



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

117122 - Northeast Hamilton Community School District Teacher Leadership & Compensation Grant Spring 2015

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

<b>AnA User Id</b>	KRUGERNEH@IOWAID		
<b>First Name*</b>	Michael		Kruger
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
<b>Title:</b>	Associate Supt/PK-12 Principal		
<b>Email:</b>	mkruger@ne-hamilton.k12.ia.us		
<b>Address:</b>	Mike Kruger		
	Northeast Hamilton Community School		
	606 Illinois Street		
<b>City*</b>	Blairsburg	Iowa	50034
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
<b>Phone:*</b>	515-325-6234		
	<small>Phone</small>	<small>Ext.</small>	
<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
<b>Fax:</b>			
<b>Agency</b>			

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## Organization Information

<b>Organization Name:</b>	Northeast Hamilton CSD
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	
<b>DUNS:</b>	

**Organization Website:** ne-hamilton.k12.ia.us  
**Address:** 606 Illinois Street  
Blairsburg Iowa 50034  
City State/Province Postal Code/Zip  
**Phone:** 515-325-6234  
Ext.  
**Fax:** 515-325-6235  
**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Northeast Hamilton Community School District  
*Use the drop-down menu to select the district name.*  
**County-District Number** 40-4775  
*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.*  
**Honorific** Mr.  
**Name of Superintendent** Michael Kruger  
**Telephone Number** 515-325-6234  
**E-mail Address** mkruger@ne-hamilton.k12.ia.us  
**Street Address** 606 Illinois St  
**City** Blairsburg  
**State** Iowa  
*Use the drop-down menu to select the state.*  
**Zip Code** 50034

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## TLC Application Contact

**Honorific** Mr.  
**Name of TLC Contact** Michael Kruger  
**Telephone Number** 515-325-6234  
**E-mail Address** mkruger@ne-hamilton.k12.ia.us  
**Street Address** 606 Illinois St  
**City** Blairsburg

State

Iowa

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

Zip Code

50034

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## Narrative

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

Northeast Hamilton is a small rural district (212 students on certified enrollment) that is comprised of the communities of Blairsburg, Williams, and Kamrar. Our district was excited for the opportunity to submit a Teacher Leadership and Compensation (TLC) Plan based on our vision for the future of our school district. Our Professional Development Leadership Team identified Northeast Hamilton's current staff/student needs, then developed a proposal and presented it to the rest of the staff, community, and Northeast Hamilton School Board and used the feedback to develop a plan that has our staff and community excited about the possibilities for our students' success. The Professional Development Team has existed for several years and has helped to develop the professional development plan for many years based on student data and student and teacher needs.

Northeast Hamilton has participated in regional professional development with area schools which include Webster City, Fort Dodge, Clarion Goldfield Dows, Stratford and Eagle Grove. During these professional development opportunities, the Northeast Hamilton staff has had the opportunity to implement Professional Learning Communities and interventions that utilize the framework of Multi-Tiered Systems of Support. Other learning opportunities that have been made available by being a part of this regional work has been on the focus of incorporating technology within core instruction. Since our 1-to-1 initiative (two years ago) this has been an important focus as we continue to strive to find meaningful ways to engage our students. We have also worked closely with Webster City to align our instruction, as a decision was made at the end of the 2013-2014 school year to Whole Grade Share in grades 7-12 starting in the 2015-2016 school year. This curriculum/instruction alignment has been an ongoing process since starting a partial day sharing program with Webster City for our High School students a couple of years ago.

Since the decision has been made to whole grade share in grades 7-12, the vision for our Pre K-6th is to make it an exceptional elementary that strives to help ALL of our students learn at high levels and provide an environment for each student to achieve his or her highest potential and to foster a desire to pursue lifelong learning. This vision is more like a belief that is shared by all stakeholders, staff, administration, board members, parents, and community. There is an extreme level of pride that all stakeholders have for our school and with the TLC support our vision for our elementary can become a reality.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from previous application? 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).

The Northeast Hamilton CSD TLC planning committee consisted of an administrator, two elementary teachers, two middle/high school teachers, the K-12 guidance counselor, and a parent of two elementary students who is not an employee of the district. A parent of a secondary student was not involved due to the whole grade sharing with Webster City for 7th-12th grade students beginning in 2015. The committee started meeting in August of 2014 and met one to two times each week through October. The committee members faced the challenge of putting a TLC plan together at the same time the district and community were dealing with the issue of entering into the whole grade sharing agreement with Webster City. None the less, the committee forged on with sensitivity to the upcoming changes for students, parents, and staff and wrote an initial plan that would best meet the needs of K - 6th grade students and teachers. The committee examined the current strengths and concerns of the district and worked toward developing a vision and plan that would meet the needs of students and teachers as well as align with the state's vision for teacher leadership. The committee discovered through the initial planning process that extensive expertise exists among the teaching staff and the committee members became excited to provide teachers with opportunities for differentiated leadership roles as well as compensation for taking on the new roles.

