



Application

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

116916 - Northwood-Kensett Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/10/2015 2:38 PM

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## Primary Contact

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City State/Province Postal Code/Zip

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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Northwood-Kensett Community Schools

**Organization Type:** K-12 Education

**Tax ID:**

**DUNS:**

**Organization Website:**

**Address:**

**City** **State/Province** **Postal Code/Zip**

**Phone:** 641-324-2142 **Ext.**

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Northwood-Kensett Community School District

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

**County-District Number** 98-4788

*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 R. Crozier

**Telephone Number** 641-324-2021

**E-mail Address** mcrozier@nwood-kensett.k12.ia.us

**Street Address** 1200 First Avenue North

**City** Northwood

**State** Iowa

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

**Zip Code** 50459

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## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Michael R. Crozier

**Telephone Number** 641-324-2021

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**Street Address** 1200 First Avenue North

**City** Northwood

State

Iowa

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

Zip Code

50459

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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)**

Northwood-Kensett is a rural district located in the north central part of the state. We are the northernmost district in the Area Education Agency 267. Our location makes it difficult to participate in professional development offered by the AEA in Cedar Falls, as it is two hours away. Over the past ten years we have experienced declining enrollment (2004 certified enrollment 550, 2014 certified enrollment 512). Financially, the district is strong with an unspent authorized budget of \$1.8 million and \$1.1 million cash to back it up. While the current financial status is stable, a loss of 10 students or continued underfunding by the state will cause us to reduce staff members.

Currently we are a designated SINA school in elementary reading. While our proficiency scores are low in the elementary, these students have shown growth towards being college and career ready. For the 2013-2014 school year, 71.4% of the elementary students tested showed growth; this is 15.5% higher than the state average of 55.9%. Implementation of the Teacher Leadership and Compensation (TLC) grant will enhance this growth by supporting teachers and students. All other grade levels at both the middle school and high school met their Annual Yearly Progress in reading. For math all grade levels at the elementary, middle school, and high school met their Annual Yearly Progress. We believe that the TLC grant will increase and strengthen support for teachers and students.

In the discussions leading up to the decision to pursue the Teacher Leadership and Compensation grant, one of our teachers reflected on the benefits the grant would provide, saying, "When teachers are provided with more guidance and time for reflection on best teaching practices, those teachers are able to better serve and reach more students. If our goal is to educate EVERY student, then why would we use a system that settles with educating only some students?"

The Teacher Leadership and Compensation system will allow 25% of our teaching staff to serve their peers and grow as teacher-leaders, providing vigorous support and guidance through observation, demonstration, and collaboration with their colleagues and administration.

Our comparable plan model includes an improved mentoring and induction program and four distinct teacher leadership roles:

1. Mentor teachers--these teachers will be responsible for reflecting on teaching, analyzing student performance, and providing additional support for the teachers they are mentoring
2. Model teachers--these teachers will be providing opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the model teachers' classrooms
3. Instructional Coach--being fully released from the classroom, this person will lead all work, programming and instruction related to effective instruction, with an emphasis on literacy since our student achievement data indicates this is our area of greatest need
4. Director of Curriculum and Innovation--another full-release position, this educator will devote their day to curriculum and professional development work, as well as supporting teachers with their use of instructional methods and strategies. The Director of Curriculum and Innovation will be a driving force behind professional development in the district.

**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).

Upon receiving the planning grant for the Teacher Leadership and Compensation (TLC) system, the Northwood-Kensett Community School District (NKCS D) assembled a planning committee comprised of three administrators, three teachers, and three parents. The local education association, in cooperation with the superintendent, appointed the three teachers.

Name	Role
Michael Crozier	Superintendent
Brian Costello	Elementary Principal
Keith Fritz	Secondary Principal
Monte DeArmoun	Secondary Social Studies Teacher
Jake Urbatsch	Second Grade Teacher
Deb Nagle	K-12 Talented and Gifted and Elementary Reading Teacher
Leanne Stoneking	Parent of Senior, Freshman, and Sixth Grader
Stephanie Hengesteg	Parent of a Sophomore and Sixth Grader
Ryan Welch	Parent of an Eighth and Sixth Grader

The committee met every two weeks for two hours per session from August through October.

