new era of teacher evaluations. The expectation is that all teachers can increase their expertise from year to year and thereby produce gains in student achievement, with a powerful and cumulative effect.” (Marzano, 2012)</i></p> <p><b>The Teaching Skills, Knowledge and Responsibilities Performance Standards will be the backbone of our instructionally focused accountability element, which is based on the work of Rowley (1999) and various teacher accountability systems. They are closely aligned to the five characteristics of effective instruction within the Iowa Core. The 26 criteria focus on four key elements that will be evaluated during classroom observations by teacher leaders:</b> instruction, learning environment, designing instruction and teacher responsibilities.</p> <p>To measure teaching skills, knowledge and responsibilities, the rubric defines 26 indicators of effective instruction and determines how they are demonstrated at different levels of performance.</p> <p>Principals and teacher leaders must be trained and certified before training, implementing or observing using the rubric components. <b>All teachers will receive instruction on each skill through weekly cluster groups and follow up support.</b> The rubric will be revisited the first eight weeks of each new school year for all staff during cluster group trainings as well as in new employee training.</p>

<p><b>Iowa Core Implementation</b></p>	<p>Support teachers in their understanding and implementation of the Iowa Core academic standards to increase student learning in all areas.</p>	<p><i>Improving the quality of teacher instruction has a direct correlation to raising student achievement. (Marzano, 2011)</i></p> <p><b>The Teaching Skills, Knowledge and Responsibilities Performance Standards, closely aligned to the Iowa Core will be the focus of instruction in weekly cluster group trainings led by Master and Mentor teachers with follow-up support</b> until evidence from teacher observations demonstrate competency and consistency of implementation.</p> <p><b>Intense focus within weekly cluster group trainings and follow-up support will expedite and ensure our systemic capacity to meet the intentions of the Iowa Core and increased student learning.</b></p> <p><i>“The rubric and the Core were very well connected. It was obvious that a lot of time was spent trying to make sure TAP was intertwined with the teaching standards and the Iowa Core.” ~TLC Committee Member</i></p>
<p><b>Rigorous and Relevant Curriculum</b></p>	<p>Increase learning opportunities for students to reach the upper levels of Bloom’s Taxonomy</p>	<p><i>Instructional Rounds</i> data collected by external and internal evaluators revealed that North Polk students had a solid educational foundation, but lacked rigorous opportunities for learning. The TAP rubric includes 6 standards aimed at increasing higher order thinking skills. This will directly impact the level of rigor observed in classrooms.</p>
<p><b>Professional Learning Communities</b></p>	<p>Collaborate with subject/grade level colleagues regarding student data and implications for instruction.</p>	<p>The TLC plan at North Polk supports and enhances previous PLC work by providing time within the contract day for effective collaborative groups to engage in the critical work of PLCs.</p> <p><b>Master and Mentor teachers will assist in examining collected data and identify areas in need of refinement.</b></p> <p>Cluster groups, led by Master teachers, will help PLCs to better meet the needs of students by implementing research-based, field-tested lessons that are proven to produce positive results.</p>

<b>Iowa Professional Development Model</b>	Determine effectiveness of PD by reviewing and adjusting instruction that results in improved instructional practices and increased student achievement.	Weekly (principals and Master/Mentor teachers) follow a strict agenda with one or more of the following responsibilities as a focus: 1. Determine current reality. 2. Set student achievement and teacher growth goals. 3. Select instructional content. 4. Design professional development. 5. Implement professional development 5a: Provide training opportunities 5b: Collaboration and implementation support 5c. Ongoing data collection to inform training needs 6. Evaluate results. <b>Building Leadership Team meetings are held monthly and will follow the same criteria for professional development.</b>
<b>Central Elementary SINA status</b>	Assist Central Elementary to achieve the following: -Educate all students to meet high standards -Strengthen the internal capacity of the school -Focus accountability on results -Integrate quality educational practices with local decision making	When evidence shows that our teachers are comfortable with the expectations of <i>The Teaching Skills, Knowledge, and Responsibilities Performance Standards</i> , cluster trainings will then focus specifically on mathematics instruction.

**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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

**Current Induction and Mentoring Program**

The current Mentoring and Induction plan at North Polk CSD includes the assignment of a mentor teacher to all teachers who are new to the profession as well as 10 hours per semester of logged time together for the purpose of meeting the needs of the new teacher.

Mentoring partnerships are also required to attend monthly trainings for new and second year teachers. These trainings allow one hour per month to learn about evaluation procedures, the Iowa Teaching Standards and District expectations and protocols. While general references to the classroom are offered, direct modeling, observations and critical feedback are not feasible within the constraints of our current system.

