



Application

70554 - Teacher Leadership and Compensation (TLC) System

72881 - Norwalk TLC System Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Organization Information

Organization Name:	Norwalk Community School District
Organization Type:	K-12 Education
Tax ID:	42-0891596
DUNS:	

Organization Website: www.norwalk.k12.ia.us
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Recipient Information

District Norwalk Community School District
Use the drop-down menu to select the district name.

County-District Number 91-4797
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Dr.

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Norwalk's TLC Planning – A Collaborative, Data-Driven Process

Our TLC plan was developed collaboratively and as a result of consensus building by the planning team. Because of the value we placed on engaging all of our stakeholders, we met as a team several times and in multiple settings to ensure that our plan was a true reflection of meaningful collaboration between teachers, parents and administrators. Consisting of 18 teachers, 2 building principals, 1 district administrator, and 5 parents, our TLC Planning Team functioned as a professional learning community. As a PLC, we engaged in data analysis to identify our current reality and define our TLC vision and goals statement.

Our Vision and Goals Statement

Norwalk Community School District's mission states that "our primary mission is to provide maximum learning opportunities in a safe environment for all children of the district, so each individual may make a positive contribution to their community and remain a life-long learner." Aligned with this mission is the belief that refining and enhancing the practice of our classroom teachers elevates student learning and promotes excellence as a value for all professionals in the organization. In order to realize the vision of college and career readiness for every student in Norwalk, we must enhance the career opportunities for every teacher to engage in a variety of leadership roles that drive practice, policy and continuous improvement in our system. The goals of Norwalk's Teacher Leadership and Compensation System are:

1. To improve student achievement through systemic, comprehensive instructional coaching.
2. To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model.
3. To ensure that all students receive access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.
4. To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.
5. To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

Our TLC Roles

Our plan defines 45 roles that will create increased teacher leadership opportunities for more than 25% of our teaching staff. While each role serves a differentiated purpose, they are all part of a cohesive instructional improvement plan that is targeted to Norwalk's specific school improvement goals. Compensation amounts are based on additional days and range from \$3,500 to \$10,500.

Instructional Coaches: We have defined 12 instructional coaching roles with different areas of expertise (reading, math, general strategist, special education, and technology). Instructional coaches will teach 50% and coach 50%, work 10 additional days, and be paid a stipend of \$7,000.

Curriculum and Assessment Lead Teachers: We have defined 15 curriculum and assessment lead teacher roles in every content area. Curriculum and assessment lead teachers will teach 100% of the day, work 8-15 additional days, and be paid a stipend of \$5,600 to \$10,500. Flexible sub time will be available for lead teachers.

Lead Mentor Teachers: We have defined 4 lead mentor teachers to facilitate K-12 mentoring and induction. Lead mentors will teach 100% of the day, work 10 additional days, and be paid a stipend of \$7,000. Flexible sub time will be available for lead mentors.

PLC Lead Teachers: We have defined 9 PLC lead teacher roles to facilitate the PLC process. PLC lead teachers will teach 100% of the day, work 5 additional days, and be paid a stipend of \$3,500.

AIW Lead Teachers: We have defined 5 AIW lead teacher roles to facilitate the AIW process. AIW lead teachers will teach 100% of the day, work 5 additional days, and be paid a stipend of \$3,500.

Norwalk's TLC System as a Cohesive Instructional Improvement Model

While every role in Norwalk's TLC system is intended to improve student learning and achievement through strengthening instruction, each role was designed to serve a differentiated, targeted school improvement focus in line with the Iowa Professional Development Model. At the center of our system are the instructional coaches whose focus will be to model, co-teach and observe lessons to ensure that teachers receive feedback necessary to improve practice. Our curriculum and assessment lead teachers will facilitate the development of a guaranteed and viable curriculum aligned to the Iowa Core as well as support the development of common formative assessments to ensure that every student learns at a high level. As an addition to our mentoring program, mentor teachers will engage in non-evaluative observation and feedback cycles with all 1st and 2nd year teachers, fostering competency, confidence and reflection with their mentees. Lead mentors will coordinate

induction and provide guaranteed in-building support for our novice teachers. Both PLC and AIW lead teachers will coach at the team level by facilitating collective inquiry and maintaining a focus on learning, results, and collaboration.

Building Capacity to Implement our TLC System

Stephanie Hirsch and Joellen Killion (2009) write, "*Capacity matters. When people engaged in reform efforts have the necessary knowledge, skills, and practices associated with the reform, the reform has greater potential for success.*" Norwalk must continue to build a PLC culture at every level of our organization to ensure that all key staff has the knowledge, skills and practices to sustain our TLC system. Becoming a professional learning community means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. In Norwalk's PLC culture, teacher leaders will work alongside other teachers, principals and school administrators to realize our goal of "elevating student learning and promoting excellence as a value for all."