Date	Time	Members Present	Task
7/28/2014	4:00 PM – 5:00 PM	9	Organizational meeting
8/20/2014	4:00 PM – 6:00 PM	9	Formulate parts 1 and 2
9/3/2014	4:00 PM – 6:00 PM	8	Review writing of parts 1 and 2 and formulate parts 3 and 4
9/17/2014	4:00 PM – 6:00 PM	8	Review writing of parts 3 and 4 and formulate parts 5 and 6
10/1/2014	4:00 PM – 6:00 PM	9	Review writing of parts 5 and 6 and formulate parts 7, 8 and 9; administration tasked with formulation of part 10
10/8/2014	4:00 PM – 6:00 PM	7	Review entire document
3/25/2015	4:00 PM – 6:00 PM	7	Re-write of document
4/9/2015	4:00 PM – 6:00 PM	7	Re-write of document

Committee members were paid \$20 per hour for their time outside of the school day. We were allotted \$6852.77 for the planning grant. To date we have expended \$3940.50.

Prior to the committee convening, the administrators and teachers studied the three TLC options, attended AEA workshops, and contacted other schools for input, eventually settling on the “Comparable Plan” option, since it is customizable to suit the particular needs of the district. The planning committee studied and discussed background information on House File 215 and the intended goals of the Teacher Leadership and Compensation system as well as the how the funding for the planning grant was awarded. The application process was also discussed along with the timeline for completion.

Once the committee met, additional information on the TLC grant was shared with teaching staff via principals' meetings, shared articles and FAQs from the Department of Education, and an all-staff meeting on August 27, 2014, with the TLC planning committee. A follow up survey determining the level of interest in serving in a leadership capacity and gauging the degree of support for the district moving to this new system was administered. The survey consisted of two questions: 1. Are you in favor of implementing a Teacher Leadership Program in our district? 2. Would you be interested in taking on a leadership role within the Teacher Leadership Program if implemented? **100% of respondents indicated support for the new leadership structure, and 73% of respondents expressed a desire to serve as a teacher-leader.** The range of teaching experience varied greatly among teachers expressing interest in serving as a teacher-leader, a testament of shared ownership and collaborative decision-making at Northwood-Kensett. Teachers at all levels of experience are comfortable serving in a leadership capacity.

The committee sent a letter to all of our students' families to help them understand the TLC system and the benefits their children would receive if this were put into place. The local newspaper also ran an article relaying the same information to the community.

The planning committee sought guidance and input on the TLC Plan from our District Advisory Committee at our meeting on September 25, 2014. This committee is made up of students, staff, parents and community members. The Administrative Team presented the TLC program to the school board on September 11, 2014. Information from the Iowa Department of Education regarding the Grant guidelines and frequently asked questions was shared.

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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.

Northwood-Kensett has developed the Strategic Plan for the district's future. Northwood-Kensett Long-Term Goals:

- We will increase the percentage of students at Northwood-Kensett who are performing at the proficient level each year in reading, mathematics, and science.
- Create and sustain a working atmosphere where innovative thinking and risk taking is encouraged and innovation is an expectation of employees.
- Promote a culture that focuses on student achievement, district initiatives and accomplishments, which are communicated between the staff, administration, board and stakeholders.
- Sustain a healthy financial status while providing a quality education and

From this on, quality facilities and a strong technology component. (P.L.C.) has been established. The following are the key components of the plan:

State *Theory of Action*

Highly effective, comprehensive, and innovative teaching practices; opportunities for professional development; and a strong, supportive, and high-expectations culture.

Highly effective teachers and quality leadership system with high expectations for all students. When ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in the workforce.

Over the next three years, we will focus on the following key areas:

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)

Northwood-Kensett's Teacher Leadership and Compensation (TLC) plan will support and strengthen our district's key school improvement initiatives, which include a Multi-Tiered System of Supports (MTSS) PK-12, Character Counts PK-12, Iowa Core Implementation, Improved Reading Comprehension, and Professional Learning Communities.