**Mentors and mentees completed a mid-year needs assessment for 2013-14. The collected data indicates that 57 percent of mentors do not feel competent regarding the skills necessary to be a highly effective mentor in the areas of observation, feedback and effective coaching techniques.** Mentors have also indicated that finding the time to observe and give timely feedback is difficult, if not impossible, given their current schedules and classroom responsibilities.

Mentees report that they often feel overwhelmed with all there is to know and learn about the District and profession. **When asked about the importance of mentor support, 100 percent responded that this relationship is invaluable to their success, but noted they need more time within the school day to work together.**

**Utilization of Funding for Teacher Leaders**

North Polk has already met the requirement of a minimum teacher salary of \$33,500 for beginning teachers. Therefore, Teacher Leadership and Compensation **funding allows the District to establish a teacher leadership model that would include Master teachers, Mentor teachers and a Building Leadership Team. These teacher leaders would have both the time and skills necessary to deliver extra support and training to our new teachers as they join North Polk CSD and the teaching profession in general.** "The ultimate goal is to make new teachers more effective with students more quickly. And that goal...requires an approach that is more targeted to instruction than past efforts, using rigorously selected, trained mentors who observe new teachers in their classrooms, provide instructional guidance and model effective practice." (Bouffard, 2013)

Our TLC plan, as supported by TAP, will provide our new teachers *and* mentors with the support they have indicated as a need. **Opportunities for new teachers to improve will include weekly professional development training focused on the Teaching Skills, Knowledge and Responsibilities Performance Standards from the TAP framework. Each teacher will also receive weekly follow-up support from Mentor or Master teachers to help implement learning.** New teachers also have the opportunity to receive individual support that is specific to instructional needs and student learning data.

**Additional improvement opportunities for new teachers include specific instruction designed to meet their unique needs during pre-service days as well as regularly scheduled monthly new-teacher meetings.** This additional training will define and review the Iowa Teaching Standards as well as the *Teaching Skills, Knowledge and Responsibilities Performance Standards* provided by the TAP framework.

These standards define expectations for quality classroom instruction accompanied with a rubric and support from Mentor and Master teachers to help new teachers meet these expectations. **Funding for Master and Mentor teachers who are provided release time for coaching, modeling and observing, ensures that beginning teachers have multiple opportunities throughout the year to receive the necessary support for a successful entry into the teaching profession.**

In 1987, Joyce and Showers released the findings of their research regarding the extent of implementation resulting from various modes of training and follow-up support. Their findings, outlined below, support the rigorous model of weekly professional development and follow-up support our TLC model proposes

<b>Learners that will transfer a new skill into their practice as a result of...</b>
learning a theory:
5%
learning a theory, and seeing a demonstration:
10%

learning a theory, seeing a demonstration, and practicing during training:
20%
learning a theory, seeing a demonstration, practicing with corrective feedback during training:
25%
learning a theory, seeing a demonstration, practicing with corrective feedback, and receiving in-situation coaching:
90%

It is critical that the training and support for new and returning teachers outlined above is of high quality. Funding from the North Polk TLC model will ensure all Master teachers, Mentor teachers, Building Leadership Team members and principals attend an extensive core training during the summer before initial implementation. This initial core training includes an overview of the TAP system in which participants receive in-depth training on the evaluation process, leadership team protocols, effective cluster group trainings and research-based field-testing procedures.

Principals, Master teachers and Mentor teachers must successfully complete a certification test prior to becoming a certified TAP evaluator. To ensure consistency and fidelity of the framework, TAP representatives will conduct all North Polk trainings for teacher leaders emphasizing consistency and inter-rater reliability. This ensures the teacher leaders are equipped to provide consistent coaching and feedback to meet the needs of new teachers within the district.

*The support for new teachers is invaluable. Partnering them with a more experienced teacher and providing support for a longer period of time just increases the likelihood of their success.” ~NP Parent*

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## Narrative

**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)Description of the responsibilities and duties for each 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)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.**

*“This model is an organized framework. It provides consistent professional development. There is practical application for teachers to implement in their teaching practices. It provides a solid structure for PLC work. It is not overwhelming with too many roles or too many titles of individuals. It was well-received by the teachers.” ~NP Principal*

*“I like the idea of having a support group whose job it is to coach me to do a better job as a teacher.” ~NP Teacher*

#### **PART A: Provides a detailed description of clearly differentiated teacher leader roles.**

North Polk will use the TAP framework, as described in the Executive Summary, and suggested teacher roles within it. **The plan allows teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities and accomplishments.** As teachers move into leadership positions, their qualifications, roles and responsibilities increase along with their compensation. This allows good teachers to advance professionally without the need to move into administrative roles. It also creates expert teacher leaders within each building to provide support to other teachers.

#### **Master Teachers:**

Master teachers are selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will take on additional responsibility and authority, and they will spend more time on the job than the typical classroom teacher. Master teachers are held to a higher performance standard (expected average observation rubric score of 4.0+/5.0) than other teachers in their school and will be compensated with an \$8000 stipend.