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

TLC Model Number

Model 3 Comparable Plan

Narrative

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

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan

- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

Norwalk utilized planning grant funds to pay for teachers to participate in the process and to purchase resources and materials for the team to use to study and develop recommendations. Our planning grant funds were directly focused on enabling the following goals:

- Ensuring a wide range of voices (18 teachers, 5 parents, 3 administrators) to include diverse perspectives and a range of expertise were a fundamental part of the planning process.
- Providing resources (teacher leadership research, guidance and support materials, district staff and student achievement data) so that our planning team could engage in shared learning and meaningful, relevant data analysis.
- Supporting opportunities for our planning team to engage in collaboration and learning with external resources (Heartland's TLC Grant Planning Workshops and SAI's TLC Workshops).

As a district, we made a fundamental choice to use our planning grant funds to analyze our local context, to develop our internal capacity through collective inquiry, and to collaborate as members of a larger professional learning community. In prioritizing these values, we were able to develop a plan that is directly connected to our values, student learning needs, and professional development goals.

Norwalk TLC Planning Team Membership 2013-14

Stakeholder Group	Name and Position
Teachers	<ul style="list-style-type: none"> •Leah Cole - Pre-K •Mel Scallon - 1st •Tina Wolff – 2nd •Shelly Vroegh – 3rd •Jenny Sinclair – 4th •Heather Tobey - 5th •Monica Heglund – 5th •Carol Wheeler – SPED •Christie Beving – 6 English •Ashley Prieksat – MS Computers •Kathy Riemersma – MS Art •Charity Campbell – MS PE •Kari Dawson – 8 Math •Doug Richardson 8 Science •Andy Mogle – HS FCS •Leah Alliman – HS Social Studies •Johanna MacKenzie – French •Chris Kurtt – HS Science
Parents	<ul style="list-style-type: none"> •Lisa Carlson – Oviatt •Amysue O'Connor Hopkey – Lakewood •Lisa Adams – Norwalk MS •Stacey Bowles – Eastview MS •Deb Phipps – Norwalk HS
Administrators	<ul style="list-style-type: none"> •Amy Gage, Secondary Curriculum Director •Sheila Taylor, Oviatt Principal •Beth Ward, Norwalk MS Principal

Because of the value we placed on engaging all of our stakeholders, we met as a team several times and in multiple settings to ensure that our plan was a true reflection of meaningful collaboration between teachers, parents and administrators. Our goal has been to establish a transparent process for stakeholders to be informed, ask questions, and provide input *throughout the development* of our district plan. Meeting dates and abbreviated agendas are included below to provide a clear description of how each stakeholder group was engaged in the planning process and contributed to the development of our plan:

Date	Planning Progress and Outcomes
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Oct. 16	First planning team meeting: developed norms, discussed the change process, divided into jigsaw study groups
Oct. 28	TLC Overview for the Board of Education
Oct. 30	Planning team subgroup attended Heartland TLC Grant Workshop
Oct. 30	Planning team meeting: Jigsaw groups met and learned about mentoring, teacher leadership, job-embedded PD, and model teacher leader standards
Nov. 13	Planning team subgroup attended Heartland TLC Grant Workshop
Nov. 20	Planning team meeting: Action Research – Where are we now? Where do we need to be? How will TLC get us there?
Dec. 2	Planning team subgroup attended Heartland TLC Grant Workshop
Dec. 9	Update on the progress of the TLC Planning Team to the Board of Education
Dec. 10	Planning team subgroup attended SAI Teacher Leadership Workshop
Dec. 11	Planning team meeting: Draft roles and responsibilities, offer feedback and generate FAQs
Dec. 20	TLC article published in the district newsletter
Jan. 7	TLC Town Hall Meetings at Eastview MS and Norwalk HS
Jan. 8	Planning team meeting: Evaluate Norwalk's TLC grant draft using the DE rubric
Jan. 9	TLC Town Hall Meetings at Norwalk MS
Jan. 13	Planning subgroup attended Heartland TLC Grant Workshop
Jan. 13	Final TLC Plan presented to the Board of Education
Jan. 14	TLC Town Hall Meetings at Lakewood Elem.
Jan. 15	TLC Town Hall Meetings at Oviatt Elem.

Commitment to and Support for Norwalk's TLC Plan

Very early in the process, the planning team identified a strong communication plan as a necessary component of our work together. Two planning team members shared the following at our October 16th meeting:

- “Open communication is vital! It is important that everyone involved is able to understand what the TLC system is all about and how it will benefit both teachers and students. Working together in PLC's is a great start to building those collaborative relationships that are such a vital part of this new system.”
- “The community and school board should constantly be aware of what we are working on. We have already built enthusiasm through incorporating parents, teachers and administrators into the TLC Planning Committee. We can continue to share this enthusiasm to the community by sharing progress.”