**•Multi-Tiered System of Supports (MTSS)**

Our **TLC teacher leaders along with our Professional Learning Communities (PLC) district planning teams will help to implement strategies to improve the effectiveness of our MTSS instructional time.** They will help teachers use assessment information to plan instruction during MTSS or any other instructional time. The district leadership team will use assessment information in PLC planning for implementation in the classroom. The MTSS system of support will allow the teachers to increase rigor resulting in deeper investigation and a greater depth of knowledge.

**•Character Counts**

After careful consideration and a year-long study, our district adopted Character Counts as our model for student conduct. District teachers will infuse the habits and language of Character Counts into lesson plans and classroom routines, and our **TLC teacher leaders will help support teachers in these efforts.** The Character Counts Program is a PK-12 initiative. Teacher leaders will help teachers infuse the pillars of character within their lessons at all grade levels.

**•Iowa Core Implementation**

**TLC lead teachers will be involved with data analysis with our PLC teams.** After reviewing district-wide, classroom level, and individual student data, our TLC Instructional Coach and our Director of Curriculum and Innovation will meet with teachers and discuss what changes can be initiated in planning and instruction to improve learning. Professional development/growth plans will be designed uniquely by each teacher to meet their current needs based on the lead teachers' work with each PLC team and their SMART goal development.

Additionally, where appropriate, our TLC lead teachers will be a part of our district's curriculum renewal process, helping guide decision-making about curriculum in light of the requirements of the Iowa Core.

**•Improved Reading Comprehension**

Data from the last five years demonstrated a need for changes in how we teach reading. A number of strategies have been employed to boost achievement, including targeting specific small groups of students for intensive reading instruction, altering our curriculum to more strongly emphasize the habits and strategies of highly successful readers, and the addition of a reading recovery program at the elementary level and Second Chance Reading for grades 8-12.

Since **one of our two TLC teacher leaders will serve as an Instructional Coach with a reading emphasis,** they will continue to maintain the importance of strong reading comprehension skills as they collaborate with and guide teachers.

**•Professional Learning Communities**

Northwood-Kensett recently provided 17 teachers with PLC training at a three-day workshop in Minneapolis, MN. These selected teachers are now the facilitators of our district-wide PLC work, to use data to make decisions that will benefit student achievement and identify needs for further professional development. By the summer of 2015, the district's goal is to train the remaining teachers, so that we reach a goal of 100% of teachers trained. The PLC Planning Team works with and trains teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning. Through this process, PLCs identify student achievement needs, set goals according to data findings, and establish plans for improving student achievement. There will be a crossover between the PLC and TLC leadership teams. Some of the TLC leadership will also be PLC leaders but not all of them will automatically be PLC leaders. The TLC leadership will meet with the PLC leadership and help guide their learning. The TLC leadership will be in charge of planning professional development. Our PLC time is during our professional development, thus they will guide the PLC teams' work.

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)**

In the last five years, 4 of our 4 new teachers have been retained. We credit our strong mentoring program which could be further developed by a formal program of leadership as connected to state and local district goals.

### **Mentoring Philosophy**

The ultimate aims of a mentoring program should be to provide greater consistency and quality of instruction for our students and to retain our new professionals, which will result in increased student achievement.

The goals of a mentoring program, then, should be to provide a positive and successful transition to the Northwood-Kensett school district, to promote the professional and personal well-being of professionals new to the district, to provide ongoing guidance and support to these new professionals, to promote excellent instruction to improve student performance, and to strengthen mutual respect and collaboration among professionals through the mentor/mentee activities.

### **Past Requirements for Mentoring in our District**

All teachers meeting the following criteria are able to apply to their building principal for consideration as a mentor:

- Must have been employed as a teacher for at least four years
- When possible and beneficial, the mentor should be from a similar content area and/or grade level as the new professional
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning educators

Monthly seminars are held and discussion covers the following topics, among others:

- Discipline and classroom management
- Classroom procedures
- Unfamiliarity with the curriculum
- Organization of content
- Student motivation
- Monitoring learning and adjusting instruction

Additionally, the mentor/mentee pairs, the mentoring coordinator, and principal read and discuss professional literature on a monthly basis.