The plan that was submitted in October of 2014 did not earn the minimum points needed to receive funding, so the TLC committee went back to work to revise the plan to clearly explain the committee's intentions. As a result, a renewed focus on the K-6th grade structure that would exist beginning the 2016-17 school year emerged and helped the committee to improve upon the specific roles of teacher leaders and how they would enhance the overall school improvement efforts of the district. With 33% of 12 teachers taking on teacher leadership roles, the possibilities of how teacher leadership could help better meet the academic, behavioral, social, and emotional needs of more students once again sparked the creative thinking of the committee.

Approximately \$3000 in planning funds were used to pay teachers for their time after the regular contract day and \$450 was used to hire substitute teachers to allow for longer planning sessions during the school day. Initially the committee met weekly from August 2014 to October 2014 to develop the original plan. The subcommittee assigned to review and revise the plan for clarity met in March and April. Since starting work on the TLC, this committee has 170-180 cumulative hours planning for and developing a TLC plan, and now revising the plan.

Throughout the initial planning process, the TLC committee understood the importance of maintaining support from all stakeholders to ensure the TLC plan would be successfully implemented. For example, the committee kept the staff, community, and board informed through staff and district newsletters and meetings to garner feedback about the plan. This led to the decision to select the Comparable Plan Model. The parent representative on the committee provided input about the expectations for the vision and goals of the district. All committee members agreed that the teacher leadership roles would positively impact ALL students and their futures.

When the initial plan was not funded, the administrator and two elementary teachers from the original committee met in March and April to review and revise the plan for clarity and to once again share it with stakeholders. They started with the teacher leadership roles to clarify the responsibilities of each role. The updated roles were shared with the SIAC committee on March 12, 2015 to once again garner community, staff, and parent input and feedback. Additional data was collected about the mentoring and induction program to align needed program changes with the teacher leader roles, and the appropriate revisions were made to all parts of the plan to reflect the updates in the teacher leader roles and mentoring and induction program.

Stakeholders fully support the revised plan and are excited about the possibilities for students and teachers. Teacher survey data shows that 33% of staff are interested in applying for the teacher leader roles and 100% agree that the district should pursue the TLC funds. The SIAC is in support of the TLC plan based on the discussion at the March 2015 meeting. Administration is fully invested in the TLC plan as evidence of the time spent helping the committee with developing the plan and sharing the plan with stakeholders to garner input and support. The TLC applications was presented to the school board members who are highly supportive of the plan. The following quotes demonstrate stakeholder support of the plan.

Parent: "I feel that the TLC grant will impact my kids as these roles will help to improve instruction and consistency in which the instruction is delivered."

Education Association Representative: "I'm excited about this plan because it provides for leadership roles that are needed to support teachers and improve student success."

New Teacher: "Having my mentor observe my teaching for an extended time, and then receiving feedback, would be helpful for me as a teacher."

SIAC Member Quote: "The TLC grant sounds like an awesome opportunity for all of our staff to be able to learn from the model teachers. This could have a huge impact on student achievement."

School Board Member Quote: "We are very excited about the opportunities that could be provided to our students and staff. This is a great step in our district's school improvement process."

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## Narrative

Using Part 2 application narrative from previous submission? 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.

Northeast Hamilton CSD will serve K-6th grade students starting the fall of 2015 and 7th-12th grade students will receive educational programming through a whole grade sharing agreement with Webster City. The district has reduced funds for providing traditional programs and supports due to declining enrollment. The district has dealt with this by assigning teachers multiple duties and responsibilities without providing them with the supports they need to be successful. As a result, the reduced system of supports for teachers has had a negative impact on students. Iowa Assessment data shows that 82% of students are meeting the required benchmarks in reading comprehension and 79% are meeting the required benchmarks in mathematics. Further analysis of MAP, FAST, CBMs, and classroom formative assessments showed a need for an increase in the available resources for at-risk students. The TLC funds will help to put a system in place to better meet the academic, behavioral, social, and emotional needs of students through core instruction in the classroom rather than through traditional pull out types of programs.