Our planning team members are the first line of communication to our stakeholders, with each member sharing minutes from each meeting with various groups and bringing back feedback and questions. Planning team input was sought at every level throughout the planning process. The staff offered feedback on multiple surveys, allowing the team to craft a plan representative of the group's values. Several planning team members contributed newsletter articles, emails, and informal presentations at their buildings. Additionally, our Board of Education received updates on our progress at their October 28th, December 9th, and January 13th meetings. In the later stages of the planning process, town hall style meetings were held in every building in the district to gather feedback, engage in open dialogue, and build enthusiasm for Norwalk's TLC System. Because of the value we placed on actively building a positive culture for teacher leadership, we have a significant amount of support at every level of our system (parents, teachers, administrators, and the board).

Narrative

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

Developing Norwalk's Vision and Goals – A Collaborative, Data-Driven Process

Norwalk's Vision and Goals Statement for our TLC plan was developed collaboratively and as a result of the planning team's consensus building. Consisting of 18 teachers, 2 building principals, 1 district administrator, and 5 parents, our TLC Planning Team functioned as a professional learning community. As a PLC, we engaged in data analysis to analyze our current reality and define our TLC vision and goals statement.

Data Analysis of Norwalk's Current Reality

Our planning team studied a wide range of data points, beginning with relevant student achievement data. While Norwalk has made steady gains in reading and math, our planning team identified noticeable dips in reading achievement beginning in 6th grade. Over the past five years, the percent of students' scoring proficient or advanced proficient drops an average of 8% from 5th grade to 6th grade as seen on the IA Assessment Reading. Through focused PD, Norwalk has targeted these reading gaps by collectively studying content area reading strategies, writing-to-learn strategies, LETRS training, differentiated instruction, and assessment for learning. This professional development has led to steady growth, but our planning team concluded that much of that growth has largely flat-lined in the past couple of years. We identified job-embedded coaching as a needed support to ensure that high-leverage instructional strategies are being implemented with fidelity. We also reviewed five years of data from our mentoring and induction program and were able to draw a number of conclusions from this review. Identified goals include the need to (1) increase the amount of PD about the Iowa Core, (2) increase the amount of time for mentors and mentees to collaborate, and (3) include model teaching/co-teaching/observation cycles as a required part of mentoring and induction. Our team also analyzed the purpose and membership of our current teacher leadership groups. We determined that many of our existing teacher leader groups focused on communication and sharing information rather than instructional and PD leadership.

Norwalk's Local and State School Improvement Goals

Last year, Norwalk worked with Dr. Elizabeth City from Harvard's Graduate School of Education to work through a *Strategy in Action* protocol. This process allowed us to evaluate our current initiatives and create a vision to improve teaching and learning moving forward. The following are the school improvement efforts we have defined as a result of this work.

Iowa Core Implementation

Norwalk is in the process of developing and implementing curriculum aligned to the Iowa Core in all grades and content areas. While we are well into this journey, we know that implementing curriculum that is guaranteed and viable for every student is an ongoing journey that requires constant monitoring, coaching, feedback and adjustment.

Norwalk's Pillars of Teaching and Learning

The Iowa Core defines essential content and instruction that all students must experience. In Norwalk, all teachers will utilize the Characteristics of Effective Instruction (student-centered classrooms, rigor and relevance, teaching for understanding, teaching for learner differences, and assessment for learning) as an instructional framework.

A Multi-Tiered System of Supports (MTSS)

To ensure that every student achieves the rigorous standards of the Iowa Core, we must develop a K-12 multi-tiered system of supports. We will identify struggling as well as advanced learners who require additional and differentiated instruction to meet their needs. We will then provide evidence-based instructional interventions and supports to ensure we meet the needs of all students. As a part of this framework, we will utilize balanced assessment to make decisions based on accurate, relevant data.

Professional Learning Communities

In Norwalk, we believe that professional learning communities are the vehicle to ensure a focus on learning, results and the collaboration needed to effectively implement the Iowa Core, our Pillars of Teaching and Learning, and an MTSS framework. As a part of this work, we value the PLC process to ensure that every student learns. In our secondary schools, teachers also use the Authentic Intellectual Framework (AIW) as a collaborative vehicle to improve instruction, student tasks, and student performance.

Norwalk TLC Vision and Goals Statement:

Norwalk Community School District's mission states that "our primary mission is to provide maximum learning opportunities in a safe environment for all children of the district, so each individual may make a positive contribution to their community and remain a life-long learner." Aligned with this mission is the belief that recruiting, retaining and refining the practice of our classroom teachers elevates student learning and promotes excellence as a value for all professionals in the organization. In order to realize the vision of college and career readiness for every student in Norwalk, we must enhance the career

opportunities for every teacher to engage in a variety of leadership roles that drive practice, policy and continuous improvement in our system.