Currently, the district's mentoring and induction plan does not have timelines in place and only limited accountability built in for the mentee/mentor's expectations. The district has been fortunate to utilize highly effective people in our buildings but needs a more valid and reliable system. The grant provides funding for time in which the mentor and mentee will collaborate, as well as compensates staff who take on leadership responsibilities.

### **Improved Mentoring/Induction Plan**

The superintendent will inform eligible staff of the mentor vacancies via posting the vacancies and emailing. This will be posted by January 15 for the first year and all years thereafter. Interested persons should submit a letter of application to the superintendent. The Selection Committee that meets annually will review and approve a list of mentors, which the building administrator will place (whenever possible) with mentees who serve in the same building. The superintendent has the right to reject any or all applications. Teachers interested in becoming mentors will go through an application process with the building administrator. Those teachers considered shall have demonstrated the following:

- A minimum of three years of exemplary classroom teaching
- Evidence of commitment to students' academic success
- Evidence of commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to effectively work with adults
- Effective coaching skills and scheduling flexibility
- Service as a positive role model
- Exemplifies the Iowa Teaching Standards
- Formally trained and demonstrated work in effective PLC practice

### **Expectations of both mentors and mentees:**

- All mentors, mentees, and administration will meet for one full day prior to the first contract day

- The mentor will be with the mentee during all staff meetings and debrief after each
- During the first two weeks of school, the mentor will have at least daily, informal contact with the mentee
- One formal meeting will take place each week (before/after school or during prep time). Administration will work with both mentors and mentees to provide coverage as needed for these meetings
- The mentor and mentee must attend a school board meeting together
- The mentor will observe the mentee in the classroom, followed by a post-observation meeting
- The mentee will observe the mentor in the classroom, followed by a post-observation meeting (These observations should occur once per quarter, with coverage provided by the administration)
- The mentor and mentee will keep logs on a Google Doc shared with administration to document contact during the year
- The mentor will guide the mentee on development of the professional teaching portfolio, which is typically due in the spring of a new teacher's second year
- The mentor will work closely with the mentee in the development of formative assessments, data analysis, effective instructional practice, and classroom management
- The formal mentor/mentee relationship will be in place for the first two years of a new teacher's employment with the district

**Compensation for mentor teachers:**

- \$4,000 for each of four positions
- Seven days beyond the regular contract

Program evaluation will occur annually by the Director of Curriculum and Innovation using a rubric, which is adapted from the rubric offered for use by AEA267.

**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.

We will develop four new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include the **Director of Curriculum and Innovation**, the **Instructional Coach**, the **Model Teacher**, and the **Mentor Teacher**. These positions will collaborate to form our district teacher leadership team, which includes administration, while engaging in their own individual leadership responsibilities. The district teacher leadership team will collaborate with our Professional Learning Communities (PLC) Planning Team to provide engaging professional development as well as support that will lead to increased student achievement.

The **Director of Curriculum and Innovation** will require full release from the classroom, with 15 extended days. This position will function as a district leader who coordinates and leads the implementation and sustainability of the Iowa Core and a Multi-Tiered System of Supports (MTSS). The Director of Curriculum and Innovation will be a driving force behind professional development in the district. This person will lead all work, programming, and instruction related to effective instruction, with an emphasis on literacy since **our student achievement data indicates this is our area of greatest need**.