Northeast Hamilton's **vision** for TLC is to increase student learning and achievement through providing each teacher with the individual support he/she needs to continuously grow as a professional as the landscape of teaching and education changes. The TLC plan is based on the belief that **if** the district **attracts** promising new teachers with a supportive mentoring and induction program and retains excellent teachers because of increased opportunities for teachers to **collaborate** and **reflect** on best practices to grow as professionals and by providing enhanced leadership roles that **reward** teachers who take on these roles with appropriate compensation to **share** their expertise within a system that **monitors** the effective implementation of the plan, **then** the district will experience an increase in student achievement and reach the district's vision for students which is to provide an environment for each student to reach his or her highest potential and to foster a desire to pursue lifelong learning.

**Goals for students:**

- All K-6 students will achieve at high levels in reading comprehension, preparing for success beyond high school.
- All K-6 students will achieve at high levels in mathematics, preparing for success beyond high school.
- All K-6 students will achieve at high levels in science, preparing for success beyond high school.
- All K-6 students will use technology in developing proficiency in reading, mathematics, and science.
- All students will feel safe at and connected to school

The district will **monitor** the effective of implementation of the TLC plan in the following ways:

**Student Academic Achievement:** More students are meeting the five district goals each year.

**Attract and Retain Excellent Teachers:**

- \*Sufficient number of applicants for open positions
- \*Analysis of retention rate over five years
- \*Iowa Teaching Standards Self-Assessment (pre/post) – trends over time
- \*Annual survey of M & I program

**Reward Teacher Leadership:** All teacher leadership roles are fulfilled every year (Mentor Teachers when new teachers are hired)

**Collaborate, Reflect, Share Expertise**

- \*Analysis of teacher survey data regarding experiences with professional development, coaching, and collaboration with others
- \*Successful implementation of new strategies

The TLC plan is designed to provide the funding and structure needed to **attract** the best teachers by enhancing the mentoring and induction program by increasing opportunities for observations and reflective conversations about classroom practices. The program will be reviewed annually to ensure the enhancements meet the needs of teachers new to the district. The district will **retain** excellent teachers through increased opportunities for collaboration and reflection following the Iowa Professional Development Model (IPDM) in that student data will be analyzed, goals established, researched-based/best practice strategies utilized, coaching and feedback provided to teachers as they implement new strategies, and monitored for the impact on students.

providing them with opportunities: for additional leadership and **compensation**; ongoing, job embedded professional

development; and frequent opportunities to **collaborate, reflect** and **share** expertise. The process for collaboration will follow the Professional Learning Community framework. In July of 2015, two teachers and an administrator will attend the PLC at Work Conference and will lead this work in the fall. The three new teacher leadership roles: Instructional Coach, Model Teacher, and Mentor Teacher combined with the enhanced use of the IPDM will ultimately help the district achieve the goals of the TLC.

Using Part 3 application narrative from previous submission?      No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The proposed teacher leadership program at Northeast Hamilton Community School (NEH) will add two instructional coaches and two model teachers. In addition there will be mentor teachers whenever there is a need and we have new staff.

Collectively, the NEH teacher leadership program will support and strengthen our district's key school improvement initiatives PLCs, Multi-Tiered System of Supports (MTSS formerly known as RTI), and strengthening core literacy instructional practices.

#### Key Initiative #1: Professional Learning Communities

NEH has had team time for the past several years. This year through PD we have studied what collaboration and teaming should really look like. Our PreK-12 staff have all been involved in a book study of Failure is NOT an Option. "Throughout this book, the focus has been on developing leaders capable of creating high-performing teams who in turn support effective teaching and learning. This is the the route to sustainable student success and a vibrant self-renewing school culture able to take on myriad challenges and mandates de jour." Through professional development and the PLC program, NEH has committed to:

- Seeking out best practices that ensure student learning
- Creating and maintaining a collaborative culture in which stakeholders take collective responsibility of all students learning at high levels
- Making collaborative teams the fundamental structure of the school through PLCs
- Continuous learning and ongoing professional development. This year we adjusted our calendar and added 6 additional early out release days for this work.

Connect, Support & Strengthen: Our Professional Development Team has been in existence for several years and serves as a driving force behind PLC efforts. The proposed TLC program will tie new and existing roles together, strengthening them all. Through the proposed teacher leadership program, Instructional Coaches and Model Teachers will help cultivate an environment of collaboration by 1) assisting teachers in implementing initiatives and effectively using data; and 2) collaborating with the district administration and professional development team to plan and implement professional development opportunities.