The goals of Norwalk's Teacher Leadership and Compensation System are:

1. To improve student achievement through systemic, comprehensive instructional coaching.
2. To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model.
3. To ensure that all students receive certain access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.
4. To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.
5. To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

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

Norwalk built the vision and goals for our TLC plan around the school improvement structures, processes and initiatives that, through data analysis and shared learning, we have clearly identified as essential focuses on our journey of continuous improvement. As our plan was built around these goals moving forward, we will provide a more comprehensive explanation of how our TLC system will connect to and strengthen these key initiatives through the lens of each of those goals below:

Goal #1: To improve student achievement through systemic, comprehensive instructional coaching.

Through the planning process, our team clearly identified job-embedded instructional coaching as an essential part of our TLC system. The instructional coaching roles will be built around our measurable areas of growth and needed support as a system, including literacy, math, special education, and technology. While each role is related to a system goal, each building will be able to articulate more specific outcomes. Instructional coaching on a systemic level will enable us to strengthen the connection between all of our school improvement efforts and will improve the implementation of strategies into classroom practice.

Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM.

Collaboration is an essential component of the IPDM, and Norwalk's TLC system provides for improved coaching and facilitation for teams of teachers as they engage in critical collaborative practices. As a district, we embrace both PLCs as well as AIW as collaborative structures for our teachers. These routines are deeply embedded in Norwalk's culture, and supporting increased teacher leadership opportunities will ensure that teachers drive the collaborative process. In our TLC system, PLC and AIW lead teachers will engage teams in developing and committing to norms of collaboration, support the development of common formative assessments around prioritized Iowa Core standards, analyze data to identify students in need of additional support (either through intervention or acceleration), and facilitate lesson study and reflective dialogue as a means to improve student learning.

Goal #3: To ensure that all students receive certain access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.

The Iowa Core curriculum is the foundation of Norwalk's Vision of Teaching and Learning as it defines the essential learning outcomes for our students. It is our responsibility as a system to ensure guaranteed access to the Iowa Core curriculum, and as such, the development and implementation of our curriculum is a key goal of our TLC system. In analyzing key Iowa Core implementation data, our planning team recognized this need, and as a result, they defined curriculum and assessment lead teacher roles for every content area to facilitate the review, writing and implementation of curriculum aligned with the Iowa Core in all content areas. Using a backwards design model, curriculum and assessment lead teachers will co-facilitate the curriculum review process, engage teachers in professional development around best practice specific to the content area, and monitor the implementation of the curriculum by generating and analyzing common formative assessment data.

Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.

In Norwalk, our mission is to ensure that each learner is ready for the rigorous demands of college and career. As a result, we have been focused as a district to define a multi-tiered system of supports that meets the academic and behavioral needs of every learner. Curriculum and assessment lead teachers will ensure that curriculum creates a rigorous universal core for all students. As a specialty position, we have added a student services lead teacher who will work closely with the curriculum directors to engage in an annual review process of our At-Risk/DOP, Talented and Gifted, and ESL services. PLC and AIW lead teachers will lead colleagues in analyzing common formative assessment data to identify students in need of additional supports and then identify new strategies to implement to close their gaps. Instructional coaches (literacy, math, SPED and technology) will engage in demonstration teaching, co-teaching and observation cycles with teachers to support their ability to implement effective, evidence-based instructional strategies. Both lead mentor and mentor teachers will provide additional professional development, coaching and support to our first and second year teachers as they refine and improve their toolkit of instructional strategies.

Goal #5: To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

As a part of our planning process, we engaged in a rigorous review of our mentoring and induction program. As a result, we designed the following four program improvements as a part of our TLC plan. First, we will allocate and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning. Second, we will review the essential learning outcomes within the induction professional development and align them to the Iowa Core, the Characteristics

of Effective Instruction, and the Heartland AEA supported programming. Third, we will create two levels of mentoring supports (Mentors and Lead Mentors) to ensure that novice teachers receive the collaboration necessary to build confidence, competence and reflective practice. And last, we will ensure that every mentor is trained in highly effective mentoring and coaching strategies and routines.

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

Analysis of the Effectiveness of Norwalk's Mentoring and Induction Program

As a part of the design process, our TLC Planning Team engaged in an extensive review of five years of data related to our mentoring and induction program. This data included teacher retention data, informal survey and feedback data gathered yearly from our mentees, and program review data gathered from all stakeholders (mentees, mentors, lead mentors, and evaluators) involved in our program in the last five years. We were able to identify several meaningful data points that helped us to consider both the areas of effectiveness in our mentoring and induction program as well as our areas of improvement.

Areas of Effectiveness

- Over 80% of our mentees felt their mentor was collaborative and modeled the value of continuous improvement.
- Approximately 75% of our mentees believed they benefitted from expanded learning opportunities through our mentoring and induction program.
- 73% of our mentees and mentors felt that our district actively encourages and enables our teachers to step into leadership roles.