Responsibilities will include:

- Facilitating the instructional leadership team discussions at the building and district level
- Working with teacher leaders and the Instructional Coach to coordinate all professional development activities designed to improve instructional strategies, observation experiences and peer evaluations, teacher collaboration, and data-based decision-making
- Planning, monitoring, reviewing, and implementing best instructional practice, with an emphasis on literacy
- Working with Mentor Teachers to design specific mentor experiences for all new teachers
- Working with the Model Teachers to engage in the development, adoption, and implementation of literacy curriculum and curricular materials
- Working with Model Teachers to implement the MTSS across the district and building for optimal implementation and sustainability
- Aiding in action planning regarding implementation of the Iowa Core
- Coordinating all district-wide assessments
- Analyzing district data and filtering results to executive leadership team
- Serving as a member of the district's executive leadership team
- Providing leadership for PLC teams
- Preparing District report for the Department of Education

The **Instructional Coach** would also not be assigned regular teaching duties but may be asked to teach when needed for the purpose of co-teaching or modeling. This teacher leader would devote their day to supporting teachers with their use of instructional methods and strategies as well as curriculum and professional development work. This position will have 10 days of extended contract.

Their duties in these areas will include:

- Coaching teachers in best instructional practices
- Assuring the implementation of the Iowa Core Curriculum
- Engaging in proficient and excellent instructional practices for observation by other teachers in the district through co-teaching
- Training and helping implement technology practices to improve student achievement
- Engaging in meetings about individual professional development plans with teachers
- Training and helping with implementation of educational interventions for students
- Serving as a member of the district's executive leadership team
- Providing leadership for PLC teams

Four **Model Teachers**, each with 5 extended contract days, will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection. The model teacher will be a teacher who has demonstrated past success in being able to learn and implement new strategies and methods in their classroom and has demonstrated best practice in differentiation in small and large group instruction. No release time will be provided for these teacher leaders, as their primary role is to serve as models of excellent teaching in the classroom.

Their responsibilities include:

- Allowing teachers to observe classroom activities and teaching strategies
- Providing opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom

- Implementing and providing professional development for staff as needed
- Working in conjunction with the mentor teachers to ensure opportunities for observation and reflection are happening regularly
- Working in conjunction with the district teacher leadership team to plan, implement and provide professional development for staff
- Serving as a member of the district's executive leadership team
- Providing leadership for PLC teams

Four **Mentor Teachers** are responsible for supporting improved entry into the profession. To this end, these four will act as critical friends, listening and supporting the new teachers, but also ensuring their focus is on the teaching and learning cycle. The mentor teachers will coordinate opportunities for new staff to observe and collaborate with other teachers. This position allows for 10 extended contract days.

Other responsibilities for the mentor teacher include:

- Reflecting on teaching, analyzing student performance, and providing additional support the mentee desires or requires
- Providing assistance in analyzing student performance
- With their mentees, exploring samples of student work
- Engaging mentees in problem solving and decision making by forming problem-solving partnerships, and brainstorming options and generating solutions
- Building connections between current theory and classroom practice
- Serving as a member of the district's executive leadership team

Providing leadership for PLC teams

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:**

- Prior demonstrated measures of effectiveness.**
- Prior demonstrated professional growth.**

The positions will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, days of extended contract, salary supplements, and the requirement to complete an annual review of the assignment. A site-based review committee--composed of three administrators, three teachers and three parents--will review applications, conduct interviews, and make recommendations regarding the final selection of candidates. The selection committee will have the superintendent take the hiring recommendation to the board of education for approval.

Candidates will be asked to submit two letters of recommendation, their three most recent Individual Career Development Plans, and a copy of their most recent evaluation. These will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication skills and to understand their philosophy as an educator and leader.

- How do you feel you are qualified?
- In which leadership roles have you most recently served, and how have those prepared you to succeed in a teacher leadership capacity?
- How would you, in a teacher leadership role, help other teachers achieve at higher levels?

The aim is to ensure that each candidate has a strong teaching pedagogy, is a reflective practitioner, and understands the essential skills of teacher leaders including collaborating, relationship building, and being a positive voice for change.

The following selection criteria will be applied, using a three point rubric (1 = not meeting the criteria; 2 = meets the criteria; 3 = going beyond the criteria) developed by the site-based selection committee:

- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of evidence-based instructional strategies
- Experience in previous teacher leadership positions: mentor teachers, department chairs, PLC Planning Team member, etcetera
- Participation in and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

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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.*

Since its inception, Northwood-Kensett has followed the Iowa Professional Development Model, a model for school improvement that demands the following:

- Collect and analyze student data
- Establish goals based on the student data
- Select content that aligns to the students' and teachers' needs
- Design how professional learning will occur
- Develop these learning opportunities with a focus on the collaboration of educators and an examination of ongoing formative and summative student data
- Repeat the process

It is an ongoing cycle as we strive for high expectations for teaching and learning.