Master teachers will be fully released from the classroom (100 percent) and spend their time meeting the needs of the teachers within the building. This will include team teaching, conducting classroom demonstration lessons, coaching, giving regular feedback on specific teaching and learning innovations and conducting observations and post-conferences. An important job focus will also be planning and implementing cluster group training/professional development.

Master teachers, following the TAP structure, will provide teachers with a system of professional development that is ongoing, job-embedded, collaborative and student centered. Master teachers will lead multiple one-hour cluster group meetings of five to eight teachers on a weekly basis. Cluster groups will meet in groups (e.g. grade, subject-alike) for professional development that is focused on instructional practices as determined by student data. All teachers will be provided follow-up support to put new learning into practice and provide opportunities for accountability. The Master teacher will offer support through modeling, co-planning, co-teaching, reflection and/or observation and feedback.

The Master teacher will also provide opportunities for professional growth through *individual* coaching and classroom-based support based on instructional issues that *specific teachers* face with *specific students*.

In summary, the Master teachers are charged with “making it happen” by turning the school plan into action. Their duties can be divided into six main areas:

- 1) *Leadership Team Participation:* Responsible for the overall TAP implementation. Monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and individual growth plans. Assess teacher evaluation results and maintain inter-rater reliability.
- 2) *Research:* Locate research-based strategies that will support student achievement in the identified areas of student need as revealed from the analysis of data.
- 3) *Cluster Group Planning and Implementation:* Jointly develop, with Mentor teachers, weekly cluster group agendas and activities. Co-lead and attend cluster meetings weekly. Assess all cluster group progress toward goals utilizing student data.
- 4) *Individual Growth Plan Management:* Assist teachers in developing goals and check progress toward goals at evaluation post-conference. Provide training, resources and support for meeting goals.
- 5) *Observations and Conferencing:* Conduct classroom observations and conferences.
- 6) *Classroom Follow-up:* Provide support to career teachers as it relates to cluster and individual growth plan learning. This includes observations and feedback, model teaching and team teaching.

#### **Mentor Teachers:**

Mentor teachers are selected through a competitive, rigorous, performance-based selection process. They must have strong curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will take on additional responsibility and authority, and they will spend more time on the job than the typical classroom teacher. Mentor teachers are held to a higher performance standard than other teachers in their school (expected average observation rubric score 3.5+/5.0) and will be compensated with a \$4,000 stipend.

Mentor teachers will be partially released (up to 20 percent) from classroom duties. Mentor teachers are actively involved in enhancing and supporting the career teachers' teaching experience. With oversight and support from the Master teacher, they may co-lead cluster meetings and, as a result, Mentor teachers provide classroom-based follow-up and feedback on career teachers' instructional practices. With the input and guidance of the Master teacher, Mentor teachers plan for instruction in partnership with other Mentor teachers and career teachers. Mentor teachers also engage in self- and team-directed professional development activities.

Mentor teachers have many of the same responsibilities as Master teachers, but the quantity and frequency of those responsibilities is lessened due to classroom responsibilities. A summary of the Mentor teacher's duties include:

- 1) *Leadership Team Participation*: Responsible for the overall TAP implementation. Monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and individual growth plans. Assess teacher observation results and maintain inter-rater reliability.
- 2) *Cluster Group Planning and Implementation*: Jointly develop, with Master teachers, weekly cluster group agendas and activities, co-lead weekly cluster meetings and maintain cluster group records.
- 3) *Individual Growth Plan Support*: Provide material resources, ideas and suggestions for achieving individual growth plan goals.
- 4) *Observations and Conferencing*: Conduct formal and informal classroom evaluations and conferences.
- 5) *Coaching*: Regularly work with career teachers to provide follow-up coaching related to cluster group learning or individual teaching skills based on evaluation data.
- 6) *Team Teaching and Planning*: Model or team-teach in area of expertise as called for by cluster group goals or individual teacher goals.

*(These areas illustrate the overall day-to-day duties that Master and Mentor teachers conduct. However, it is important to note that individual schools will need to demonstrate flexibility in defining and adjusting the explicit responsibilities and assignment loads for Master and Mentor teachers, so that the specific needs of the students and teachers at each school are met.)*

Weekly Teacher Leader Planning Meetings: The Principal, Master teacher and Mentor teachers are required to meet on a weekly basis develop, monitor, and assess the progress of the TLC goals and improvement plan. As such, they will also oversee all TAP activities aimed at meeting these goals.