Targeted Areas of Improvement

- 62% of teachers mentors and mentees, at best, were able to meet on a monthly basis.
- 63% of teachers were never observed in a non-evaluative setting by a mentor teacher. Of those who were observed, only 23% were offered any kind of feedback.
- 84% of teachers have never been provided release time to engage in non-evaluative observation and feedback conferences
- 71% of mentors felt they did not receive adequate training to support their mentees.
- Only 8% of teachers felt they received adequate training around the Iowa Core as a part of mentoring and induction

How our TLC Plan helps us to Close our Gaps

In response to our program review data, we set four goals for how the TLC system would improve our mentoring and induction program. Our goals and how we plan to target those gaps with teacher leadership roles and funding are described below:

Goal #1: Prioritize and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning.

The TLS funding will be used in part to provide release time to lead mentors, mentor teachers, and 1st and 2nd year teachers to meet and engage in job-embedded professional development during the school day. Mentor teachers will be required to support 1st and 2nd year teachers through a minimum of 4 non-evaluative observation cycles a year. This could be an opportunity for mentor teachers to model or co-teach in a mentee's classroom. It could also be an opportunity to observe a mentee and provide non-evaluative feedback through a coaching model. This shift will ensure the mentoring relationship is focused on improving instructional practice directly in the classroom.

Goal #2: Review the essential learning outcomes within the induction professional development and align them to the Iowa Core, the Characteristics of Effective Instruction, and the Heartland AEA supported programming.

Currently, induction courses take place outside of the school day for our first and second year teachers and the mentors that support them. With TLS funding, it is our intent to pull induction learning into the school day through release time as well as job-embedded observation cycles. Having lead mentors facilitate the induction learning will allow mentor teachers to learn alongside their mentees and follow up with job-embedded coaching and feedback to improve the transfer and implementation of new skills. All lead mentors will have training to ensure that they develop learning targets that support new teachers in implementing the Iowa Core and the Characteristics of Effective Instruction.

Goal #3: Create two levels of mentoring supports (Mentors and Lead Mentors) to ensure that novice teachers receive the collaboration necessary to build confidence, competence and reflective practice.

Each building will have an assigned lead mentor teacher who will coordinate the mentoring supports for both the mentors and mentees. They will collect, analyze and respond to formative feedback from mentoring pairs to ensure the effectiveness of the program. They will foster the development of competence, confidence and genuine reflection between mentoring pairs as a part of induction learning. This will allow mentor teachers to focus on job-embedded professional development for all 1st and 2nd year teachers through non-evaluative observations cycles to take place directly in the classroom. Substitute hours will be offered to lead mentors and mentors to ensure they have the flexibility of schedule needed to meet with the mentee.

Goal #4: Ensure that every mentor is trained in highly effective mentoring and coaching strategies and routines (for example, *Mentoring Matters* and *Cognitive Coaching*).

Data collected from mentors revealed that they did not feel they were offered enough ongoing professional development in mentoring and coaching skills to provide adequate support to mentees to implement the Iowa Core. Lead mentors will be

responsible for providing coaching and support to both mentors and mentees to support mentors in their role with teachers. Further, the planning team supports the recommendation that the mentor teacher role would be a supplemental role to other teacher leader roles in the TLC system. In other words, every mentor teacher will also be serving as an instructional coach, a curriculum and assessment lead teacher, or a PLC or AIW lead teacher. This will ensure the kind of release time, professional development and collaborative training needed to be a highly effective mentor. Teacher leaders also serving as mentors will receive the \$1,000 mentoring stipend in addition to the TLS stipend.

Narrative

Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

a)Description of the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

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

Norwalk's TLC system includes 9 differentiated, multiple and meaningful roles meant to engage 45 members (or 25% of our teaching staff) in leadership positions focused on improving student learning through job-embedded professional development. These roles range in compensation from \$3,500 to \$10,500 depending on the number of additional days required.

TLC Role	Responsibilities	Time Percentages
<p style="text-align: center;">Instructional Coach</p>	<ul style="list-style-type: none"> • Design and facilitate professional development in accordance with the Iowa Professional Development Model • Engage in observation cycles with teachers (including pre and post observation conferences) to provide feedback and improve instructional practice • Model or co-teach lessons to facilitate job-embedded professional development • Plan and deliver professional learning activities designed to improve knowledge of instructional strategies • Serve as a model of exemplary teaching practice • Support teacher growth and reflective practice • Formulate action plans collaboratively to facilitate instructional improvement • Work with and train teachers to provide evidence-based interventions within an RTI-MTSS framework • May serve as a mentor teacher 	<p style="text-align: center;">50% teaching, 50% coaching 10 additional days</p>