#### *Utilizing teacher leaders*

One of the lead teachers' primary roles is, with the administrative team (superintendent and two principals), to analyze student data and to create and institute an academic achievement plan for the school. Our Teacher Leadership and Compensation (TLC) lead teachers will collaborate with Professional Learning Communities (PLC) groups and provide demonstration lessons, implement coaching and team teaching, identify research-based instructional strategies, and serve as partners with the administrative team in determining additional necessary professional development.

Mentor teachers are actively involved in enhancing/supporting the teaching experience of teachers new to the profession. Through the district's executive leadership team (comprised of three administrators, Director of Curriculum and Innovation, Instructional Coach, model teachers, and mentor teachers), they participate in analyzing student data and shaping the schools' academic achievement plan. With oversight and support from the TLC lead teachers, they provide classroom-based follow-up and feedback on the instructional practices of new teachers.

Model teachers provide support to the system by providing "model classrooms" that the mentor and TLC lead teachers can help define. Model teachers are not expected to spend additional time coaching their colleagues, but they are expected to be actively engaged in learning ways to improve instruction to effectively reach students and results in increased achievement. Professional development extends into each classroom as lead teachers model lessons, observe instruction, and support teachers to improve their practice. In this way the professional development focuses on instructional strategies and student achievement data.

Lead, model, and mentor teachers will use group settings (PLC meetings) and individual opportunities (e.g. conferencing, model teaching) to help teachers build their skills. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. TLC lead teachers use student achievement data to analyze areas for improvement across the district; they address these areas of need in PLC groups and in building-wide or district-wide professional development.

**Using Part 8 application narrative from previous submission?** Yes

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

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

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

As stated earlier, the Northwood-Kensett Board of Education's Goals

- to increase the percentage of students at Northwood-Kensett who are performing at the proficient level each year, in reading, mathematics, and science. We will use data, information and best practice to guide this work. We will demonstrate that students are showing increased learning in all subject areas
- to create and sustain a working atmosphere where innovative thinking and risk taking is encouraged and innovation is an expectation of employees
- to promote a culture that focuses on student achievement, district initiatives and accomplishments, which are communicated between the staff, administration, board and stakeholders
- to sustain a healthy financial status while providing a quality education and providing top quality facilities and access to technology

The Teacher Leadership and Compensation grant's goals include

- attracting and retaining able and effective teachers with competitive starting salaries and enhanced leadership opportunities
- promoting collaboration and rewarding professional growth and effective teaching
- improving student achievement by strengthening instruction

Over the next year, the Northwood-Kensett School District has a plan to achieve the following objectives:

- Fidelity of implementation of the TLC Plan
- Identification of aspects that are going well
- Identification of aspects that need to improve
- Creation of an improvement plan for upcoming quarter
- Provides opportunity to quantify the success and impact of our efforts
- Number of teachers/instructional coaches/leadership team members who engage in classroom observations and the frequency of observations

- Number of teachers/instructional coaches/leadership team members who engage in co-planning and the frequency of co-planning
  - Number of teachers/instructional coaches/leadership team members who engage in co-teaching and the frequency of co-teaching
  - Allows staff and administration to share more anecdotal information to help us adjust and improve our efforts on an on-going basis
  - Results and feedback shared with various professional development/curriculum leadership groups to identify necessary next steps
  - Collect survey data from beginning teachers regarding mentoring support
  - Collect survey data from executive leadership team members
  - Identify strengths of support from consortium as well as leadership team members
  - Identify weaknesses and/or additional needed supports
  - Address any weaknesses and adjust TLC Plan accordingly for upcoming quarter
  - Analyze quantitative data regarding frequency of classroom observations, co-planning, and co-teaching of each lead teacher
  - Analyze beginning, midyear, and end-of-year universal screening data as well as progress monitoring assessments to guide next steps following the Iowa Professional Development Model
- Following progress using long-term data to discuss the district's
- How has our professional development aligned to focus on instructional changes that will help to meet student learning needs? What data do we have to show this?
  - How have our beginning teachers benefited from the utilization of master/mentor/model teachers? How have other teachers benefitted?