Key Initiative #2: Multi-Tiered Systems of Support (MTSS) - Our instructional coaches will assist in implementing strategies to improve our MTSS instruction time. This will help teachers use assessment information to plan interventions during MTSS or any other instruction. This process will follow the 5 steps explained in part 5 of the TLC. They include analyzing student data, making instructional decisions based on that data, finding research based strategies aligned to the data, assisting classroom teachers with the implementation of the strategies, and finally evaluating the effectiveness of the implementation.

Connect, Support & Strengthen: Teacher Leaders will provide further support and resources to teachers as they implement MTSS efforts. Instructional Coaches, Model Teachers and Mentor Teachers at NEH will help teachers improve skills through collaboration. Instructional Coaches will organize a more comprehensive collection of data on students who are not improving at expected levels. All Teacher Leaders will also facilitate efforts to research best-practices and locate learning tools including assessments, technology, and resources with the goal of strengthening MTSS.

Key Initiative #3: Literacy program - This TLC plan will offer a dynamic system of support to our teachers by giving them new ideas and suggestions to improve instruction. One of our goals is that all students will become proficient readers through the use of Daily 5 and CAFE strategies, as well as other research-based models. This teacher collaboration will help strengthen core reading instruction by all teachers for all students.

Connect, Support & Strengthen: Teacher Leaders will provide further support and resources to teachers as they provide literacy instruction. Instructional Coaches, Model Teachers and Mentor Teachers at NEH will help teachers improve skills through collaboration and modeling Daily 5 framework and CAFE strategies. Instructional Coaches will ensure these are done with the fidelity they are intended.

**Using Part 4 application narrative from previous submission?** No

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



After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After surveying teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Although our district is fortunate to have a very low attrition rate, we recognize the mentoring plan is not as structured as needed. Our current model utilizes mentor teachers who are selected by the building principal and are typically teachers who either teach at the same level or teach in the same content area. An initial teacher is assigned a mentor within the building they teach. This model leans more in favor of initial teachers (teachers new to the teaching profession) than it does for teachers who are just new to the district. At the present state, mentor teachers are trained for a two year period and no further training is required of them. Mentor teachers attend training sessions offered by the AEA in Pocahontas, and continue to meet with their mentee on a weekly basis throughout a two year period. During these weekly sessions, both mentor and mentee work together to discuss questions, concerns, struggles, and triumphs. Formal administrative observations of initial teachers occurs two times each year for the first 2 years. Administrators provide feedback following these observations. Initial teachers are also required to provide a portfolio with artifacts showing implementation of the teaching standards.

The gaps in our mentoring program are:

- Time issues: Mentor and initial teachers struggle to find common meeting times.
- Training Span: Our current program provides support for a two year span and does not continue after the first two years for both mentor and initial teachers.
- Professional Development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)
- Teachers new to the district:
- There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a large gap in support and communication between teachers new to the district and current staff.

#### Implementing Teacher Advancement Program (TAP)

Feedback from new teachers indicates that a more structured plan need to be put in place to assure that every initial and career teacher is getting all the supports that he or she needs. While our process is informal and we have a low turnover rate, we do propose improvements in the process. The TLC committee feels implementation of the TAP System will address many of the gaps and will create a support system for all teachers in the district. Model and Mentor teachers will apply for positions and qualified candidates will be selected by a hiring committee. The skills the committee will be looking for in both Model and Mentor teachers include:

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

Funds from the grant will be used for

- Increasing the minimum teacher salary to \$33,500 for all instructors
- \$10,000 in additional pay for Instructional Teachers.
- \$4,000 in additional pay for Mentor Teachers.
- \$4,000 in additional pay for Model Teachers.

Model and Mentor Teachers will attend TAP core training where they will learn about the evaluation process, leadership team, cluster group meetings, and field testing. The TAP system provides a strong infrastructure to deliver the needed collaboration time and support to assist all educators in their professional growth and help to improve student achievement. Model teachers will spend time in the classrooms of all teachers, from the initial teacher to the veteran teacher. Model Teachers will be in their classroom 100% of the time to allow new teachers and veteran teachers alike to observe effective teaching strategies. Personalized coaching from Model and Mentor teachers will consist of team teaching, model teaching, instructional strategies, professional feedback, lesson reviews, and review of student work. This system provides more support for teachers new to the

field than our current system allows, and the support continues year after year. Cluster groups will take place once a week to focus on high-quality instructional strategies aimed at meeting student learning needs. As a district, we feel the TAP system will help our endeavor to move forward, to grow together professionally (new and veteran teachers), and be successful as educators and provide quality, research-based strategies to help students become successful in school and beyond. We feel our collaborative school culture is enticing to teachers who want to see the impact of their work through a personalized learning environment.