<p>Special Education Coach</p>	<ul style="list-style-type: none"> • Design and facilitate professional development in line with the Iowa Professional Development Model to support staff in meeting the needs of all learners • Support the implementation of professional development through job-embedded coaching • Collaborate with both special and general education staff members to analyze progress data and designing and implementing evidence-based instructional strategies to improve learning outcomes for students • Model and co-teach lessons to facilitate job-embedded professional development around targeted interventions within an RTI-MTSS framework • Research and provide resources regarding specific strategies for instruction and classroom management • Assist staff with collecting and analyzing achievement data to monitor student progress • Facilitate the development and assist in the review of IEPs collaboratively as a part of the IEP team • May serve as a mentor teacher 	<p>50% teaching, 50% coaching 10 additional days</p>
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<p>Technology and Data Coach</p>	<ul style="list-style-type: none"> • Design and facilitate professional development in line with the Iowa Professional Development Model • Model or co-teach lessons to facilitate job-embedded technology professional development • Supports peers in integrating technology into instruction • Analyze state and local assessment data to identify student trends and common areas to strengthen • Plan and deliver professional learning activities designed to improve knowledge of technology or the use of data to inform instruction • Facilitate the use of assessment databases and data management tools to facilitate the use of student data at the classroom level • Collaborate with district and building technology and curriculum staff to maintain technology equipment and infrastructure • May serve as a mentor teacher 	<p>50% teaching, 50% coaching 10 additional days</p>
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<p>Lead Mentor</p>	<ul style="list-style-type: none"> •Coordinate and facilitate the 1st and 2nd year induction program and professional development •Mentor all career teachers new to the district •Improve entry into the profession by fostering competency, confidence, reflection for novice teachers •Support the development of a body of evidence (portfolio) for all 1st and 2nd year teachers •Collect, analyze and respond to formative feedback from both mentors and mentees to ensure the effectiveness of the program •Collect and maintain a record of interactions between mentors and mentees •Serve as a model of positive relationships with students, staff and administration •Foster the development of positive relationships between mentees and mentors •Foster the belief that all students can learn at high levels 	<p>100% teaching 10 additional days</p>
<p>Mentor</p>	<ul style="list-style-type: none"> •Engage in a minimum of two non-evaluative observation cycles per semester focused on improving instructional practice and/or to facilitate the development of content expertise •Log and document time spent engaged in mentoring and learning-focused interactions •Help design and support the mentee's goals in the Iowa Teacher Professional Development Plan •Improve entry into the profession by fostering competency, confidence, and reflection for novice teachers •Serve as a model of positive relationships with students, staff and administration •Foster the belief that all students can learn at high levels 	<p>100% teaching Additional days based on primary TLC role</p>

<p>Student Services Lead Teacher</p>	<ul style="list-style-type: none"> • Work with the Directors of Curriculum to engage an annual program review process for at-risk/dropout prevention, gifted and talented, and ESL services. • Support the development of a districtwide multi-tiered system of supports for both academics and behavior • Collect and analyze data to inform programming decisions for individual students • Support the development of Personalized Education Plans (PEPs) for targeted populations of students • Plan and deliver professional learning activities in accordance with the Iowa Professional Development Model to support staff in meeting the needs of all learners • Coach and support teachers through the change process • Foster the belief that all students can learn at high levels • May serve as a mentor teacher 	<p>100% teaching 15 additional days</p>
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<p>Curriculum and Assessment Lead Teacher</p>	<ul style="list-style-type: none"> •Co-facilitate the curriculum review process with the Directors of Curriculum and the curriculum leadership team •Articulate, align and unpack district priority standards to ensure a K-12 guaranteed and viable curriculum aligned with the Iowa Core •Develop pacing guides and consensus maps for each grade level/course •Lead the curriculum leadership team in the selection of resources designed to support the curriculum •Facilitate the development of common assessments aligned to the district priority standards •Assist in monitoring the implementation of curriculum - recommend changes to the program through the program of studies process •Coach and support teachers through the change process •Foster the belief that all students can learn at high levels •Plan and deliver professional learning activities in accordance with the Iowa Professional Development Model that are designed to improve knowledge of content, curriculum or assessment and lead to improved student outcomes •Manage and coordinate the distribution of curriculum resources •May serve as a mentor teacher 	<p>100% teaching 8-15 additional days</p>
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<p>PLC Lead Teacher</p>	<ul style="list-style-type: none"> •Lead a team based on subject, course and/or grade level content to achieve PLC goals •Lead teams in preparing and utilizing norms •Lead the creation of common formative assessments •Facilitate data analysis by using protocols to improve student learning •Provide training and learning opportunities to support the implementation of the PLC process •Collaborate with building principals and instructional coaches to improve instruction and student achievement •Maintain agendas and minutes •May serve as a mentor teacher 	<p>100% teaching 5 additional days</p>
<p>AIW Lead Teacher</p>	<ul style="list-style-type: none"> •Coordinate and facilitate AIW site visits •Coordinate and facilitate leader meetings •Create and distribute AIW schedule, website templates, and resources to AIW teams •Provide training and support for new and veteran AIW teachers •Observe and participate in AIW scoring sessions •Co-plan lessons and instructional strategies that include construction of knowledge through higher-order thinking, disciplined inquiry, and value beyond school •Conduct CIP observations, analyze and report data to administration and staff to monitor the implementation of AIW •Serve as a communication liaison for central office, building administrators, team leaders and individual team members •Trained in exemplary mentoring and induction practices 	<p>100% teaching 5 additional days</p>