This team's main responsibilities are outlined below:

- 1) Develop and monitor progress toward meeting school plan goals leading to increased student achievement.
- 2) Plan for and monitor effective cluster operations that directly lead to increased teacher proficiency and student achievement in specific areas of need.
- 3) Plan and implement an evaluation and post-conference schedule while continually working to strengthen each team member's skill with evaluating and conferencing and use the data from the evaluations to monitor and address score inflation and inter-rater reliability.
- 4) Monitor Individual Growth Plans, how they are supported and movement toward meeting both student achievement and teacher improvement goals.

**Building Leadership Team**: Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. Technology Infusion, PBIS).

**Career Teachers**: Career teachers are those teachers who have regular teaching duties (100 percent) per the district contract, but are not in a teacher leadership role (0 percent) as defined by the TLC plan.

## **PART B: Provides a clear description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction throughout the district**

### **Relationship of Roles and Responsibilities**

**The North Polk TLC *Instructional Improvement Strategy* strongly resembles the Iowa Professional Development Model and is outlined below, including how each of our roles fit together to strengthen instruction and improve student learning and achievement throughout the district.**

**Instructional Improvement Strategy:  
Roles and Responsibilities**

1. <b>Determine Current Reality:</b> Principal and teacher leaders (Master and Mentor teachers) will use TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to aid goal setting work.	
2. <b>Set Goals:</b> Principal, teacher leaders and Building Leadership Team will set goals for teacher and student learning.	
3. <b>Select Instructional Content:</b> Principal and teacher leaders will select focus of instruction based on collected data.	
4. <b>Design Professional Development:</b> Principal and teacher leaders will design the school's learning plan for professional development.	
5. <b>Implement Professional Development:</b> Sections 5a, 5b, and 5c are in continuous review/cycle throughout the year as modeled in the Iowa Professional Development Model	
5a. <u>Training Opportunities:</u> Master teachers, with input from Mentor teachers, prepare and facilitate cluster group training.	5b. <u>Collaboration/Implementation:</u> Master and Mentor teachers provide implementation support for Career teachers.
5c. <u>Ongoing Data Collection:</u> Master, Mentor and Career teachers review student work samples/data to inform continued study.	6. <b>Evaluate Results:</b> Principal, teacher leaders, and Building Leadership team will analyze TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of professional development plan.

**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) Measures of effectiveness

b) Professional growth

The TAP framework intentionally aligns systems for recruiting and evaluating teaching talent. While the intention is to identify a general description of our vision of top quality teacher leaders, Smylie, (2002) reminds us “each teacher leader will require a unique portrait. Individuals are different. So too is each ‘individual’s work environment.’” **Therefore, we will look at the teaching environment and the general traits of successful teacher leaders as suggested below by leading researchers.**

“Teachers who have a wide array of skills, broad knowledge, a healthy attitude about service to others, enthusiasm and willingness to serve have the greatest success as leaders.” (Killion, 1999)

“Specific skill categories of teacher leaders that will positively impact learning for students in all schools: 1) Working with adult learners, 2) Communication, 3) Collaboration, 4) Knowledge of content and pedagogy, 5) Systems thinking.” (The Teacher Leadership Skills Framework, 2009)

**Building Leadership Team:** Members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. Technology Infusion, PBIS). **Applicants must submit an application to building principals, but will not go through a formal interview process.**

**MASTER and MENTOR TEACHER DESIRED SKILLS**

**The TLC Committee established expectations for Master and Mentor teacher candidates based on the Master/Mentor teacher job descriptions, above-mentioned research, and the traits necessary for a good fit at North Polk. Master and Mentor teachers are expected to have a record of increased student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; instructional expertise and collaboration skills.**

**Master Teacher Qualifications/Interview Process**

In addition to the desired skills, Master teachers are **required to have a master’s degree in a relevant academic discipline and at least five years of successful teaching as measured by performance evaluations.** Teachers who demonstrate these required skills will be able to apply their skill set to the challenges of teacher leadership, and are likely to be effective based on the history of successful Master teachers in TAP schools throughout the nation.

**Master teachers will be selected through a performance-based selection process that includes an intensive interview, an evidenced-based portfolio and teaching a model lesson.** The interview committee for Master teachers will consist of the building principal, two licensed teachers, superintendent and the Director of Teaching and Learning.

**Mentor Teacher Qualifications/Interview Process**

In addition to the outlined desired skills, **Mentor teachers are required to have four years of successful teaching as measured by performance evaluations.** Teachers who demonstrate these required skills will be able to apply their skill set to the challenges of teacher leadership, and are likely to be effective based on the history of successful Mentor teachers in TAP schools throughout the nation.

**Mentor teachers will be chosen through a performance-based selection process that includes an intensive interview, an evidenced based portfolio highlighting the four “desired skills” and may also include teaching a model lesson.** The interview committee for Mentor teachers will consist of the building principal, two licensed teachers and the Director of Teaching and Learning.