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## **Narrative**

Using Part 5 application narrative from previous submission?      No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
  
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The Northeast Hamilton elementary school consists of one section K - 6th grades totaling 12 teacher positions and 120 students. Starting the fall of 2015, 7th-12th grades students will receive educational programming through whole grade sharing with Webster City. The TLC committee analyzed the needs of students and teachers and determined a few critical teacher leadership roles would assist staff to better meet the academic, behavioral, social, and emotional needs of more students and significantly impact student achievement. The three roles will provide multiple, meaningful, and differentiated teacher leadership roles; supports that teachers need for improving instruction and meeting the needs of more students; and equals 25% of our staff taking on teacher leadership roles. TLC funds will be used to put highly qualified and experienced teachers in three different teacher leadership roles: two instructional coaches, two model teachers, and mentor teachers when new teachers are hired. The roles at a glance are described in the chart below.

Teacher Role	Extra Days	Teaching Assignment	Salary Supplement
2 Instructional Coaches	10 contract and 20 release days	80% instruction, 20% teacher leader duties	\$10,000
2 Model Teachers	5 contract and 10 release days	87% instruction, 13% teacher leader duties	\$4000
Mentor Teacher	5 contract and 10 release days	87% instruction, 13% teacher leader duties	\$4000

The Instructional Coach will collaborate with classroom teachers to strengthen instructional practices and improve student learning following the process below:

Step 1: analyze student data (with an emphasis on literacy and math) to see if students are meeting or exceeding Iowa Core grade level expectations

Step 2: make instructional decisions based on the data analysis (individual, small group, or whole group instruction)

Step 3: find research-based/best practice strategies aligned to the data analysis

Step 4: assist classroom teachers with implementing researched-based/best practice strategies aligned to the data analysis (assistance could be through individual or school wide professional development, coaching, and/or through observing and reflecting with Model Teachers)

Step 5: evaluate the effectiveness of the implementation by reassessing if the students meet or exceed Iowa Core grade level expectations

The Instructional Coach will also spend time working with students either individually or in small groups to see how the research-based/best practice strategies work. Other times the Instructional Coach will model these strategies for classroom teachers as another way for teachers to receive added support while learning new strategies. The Instructional Coach will also collaborate with Model Teachers in planning professional development.

Model Teachers provide opportunities for initial and career teachers to observe them teaching research-based/best practice strategies. Model Teachers will schedule time to meet with the teacher after the observation to collaboratively reflect on the observation. During this conversation the Model Teacher will help the initial or career teacher determine how s/he will implement the strategies in his/her classroom to improve student learning. The Model Teachers communicate with the Instructional Coaches who then follow up with the initial or career teacher to evaluate the effectiveness of the implementation and its impact on student learning. Model Teachers will also have ongoing conversations with the Instructional Coaches for how to best meet the needs of teachers and students. Model Teachers will collaborate with the Instructional Coaches in planning professional development.

Mentor Teachers will be career teachers who provide support to teachers who are new to the district or the profession. They will be responsible for acclimating new teachers to a culture of continuous improvement. Mentor teachers will function as the coordinators of, and direct support for, all new teachers in the district by providing them with an understanding about district processes and procedures, as well as all other district initiatives. Mentor Teachers will collaborate with the Instructional Coaches and Model Teachers to ensure the needs of the new teacher are being addressed and supports are put in place.

The three teacher leadership roles along with administration will become the district leadership team responsible for the development and implementation of an instructional improvement plan that will strengthen core instruction and improve student learning. The team will meet every two weeks to monitor progress with implementing the leadership roles and the instructional

improvement plan. Through these meetings the Instructional Coaches and Model Teachers will analyze data to ensure needed supports are put in place for both teachers and students and to plan ongoing, job embedded professional development. With the small student body of approximately 120 students, the committee is confident that by adding these new leadership roles, supports will be put in place for initial and career teachers to help each student be successful and fulfill the district vision of providing an environment for each student to achieve his or her highest potential and to foster a desire to pursue lifelong learning. Specifically, students will reach the district goals of achieving high levels in reading comprehension, mathematics, science, and technology usage while feeling safe at and connected to school.