Norwalk’s TLC System as a Cohesive Instructional Improvement Model

While every role in Norwalk’s TLC system is intended to improve student learning and achievement through strengthening instruction, each role was designed to serve a differentiated, targeted school improvement focus. At the center of our system are the instructional coaches. Each building will have a minimum of two instructional coaches, and no matter the area of expertise of the coach (reading, math, special education, data, technology), their focus will be to model, co-teach and observe lessons to ensure that professional development is job-embedded and that teachers receive the feedback necessary to improve practice. Our curriculum and assessment lead teachers will facilitate the development of a guaranteed and viable curriculum

aligned to the Iowa Core, and as a part of the PLC process, will support the development of common formative assessments designed to ensure that every student learns at a high level. Mentor teachers will engage in non-evaluative observation and feedback cycles with all 1st and 2nd year teachers, fostering competency, confidence and reflection with their mentees. Lead mentors will coordinate induction and provide guaranteed in-building support for our novice teachers. Both PLC and AIW lead teachers will coach at the team level by facilitating collective inquiry and maintaining a focus on learning, results, and collaboration.

Improved Student Learning through Systemic PD

In the IPDM, all professional development goals should be targeted to support student needs identified through data analysis. In Norwalk's TLC system, teacher leaders will coach Building Improvement Teams, PLCs and individual teachers in data analysis to develop targeted learning goals. As the next step, teacher leaders will study research and evidence-based instructional strategies to close the identified student learning gaps. If teacher leadership is to truly transform our professional development structure, it must transcend the large group delivery model. All of our roles will facilitate PD at the school, team, and individual teacher level. There is no limit to when this may take place, though our weekly Wednesday early-outs, common PLC planning times, and AIW team meetings will be the primary collaborative vehicles. Teacher leaders will also engage in peer coaching with individual teachers to model, co-teach and observe instruction through observation cycles. This will insure the feedback and reflection needed to truly impact instruction and student learning.

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a)Measures of effectiveness

b)Professional growth

Norwalk has developed a rigorous selection process that includes multiple, meaningful measures of effectiveness and professional growth. This section will describe detailed criteria for each role, the purpose and role of each selection tool, and a brief description of the district and site based review councils.

District Selection Criteria

As a part of the Norwalk’s TLC selection process, all teachers will take the Teacher Leader Self-Assessment from the Center for Strengthening the Teaching Profession. This tool is intended to help teachers identify individual areas of strength and growth in a number of teacher-leader domains, including working with adult-learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. The purpose of including such a tool in the selection process is to give all teachers a reflective opportunity designed to help them set goals for effectiveness and professional growth moving forward. Additionally, it provides useful information in the selection process as to relative strengths of individual teachers as leaders.

All teachers applying for a teacher leadership role will also provide a written response to the following prompt: *Read through the job responsibilities for the specific role for which you are applying. In writing, please describe the experiences, expertise, and attributes you have that would enable you to be **effective** and **grow yourself and others professionally** in this role.* Because each teacher leader has differentiated responsibilities, additional criteria may be a part of the selection process for each TLC role (see chart below).

Danielson Rubric Selection Criteria

Norwalk will utilize rubrics from Charlotte Danielson’s Framework for Professional Practice (2013 ed.) as measurable tools in the selection process. Using the Danielson Frameworks will ensure that:

1. each teacher leader is held to a similar high standard of professional practice,
2. we utilize a shared understanding of effective teaching as a part of the selection process, and
3. we show an alignment to the Iowa Teaching Standards.

Each prospective teacher leader will submit an artifact that they believe demonstrates a minimum of “Proficient – Level 3” for each of the Danielson rubrics aligned to the TLC role (see alignment in the chart below). The site based review council will review the body of artifacts submitted by each candidate using the Danielson rubrics.