**Interview Matrix**

The interview matrix ensures all of the skills/qualities we would like our candidates to possess are assessed. Please note that interview questions will be numbered and correspond to the Master/Mentor teacher characteristics we desire as noted in the matrix.

Master/Mentor Teacher Characteristics	Interview Questions that Address Desired Characteristics	Highly Demonstrates	Does not Demonstrate
Effective Communicator		Coaching Conversations	
5 4 3 2 1	Reflective Practitioner		5 4 3 2 1

Knowledge of Communication and Interpersonal Skills		5 4 3 2 1	Content/Pedagogy Knowledge
Ability to Use/Analyze Data		5 4 3 2 1	Knowledge of Instructional Rubric
	5 4 3 2 1	Instructional Design	
	5 4 3 2 1	<b>Ability to work with Adults</b>	
Developing Relationships		5 4 3 2 1	Leadership Ability/Potential
	5 4 3 2 1	Coaching Skills/Adult Learning Theory	
	5 4 3 2 1	<b>Collaboration Skills</b>	
Conflict Management Skills		5 4 3 2 1	Fostering Culture & Environment
	5 4 3 2 1	Monitor/Process Group Functioning	
	5 4 3 2 1	<b>Evidence-Based Portfolio</b>	<b>Evidence of Growth</b>
Not Evident	Instructional Effectiveness	Evaluation Scores	5 4 3 2 1
	Knowledge of content/pedagogy	Lesson Plans	5 4 3 2 1
		Student Achievement Data	5 4 3 2 1
		IPDP	5 4 3 2 1
Teacher Leadership Skills, Working with Adult Learners	Presentations	5 4 3 2 1	Quality of Resume
	PD	5 4 3 2 1	
Collaboration skills	Evaluator Role	5 4 3 2 1	
	Teacher Leader Roles	5 4 3 2 1	
Relative Job Experience	5 4 3 2 1	<b>Characteristics of Presentation (Model Lesson)</b>	Highly Demonstrates
Educational Advancement	5 4 3 2 1		
Does not Demonstrate	Ability to use student work effectively	5 4 3 2 1	Ability to model effectively
	5 4 3 2 1	Ability to make new learning understandable to adult learner	5 4 3 2 1
Demonstrates clear expectations of what the learner would do next	5 4 3 2 1		

## Narrative

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

b)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.](#)*

Professional development at North Polk follows a traditional model, which utilizes pre-service, mid-year and end of the school year training opportunities. Professional development is aligned to the Iowa Professional Development Model (IPDM). Our proposal for ongoing training, support and implementation accountability will enhance the work we are doing. The operating principles of the IPDM are addressed by our plan and labeled within the narrative.

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

Ongoing job-embedded professional development designed to support teachers is an essential element of our system. **Expert Master and Mentor teachers, who have been selected to take on additional responsibilities based on evidence of improving student achievement and successful work with adult learners, will deliver professional development.** For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to create ample time for teachers to meet during their regular work hours (Education Week, 2004). Schedules will be structured to allow for professional development to take place during the contracted day. Teacher leaders will lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement and increased student achievement on a weekly basis. Cluster groups are grade/subject specific and will have five to eight members. **Professional development extends into each classroom as Master and Mentor teachers model lessons, observe instruction and support teachers to improve practice. In this way the professional development not only focuses on instructional strategies, but is also tied to observation results, teacher reflection and student assessment data thus leading to increased accountability. Master and Mentor teachers will structure professional development around:** 1) the needs of students as identified through classroom assessments; and 2) the needs of teachers as identified through classroom observations. **The building principal and teacher leaders analyze data regularly during weekly cluster groups to ensure that the professional development remains focused on improving student outcomes through improved instruction.**

**IPDM: Participative Decision Making**

**The principal, Master teacher and Mentor teachers analyze student and teacher observation data for persistent areas of refinement.** The team also monitors the research of specific student-based strategies by Master teachers and the vetted results to plan for cluster implementation. **The findings of the team, regarding persistent areas of refinement throughout the school, will define the focus on future professional development. Master teachers use existing research and experts within and outside the TAP network to select student-learning strategies to meet the needs of the building and develop lesson plans to address the needs during weekly cluster trainings.** As stated by Jerald (2009), “Importantly, the new instructional strategies introduced during cluster meetings are not just ‘best practices’ brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school’s improvement plan.” These specific strategies help teachers focus on how students learn and the methods they can use to enhance instruction. **Master and Mentor teachers lead cluster trainings. Time is dedicated to analyze student work and determine the impact of a strategy on their students’ growth. Based on those results, they identify modifications or extensions they may need to provide to their students.** Additionally, teachers are required to administer pre- and post-assessments to their students, so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

**IPDM: Simultaneity**

Professional development does not end with the cluster meeting. *All* teachers are provided *individual support* and resources to improve their skills and raise student achievement. This support is based on the needs of the teacher as identified through observation data. The value of this support is magnified by the fact that teachers receive guidance from the *same* teacher leader throughout the year. This ensures that the teacher leader, as the provider of professional development and observations, *has had an active role in tracking the progress and needs of a specific teacher*.