Using Part 6 application narrative from previous submission? Yes

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

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

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

**b) Prior demonstrated professional growth.**

For Northeast Hamilton 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 practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders-- even if they do not currently possess them. 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 teaching experience within the district. Information will also be included about the duties and responsibilities, extra work days, salary supplements, and the requirement to complete annual review of the assignment. A selection committee, composed of two teachers and one administrator, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Candidates will be asked to submit a resume and two letters of recommendation. The resume and letters of recommendation will be screened for evidence that the individual has continued his or her growth as a professional and sought out leadership opportunities. We will look for evidence of participation in professional development, relevant conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, knowledge and use of technology within the classroom, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit their written responses to several questions. These questions will be created by the selection committee. These questions will evaluate the candidate's written communication skills, and help the selection committee to understand his or her philosophy as an educator and leader. The aim is to ensure that 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 that change.

Candidates will select a time to be observed by members of the selection committee. This observation will focus on the teacher's classroom practice and his or her ability to be a leader in the classroom. Specifically, we will look to see that 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 learning.

Lastly, the candidate will be asked to take part in an interview. The interview will seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. This will include inquiry into how the teacher has sought to continue to grow and learn as an educator. The interview will also seek to understand the candidate as a leader. What leadership roles have they assumed in the past? Why are they interested in a leadership role at this time? How do they envision themselves as a leader, and how can they work with other leaders to move the district forward? The final portion of the interview will be a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning.

Using this dynamic and multifaceted system we will gain a complete view of the teacher and his or her potential as a teacher leader.

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## **Narrative**

Using Part 7 application narrative from previous submission? No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

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

**b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).**

*Click here To access the Iowa Professional Development Model page.*

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders, Instructional Coaches, Model Teachers, and Mentor Teachers have an extensive role in the development and delivery of Northeast Hamilton Community School District's Professional Development Plan. Northeast Hamilton aligns their planning phases and incorporates the key elements with the the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities (TLC)
Establish PD Leadership Team	Instructional Coaches, Model, and Mentor Teachers will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assist in the development a district-wide PD plan.
Collect and Analyze Data	All District Teachers will collect and analyze student data.. Instructional Coaches, Model Teachers, and Mentor Teachers will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and III instruction.
Goal Setting & Student Learning	Instructional Coaches and Model Teachers will lead the goal setting and instructional strategy selection process based on system data (from TIER, MAP, etc) to ensure that the goals support the attainment of the Iowa Core. Instructional Coaches will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. Model Teachers will facilitate the peer review process. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.
Selecting Content	Instructional Coaches will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. Model Teachers will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas. Mentor Teachers will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies
Designing Process	The district will monitor the delivery of professional development through the existing PLC structure. Instructional Coaches and Model Teachers will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. Instructional Coaches will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans

<p>Training and Learning Opportunities</p>	<p>Instructional Coaches, Model Teachers, and Mentor Teachers or those with the necessary expertise will deliver district and building PD and will align with current district initiatives including MTSS, K-6 literacy, and Iowa Core implementation. Instructional Coaches will co-teach and model learning strategies being studied in PD. Model and Mentor Teachers will support teachers on their team in the implementation of initiatives.</p>
<p>Collaboration</p>	<p>Our Professional Learning Communities structure is an example of collaboration. Instructional Coaches and Model Teachers will lead PLC work through collaborative design and facilitation of professional learning when implementing the multi-tiered system of supports. Instructional Coaches, Model Teachers, and Mentor Teachers will collaborate with administration and other staff by sending them PLC team meeting notes weekly. Model Teachers provide support for teachers in unit design, modeling strategies,</p>
<p>Implementation</p>	<p>All Teacher Leaders will focus on the priority of the district TLC plan that is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through our existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.</p>
<p>Formative Evaluation</p>	<p>Instructional Coaches and Model Teachers will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at Professional Development Team meetings..</p>
<p>Program Evaluation</p>	<p>The Instructional Coaches, Model Teachers, and Mentor teachers will use the following data points to measure the effectiveness of the district professional learning plan: •student achievement data •score from the IPDM District Profile (self study) •implementation data from PLC team notes •walkthrough data from building principals This information will also be shared out with the NEH School Board and district SIAC.</p>
<p>Developing Teacher Career Plans</p>	<p>Instructional Coaches, Model and Mentor Teachers will evaluate and update the design format to record SMART goals, data, and action steps. Model Teachers will assist other teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals. ALL Teacher Leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.</p>

Using Part 8 application narrative from previous submission? No

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

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

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

The Northeast Hamilton Community School District will use multiple measures to monitor the effectiveness of our TLC plan implementation. The district will establish leadership teams, an enhanced induction mentor program, and a peer review process in order to meet the following goals:

- Attract promising new teachers by offering competitive starting salaries and offering short term 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 to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction

Short term measures include, but are not limited to:

- ensure all staff is at a minimum salary
- monthly feedback from new teachers
- monthly feedback concerning the professional development program
- ensure 25% of teachers in the district have a teacher leader role
- receive feedback concerning the rigorous process for selecting teacher leaders
- Analyze student data to gauge instructional effectiveness, using MAP tests, FAST assessments, Iowa Assessments, etc..
- review monthly progress monitoring reports

Long term measures include, but are not limited to:

- annual survey of mentor and mentee teachers
- annual survey of staff concerning professional development goals
- annual collection and review of time logs and data regarding collaboration opportunities
- analyze student achievement data to determine the instructional impact of interventions

The evaluation team will meet four times per year to gather, organize, and analyze the collected data and make decisions. Foremost, will be to determine students' next steps in learning using assessment data from multiple measures. The TL team will continue to comprehend how continually change to ensure success for all students. Meetings will involve implementation of the plan, problem solving, progress monitoring, analyzation of data, and planning for the future.

All Teacher Leaders will monitor the NEH TLC program and have ongoing communication with administrators. Our Instructional Coaches will ensure TLC goals are aligned with the changing needs of our teachers through ongoing and monthly data collection. District administrators will monitor the needs of Teacher Leaders and provide supports to ensure their success. Continuous, data-based conversations will be driven by reflections, observations, and documentation of the frequency and type of collaboration between Teacher Leaders and teachers. The impact and effectiveness of the TLC program will also be evaluated based on feedback received from informal conversations, surveys, and meetings with teachers and stakeholders. Annually, Teacher Leaders will work with the administration to conduct a more formal evaluation of the TLC program. During this evaluation, teacher leadership job descriptions and responsibilities will be revised as needed. TLC program goals will also be assessed based on data gathered from student achievement results, self-assessments, recruitment and retention data, surveys, and meeting minutes. Changes to the program will be made as needed based on the Teacher Leadership Skills Framework and teacher surveys reflecting the effectiveness of leadership positions. As our TLC program is evaluated, results will be shared with the school board and School Improvement Advisory Committee.

Using Part 9 application narrative from previous submission? No

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

This plan allows us to create more leadership positions and it better enables us to hire staff that we are currently using general fund dollars to support. Adding these leadership positions enables us to impact the quality of support for teachers which enhances instruction, improves student learning, and increases opportunities for teachers and students alike. Because the foundation of this plan is already in place, Northeast Hamilton Community School is well positioned to sustain the implementation of this TLC plan and the additional roles and responsibilities it outlines.

#### Policy and Hiring:

This TLC plan will serve as a policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks for board approval. The TLC plan will provide and enhance the implementation of selected initiatives: PLC, MTSS, Literacy Program, alignment with Iowa Core. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leader stipends. Job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan. Regular scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

Each role in the TLC plan supports our district goals and initiatives in slightly different ways. The instructional coach will help organize the learning opportunities in a way that builds upon the district professional development that will be outlined for the entire certified staff. This role will support district initiatives around MTSS and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work.

The Teacher Selection Committee (composed of two teachers and one administrator) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the school board for the ultimate selection of the teacher leaders.

#### Training and Support:

The TLC plan will support current initiatives: PLC, MTSS, Literacy Program, alignment with Iowa Core by providing extended training to teacher leaders who in turn will support all initial and career teachers through modeling, PD, data analysis, and collaboration. Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills in the initiative areas. This training could be offered by the AEA, other school districts, individual workshops, or by any other relevant and meaningful resource.

#### Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussions, survey results, and comments/suggestions from stakeholders.

With the TLC plan, the instructional coach and model teachers will have the responsibility of ensuring that regular data is collected with fidelity. Annual surveys will be administered to initial and career teachers, mentors and mentees, and administrators for the purpose of collecting feedback on the success of the TLC plan. Teacher leaders and administrators will consider modifications to improve the plan.

Data to determine effectiveness of the plan includes but is not limited to:

- Data from MTSS, Iowa Assessments, mentor surveys, classroom evaluations
- trainings attended by teacher leaders
- logs of teacher leader team meetings held, along with what was accomplished at each meeting
- curriculum maps and alignment reports
- logs of teacher observations, one-on-one teacher collaboration, and modeling strategies in classrooms.

#### Persons Responsible:

Superintendent- The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As a leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.

Teacher Leadership- All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC program. Having a

current teacher leader employed full time will make this transition easier. The current teacher leader will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

**Communication:**

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from the teacher leaders will be placed in the school newsletter. Updated information will also be placed on the school's website and sent out on the district's Facebook page.