- What evidence do we have to show this?
- Have our student learning goals been met?
- What feedback are we getting from staff that indicate positive or negative results of the TLC program?

The Northward High School District will monitor and evaluate its TLC program, and the progress of the program, over the next two years. The district's TLC plan will be monitored and evaluated on an annual basis, and the results will be reported to the board of education.

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)**

The Northwood-Kensett Community School District has the leadership capacity within its teaching staff to successfully implement the Teacher Leadership Compensation (TLC) program. This has been proven over the past two years in the development of our Professional Learning Communities (PLCs). PLCs have become a part of the fabric at Northwood-Kensett. We do business under the assumption of collaboration, data driven decisions, and student achievement. Over the past two years of implementation of the PLC system, 19 teachers have risen to the challenge of becoming a part of the PLC leadership team. This team plans and guides the PLC time for the other teachers.

The Teacher Leadership Compensation program will align perfectly with our current professional development and our Professional Learning Communities. The Teacher Leaders will become part of the PLC planning committee and will help guide the teachers in professional development and best practices.

The TLC planning committee has created a plan to implement the Teacher Leadership and Compensation system with integrity for the 2015-16 school year. The plan includes:

- A rigorous selection process with selection committees in place that include parents, teachers and administrators
- A clear outline of qualifications and responsibilities for each role
- An evaluation system that examines the program's expectations and effectiveness
- Compensation that is enticing and justified for increased leadership duties and time commitments
- A variety of leadership roles and levels of leadership

Because we have cultivated an atmosphere of shared leadership and collaborative decision-making, implementing the Teacher Leadership Compensation system will seem to be just another step in the direction in which we have been headed for a number of years.

Teacher support of the plan and built-in checks and balances will aid the plan's sustainability. Checks and balances are included to assess and evaluate the effectiveness of the plan. This will allow for changes to the system if and when the following measures warrant it:

- The district's executive leadership team (three administrators, Director of Curriculum and Innovation, Instructional Coach, model teachers, and mentor teachers) will facilitate a twice-yearly progress update of the implementation of the TLC Plan with the District Advisory Committee, the school board, and PK-12 teachers through informational presentations and discussions.
- The administrative team (superintendent and two principals) will facilitate a twice-yearly formative review and an annual summative review of people filling the leadership positions and recommend additional training, resources, and supports as necessary for teachers to grow as teacher leaders.
- The district's executive leadership team will complete an annual review to determine the effectiveness of the program on distributive leadership, teacher effectiveness, and student achievement.
- The district's executive leadership team will complete an annual review of leadership roles as part of a coherent instructional improvement strategy. During this review, the team will look at data to determine if other roles are needed to advance district initiatives and increase leadership capacity among staff or to more directly impact student learning and achievement. The number and types of roles offered will also be analyzed to see if staffing is commensurate with district needs. The cohesiveness of the leadership roles will also be examined to ensure that the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals.

Communication with stakeholders is a vital piece to sustainability; therefore, the district will communicate regularly through the school website, district newsletter, local newspaper, and other public forums to keep all stakeholders informed about plan implementation and effectiveness.

## 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
Amount designated to fund the salary supplements for teachers in leadership roles.	\$41,000.00

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).	\$107,500.00
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>\$148,500.00</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.*

<b>Certified Enrollment Number</b>	512.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$158,115.84
<b>Total Allocation</b>	\$158,115.84

## Other Budgeted Uses - Description

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

## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	\$148,500.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
<b>Remaining Allocation to be Budgeted</b>	<b>\$9,615.84</b>

## Budget Alignment

Using Part 10 application narrative from previous application? **Yes**

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



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