<b>Instructional Improvement Strategy: Roles and Responsibilities</b>
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1. <b>Determine Current Reality:</b> Principal and teacher leaders (Master and Mentor teachers) will use TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to aid goal setting work.
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2. <b>Set Goals:</b> Principal, teacher leaders and Building Leadership Team will set goals for teacher and student learning.	
3. <b>Select Instructional Content:</b> Principal and teacher leaders will select focus of instruction based on collected data.	
4. <b>Design Professional Development:</b> Principal and teacher leaders will design the school's learning plan for professional development.	
5. <b>Implement Professional Development:</b> Sections 5a, 5b, and 5c are in continuous review/cycle throughout the year as modeled in the Iowa Professional Development Model	
5a. <u>Training Opportunities:</u> Master teachers, with input from Mentor teachers, prepare and facilitate cluster group training.	5b. <u>Collaboration/Implementation:</u> Master and Mentor teachers provide implementation support for Career teachers.
5c. <u>Ongoing Data Collection:</u> Master, Mentor and Career teachers review student work samples/data to inform continued study.	6. <b>Evaluate Results:</b> Principal, teacher leaders, and Building Leadership team will analyze TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of professional development plan.

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

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

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

Student achievement will remain the first priority as the TAP model of professional development and teacher support is implemented. **Current results from MAP (Measures of Academic Progress), Iowa Assessments and district created assessments will be used to develop a baseline for student achievement levels within the district. Scores from the 2014-15 school year will be compared to the baseline scores as a record of growth and increased student achievement.**

**Teacher growth will be measured using the observation and data collection tools that are available through TAP.**

Teachers are held accountable for meeting the TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards* that are based on 26 indicators of effective instruction and operationalized against a five-point scale rubric.

**Each teacher, including teacher leaders, is observed four to six times a year during announced and unannounced observations by multiple, trained and certified evaluators using the TAP *Teaching Skills, Knowledge and Responsibilities Performance Standards*.** Prior to announced observations, a teacher leader will meet with teachers for a pre-conference to discuss the upcoming observation. **All** observations are followed with a post-conference session between the observed teacher and the teacher leader to discuss reinforcements and refinements intended to help the teacher strengthen instructional practice. This is a growth model aimed at moving teachers along a continuum, and expecting all teachers, regardless of current skills, to grow professionally. **The plan will be monitored using data collected from these observations. This data will allow professional development efforts to be adjusted to ultimately reach the long-term/year-end goals of increased teacher effectiveness and student achievement.**

**Student learning will be assessed throughout the year to monitor growth using classroom data and district wide assessments.** Data will be reviewed at classroom, grade, building and district levels, allowing an additional measure of plan effectiveness. **Teacher leaders will use this data to monitor results and adjust the focus of professional development as necessary.**

**Using the TAP data collection system, teacher leaders, building principals, and district administration can determine the impact of instruction for individual classrooms, cluster groups, attendance centers and district-wide. Progress is tracked in all areas of the TAP teaching rubric to identify areas of reinforcement and refinement. This data will be used to evaluate the effectiveness of professional development and follow-up assistance offered in weekly cluster group trainings.**

**Observation data stored in the TAP database will tell us where we are strong, as well as, areas in need of refinement. Goals will be established based on this data and will likely vary from building to building.** Each school achievement plan will address how teachers and the teacher leaders will increase student achievement on formative and summative assessments. The plan will focus on achieving annual student goals through the application of research-based, field-tested instructional student strategies and measuring student progress in achieving those goals. The school plan is a **living document** that will provide the focus and direction for professional development. **Therefore, if student needs change, the plan will change.**

The TAP Leadership Team Checklist assists the building principal and teacher leaders in meeting the expectations of best practices in leadership, while providing a general timeline to develop, monitor and evaluate school plans and goals each year. The checklist, designed to monitor progress throughout the year, is organized into four categories: School Plan and Goals, Cluster Operations, Individual Growth Plans and Evaluation Processes.

The TAP Program Review provides a snapshot of where each school is functioning in terms of the TAP implementation model. It measures how effectively TAP is being implemented at each school site. National TAP staff, in collaboration with district staff, will conduct the on-going evaluation using the TAP Implementation Rubric.