**Part 10 - Budget Items**

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$3,900.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$28,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$5,100.00
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
<b>Totals</b>	<b>\$37,000.00</b>

**Grant Allocation**

*Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 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** 212.0

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

**District Enrollment-Based Allocation** \$65,469.84

**Total Allocation** \$65,469.84

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$37,000.00

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

Remaining Allocation to be Budgeted \$28,469.84

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## Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

As of the 2016-17 school year the projected certified enrollment for Northeast Hamilton CSD is around 212 students. Of the 212 students, the district will have around 120 students in kindergarten through 6th grades. The 7th through 12th grade students will receive their educational programming through a whole grade sharing agreement. Thus, this budget is based only on the K-6th grade student enrollment which should equal approximately \$37,000 for the teacher leadership plan. There is a strong commitment by all stakeholders to make this an exceptional elementary. NEH is dedicated to making that happen. Our staff is excited about the possibilities that come with being awarded the TLC grant, and the impact it will have on our student achievement results.

TLC funds will be used to put highly qualified and experienced teachers in three different teacher leadership roles: **two** instructional coaches, **two** model teachers, and mentor teachers when new teachers are hired.

The **Instructional Coaches** will collaborate with classroom teachers to strengthen instructional practices and improve student learning following a continuous improvement process for implementing research-based/best practice strategies.

**Model Teachers** will provide opportunities for initial and career teachers to observe them teaching research-based/best practice strategies.

**Mentor Teachers** will be career teachers who provide support to teachers who are new to the district or the profession.

**Narrative**

- Northeast Hamilton Community School District (NEH) will allocate \$3,900 to meet the minimum salary requirement of \$33,500.
- \$28,000 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.
- NEH budgeted \$3,000 to cover professional development expenses for Teacher Leaders. This money will come from the district's State Professional Development Funds and Teacher Quality Funding.
- Distributing compensation in this manner will allow NEH to develop leadership opportunities for exemplary educators, improving instructional practices and ultimately increasing student achievement. NEH's TLC vision is to "Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement." A teacher leadership program at NEH will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.
- NEH carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, 100% of our budget is aligned to that mission. NEH is proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators and parents participated in plan development, in addition to support from AEA personnel, providing critical feedback resulting in strong support from all stakeholders.
- Roles, Costs & Goals: NEH's TLC plan includes 4 Teacher Leaders, allowing 33% of our 12 teachers to hold leadership roles. The chart below shows how the budget will be allocated.

Leadership Role	Number of Staff	Stipend	Total	Additional Contract Days and Release Time
Instructional Coaches	2	\$10,000	\$20,000	10 contract & 20 release days
Model Teacher	2	\$4,000	\$8,000	5 contract & 10 release days
Mentor Teacher (when needed)		\$4,000	\$4,000	5 contract & 10 release days
Stipend Totals			\$28,000	
Substitute Costs			\$5,100	\$85 per substitute/ 60 release days

Minimum salary of \$33,500.			\$3,900	
Other Totals			\$9,000	
<b>OVERALL TOTAL</b>			<b>\$37,000</b>	

Each Teacher Leader, along with our Professional Development Team (PDT), will play a pivotal role in helping NEH achieve its TLC Goals:

**Existing Northeast Hamilton Goals:**

**Goal:** NEH will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, Model Teachers, and PDT

**Goal:** NEH will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, Model Teachers, and PDT

**Goal:** NEH will implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, Model Teachers, and PDT

**NEH TLC Goals:**

**Goal:** In the 2016-17 school year, NEH will collaborate through Professional Learning Communities (PLCs) four times a month working on effective teaching techniques and Iowa Core.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, Model Teachers, and all certified staff

**Goal:** Annually, 100% of new teachers will express how the mentor/mentee process was meaningful and effective.

**Teacher Leaders Involved:** Mentor Teachers, Instructional Coaches, and Model Teachers

**Goal:** For the 2016-17 school year, 4 building leaders will be put into place to fulfill leadership opportunities.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, and Model Teachers

**Goal:** Each year, 100% of the teaching staff will feel supported by teacher leaders.

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, and Model Teachers

**Goal:** By spring of the 2016-17 school year, 95% students in grades K-6 will score at or above the benchmark and/or make a year's growth on the Formative Assessment System for Teachers (FAST).

**Teacher Leaders Involved:** Instructional Coaches, Mentor Teachers, Model Teachers, and PDT

## 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