At the conclusion of the TAP Program Review, each school will receive a Program Review Report. This report identifies both an overall area of reinforcement and refinement for the school. **The program review process will provide leadership teams an opportunity to reflect on TAP implementation and ways they can further strengthen the implementation of TAP to achieve its goal of improved teacher quality and increased student achievement.**

<b>Instructional Improvement Strategy: Roles and Responsibilities</b>
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1. <b>Determine Current Reality:</b> Principal and teacher leaders (Master and Mentor teachers) will use TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to aid goal setting work.	
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5c. <u>Ongoing Data Collection:</u> Master, Mentor and Career teachers review student work samples/data to inform continued study.	6. <b>Evaluate Results:</b> Principal, teacher leaders, and Building Leadership team will analyze TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of professional development plan.

**Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)**

Capacity to Implement

The likelihood that North Polk Schools will successfully implement our TLC plan **and** see positive results in student achievement is extremely high. Our plan, based on the **System for Teacher and Student Advancement (TAP)**, is the **leading comprehensive school reform framework in the nation. Developed by the National Institute for Excellence in Teaching (NIET), the TAP system offers teachers and administrators a learning environment with opportunities to excel in their craft while improving student achievement.** Impacting more than 20,000 teachers and 200,000 students across the country, TAP has a 12-year record of maximizing achievement growth for students. (NIET, 2014)

By implementing TAP, all staff will have access to significantly better data regarding teaching effectiveness. Student data will be used regularly throughout the year to drive professional development in cluster group trainings. TAP's definition and measures of effectiveness provide a rigorous model that includes measures of classroom practice **and** student achievement growth. TAP schools are raising student achievement at significantly higher rates than non-TAP schools, despite the fact that almost 97 percent of TAP schools are high-need. (NIET, 2014)

North Polk is prepared, and motivated, to implement our TLC plan. Careful planning ensures the plan is financially sustainable. **Infrastructure changes to the daily schedule will allow time for cluster group trainings to be held within the contract day. A rigorous selection process and on-going leadership training ensures that teacher leaders are equipped to lead our faculty through the change process.** Survey results report that the TAP framework is not expected to be easy work, but is **the right work** for students and teachers at North Polk.

<b>Instructional Improvement Strategy: Roles and Responsibilities</b>	
1. <b>Determine Current Reality:</b> Principal and teacher leaders (Master and Mentor teachers) will use TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to aid goal setting work.	
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5c. <u>Ongoing Data Collection:</u> Master, Mentor and Career teachers review student work samples/data to inform continued study.	6. <b>Evaluate Results:</b> Principal, teacher leaders, and Building Leadership team will analyze TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of professional development plan.

Sustainability

In order to maintain the improvements realized by the TLC Plan, the District will focus on three specific sustainability factors as identified in Sustaining Improved Outcomes: A Toolkit. (Thomas & Zahn, 2010)

**We will address infrastructure needs with a schedule, supported by adequate staffing that includes time built into the**

**contract day for teachers to collaborate regarding student learning and the implications for future instruction.**

**Sustainability will be strengthened by increasing teacher skills, confidence, and interest in continuing the new way of working as defined by the TAP framework.** Adopting the TAP framework not only gives us evaluation and checklist procedures vital to growth, but also includes the support of TAP trainers, online training modules and other resources to address refinement areas. **Administrators, Master teachers and Mentor teachers will consult with certified TAP trainers twice per month for the first two years of implementation to develop necessary leadership skills.** Other opportunities for growth include TAP Summer Institute, TAP Annual Conference and annual summer training for new and veteran staff. **This support for staff and student growth will further embed a collective belief in the work we are doing and the importance of continuing our efforts.**

**The Superintendent will work to ensure the perceived value of adding the TAP framework to our “way of doing business” is clearly recognized** by staff, school board members, the School Improvement Advisory Council, parents and the community.

**The TAP Program Review, conducted by TAP staff and district administration, will be used to assess progress regarding teacher and student growth.** The program review is ongoing, occurring throughout the school year. It provides a snapshot of where the District, as well as each building, is in terms of TAP implementation according to the national model. **Regular feedback about the positive impact the TLC plan is producing will be shared with staff, the school board and community via the district website, newsletters and presentations by the superintendent and teacher leaders.** As the perceived value of our plan increases, so will the overall desire and ability to sustain the proposed changes.

#### Partnership

Our TLC plan utilizes the TAP framework, evaluation tools, training and support available through NIET. **Administration and teacher leaders will work in partnership with TAP and NIET consultants throughout the implementation of the plan. This training and support will ensure a solid foundation for the TLC plan and allow us to build our capacity for the future.** As more Iowa school districts adopt the TAP model for teacher leadership, the ability to share expertise and training costs will increase, making it more affordable and sustainable.

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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** 1415.61

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

**District Enrollment-Based Allocation** \$437,168.68

**Total Allocation** \$437,168.68

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## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$414,448.45
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)	\$0.00
Amount used to provide professional development related to the leadership pathways	\$20,720.23

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

\$2,000.00

**Totals**

**\$437,168.68**

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## Other Budgeted Uses - Description

Item description	Amount budgeted
CODE/Training Portal for data collection and professional development resources	\$2,000.00
	<b>\$2,000.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$437,168.68

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

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

The vision of the North Polk Teacher Leadership and Compensation (TLC) plan strengthens and extends the district vision, *Learning for all BY learning from all*. Implementing the TLC plan allowing principals and teacher leaders to foster and grow a culture for teachers and students where learning is pursued, supported, expected, and celebrated by all. The North Polk (TLC) Plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth, and instructionally focused accountability, and will use the funding to realize the vision of our TLC plan.

**Salary and Stipends for Teacher Leaders:**

**Master Teachers:** Master teachers will be fully released from the classroom (100%). An important job focus will be planning and implementing weekly professional development/cluster group training, follow up support for Mentor and Career teachers, and field-testing. Master teachers will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. In addition to regular contract hours, Master teachers will attend weekly planning meetings outside of the contract day, as well as 20 additional contract days. Master teachers are held to a higher performance standard (Average observation rubric score of 4.0+/5.0) than other teachers in their school. **Master teacher salaries and stipends will be funded with TLC monies.**

**Mentor Teachers:** Mentor teachers may be partially released (up to 20%) from classroom duties. They may co-lead cluster meetings, and provide classroom-based follow-up and feedback on career teachers' instructional practices. In addition to regular contract hours, Mentor teachers will attend weekly planning meetings outside of the contract day, as well as 10 additional contract days. Mentor teachers will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. Mentor teachers are held to a higher performance standard (Average observation rubric score of 3.5+/5.0) than other teachers in their school. **Mentor teacher stipends will be funded with TLC monies.**

**Building Leadership Team:** Building Leadership Team (BLT) members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. Technology Integration, PBIS). **BLT members will receive a \$500 stipend, which is funded by TLC monies.**

Salary and Stipends for Teacher Leaders	
Leadership Role	Number of Staff
Payment including benefits/FICA/IPERS	Total
Mentor teacher stipend	12
\$ 4663.20	\$ 55,958.40
Building Leadership Team stipend	16
\$ 582.90	\$ 9326.40
Master teacher salary and stipend	4
\$87,290.91	\$ 349,163.65
<b>TOTAL \$ 414,448.45</b>	

**Professional development for Leadership Pathways: \$42,000**

The TLC Plan for North Polk utilizes the TAP framework and will use a portion of the budget to retain the services and expertise of the National Institute for Excellence in Teaching (NIET) training staff to ensure a solid foundation on which to build the capacity of teacher leaders. It is important to note, that the \$30,000 fee for initial implementation support will be reduced by 50% or more in years two, three, and beyond as initial implementation support is lessened and costs can be shared with other TAP districts.

Professional Development for Leadership Pathways	
Intended Audience	Activity

Time	Total Expenditure
Mentor and Master Teachers	CORE Training: Leadership Skills, Examination of Rubric, Observation Certification
8 days	8 x \$1500 = \$12,000
Mentor and Master Teachers	On-site NIET support: On-going leadership training
20 days per year	20 x \$1500 = \$30,000
District Staff	TAP overview
1 day	1 x \$0 = \$0
TOTAL \$42,000	

**Other Costs: \$2,000**

An added benefit provided within the TAP framework is unlimited access to CODE and the Learning Portal:

- **The CODE System is a tool for storing and analyzing teacher observation data.** The reports generated from CODE help educators identify strengths and weaknesses, and provide tools for ensuring that ratings are consistent among evaluators.
- **The Training Portal provides access to every aspect of TAP training- from evaluation tools and professional development strategies to professionally filmed videos of teaching practice.**

Other Associated Costs	
Item	Amount Purchased
Total	CODE/Portal Access
1	\$ 2,000

**Summary:**

Clearly the budget for the TLC plan exceeds the allotted amount offered by the State. The District plans to cover overages using monies from Teacher Quality funds, which historically have been used to pay for Building and District Leadership Team stipends. This total is typically around \$43,000. In addition, the District will use a combination of General fund and Professional Development funds to cover the remaining costs of implementation (e.g. substitutes, additional training). Again, it is important to note, that the \$30,000 fee for initial implementation support will drop dramatically in years two, three, and beyond.

Total Expenditures and Income	
Budget Category	Budgeted Amount
Estimated Income	Salary and Stipends for teacher leaders
\$ 414,448.45	
Professional Development for Leadership Pathways	\$42,000.00
	CODE/Portal Access
\$ 2,000.00	
TLC Grant Funds	
\$ 437,168.68	Teacher Quality Leadership Team funds
	\$ 43,000.00
General Fund/Professional Development	
\$ 21,279.77	
TOTAL \$ 458,448.45	TOTAL \$ 458,448.45

## 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