A description of the specific selection criteria and measures of effectiveness and professional growth for each role are listed below:

TLC Role	District Criteria	Danielson Criteria
<p align="center">Instructional Coaches</p>	<ul style="list-style-type: none"> • Teacher Leader Self-Assessment • Written Reflection • Interview • Demonstrated instructional expertise and effectiveness • Demonstrated effectiveness facilitating adult learning 	<p>Effectiveness:</p> <ul style="list-style-type: none"> • Planning and Preparation – 1e • Classroom Environment – All • Instruction – All <p>Professional Growth:</p> <ul style="list-style-type: none"> • Professional Responsibilities - 4a, 4d, 4e, 4f
<p align="center">Curriculum and Assessment Lead Teachers</p>	<ul style="list-style-type: none"> • Teacher Leader Self-Assessment • Written Reflection • Interview • Demonstrated content, curriculum and assessment expertise • Demonstrated knowledge of the Iowa Core 	<p>Effectiveness:</p> <ul style="list-style-type: none"> • Planning and Preparation – All • The Classroom Environment – 2b • Instruction – 3a, 3d <p>Professional Growth:</p> <ul style="list-style-type: none"> • Professional Responsibilities - 4a, 4d, 4e, 4f

<p>PLC and AIW Lead Teachers</p>	<ul style="list-style-type: none"> •Teacher Leader Self-Assessment •Written Reflection •Interview •Demonstrated effectiveness as a member of a collaborative team 	<p>Effectiveness:</p> <ul style="list-style-type: none"> •Planning and Preparation – 1c, 1f •The Classroom Environment – 2b •Instruction – 3d, 3e <p>Professional Growth:</p> <ul style="list-style-type: none"> •Professional Responsibilities - 4a, 4d, 4e, 4f
<p>Lead Mentor Teachers</p>	<ul style="list-style-type: none"> •Teacher Leader Self-Assessment •Written Reflection •Interview •Demonstrated effectiveness as a mentor 	<p>Effectiveness:</p> <ul style="list-style-type: none"> •Planning and Preparation – 1a, 1b •The Classroom Environment – All •Instruction – 3a, 3c, 3e <p>Professional Growth:</p> <ul style="list-style-type: none"> •Professional Responsibilities - 4a, 4d, 4e, 4f
<p>Mentor Teacher</p>	<p>The mentoring role is in addition to a teacher's primary leadership role. As a result, mentors have already completed the rigorous selection process.</p> <p>When mentors are being assigned as new teachers are brought into our system, we will have an abbreviated selection process for assigning a mentor to a 1st or 2nd year teacher. Assignments will be recommended by the building principal and the Lead Mentor and will based on the needs of the novice teacher.</p>	<p>*See primary teacher leadership role requirements.</p>

Building (Site) and District Review Councils

The district will have two district review councils. One will accept and review applications for assignment or reassignment to all curriculum and assessment lead teacher roles. The other will accept and review applications for assignment or reassignment to all lead mentor roles. Each district review council will be comprised of an equal number of teachers and administrators from across the district and will make recommendations regarding the applications to the Superintendent. Any teacher applying to be a curriculum and assessment lead or a lead mentor may not serve on a district review council.

Each building will have a review council comprised of an equal number of teachers and administrators from that building. Building (site) based review councils will accept and review applications for assignment or reassignment to all instructional coaching roles and PLC or AIW lead teacher roles and make recommendations regarding the applications to the Superintendent. Any teacher applying to be an instructional coach or a PLC or AIW lead teacher may not serve on a site based review council.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Creating Job-Embedded Professional Development

In the IPDM, all professional development goals should be targeted to support student needs identified through data analysis. In Norwalk's TLC system, teacher leaders will coach Building Improvement Teams, PLCs and individual teachers in data analysis to develop targeted learning goals. As a next step, teacher leaders will study the research and evidence base and select instructional strategies to close the identified student learning gaps. This process ensures that the content selected and developed for PD is relevant to each building, team and individual teacher.

Delivering Job-Embedded Professional Development

A major goal of our planning team was to design roles that would allow teachers the type of support needed to effectively implement professional development. If teacher leadership is to truly transform our professional development structure, it must transcend the large group delivery model. All of our roles will facilitate PD at the school, team, and individual teacher level.

There is no limit to when this may take place, though our weekly Wednesday early-outs, common PLC planning times, and AIW team meetings will be the primary collaborative vehicles. Teacher leaders will also engage in peer coaching with individual teachers to model, co-teach and observe instruction through observation cycles. This will insure the feedback and reflection needed to truly impact instruction and student learning.

Norwalk's TLC System and The Iowa Professional Development Model

Collecting and Analyzing Student Data

Instructional coaches will engage in ongoing analysis of student performance data in collaboration with Building Improvement Teams. This data will include, but is not limited to: Iowa Assessment data; AIMSweb screening data for reading, math and behavior; ACT, AP and Compass data; and Instructional Practices Inventory walkthrough data. On K-12 curriculum leadership teams, our curriculum and assessment lead teachers will engage in analysis of formative district benchmark data to determine the effectiveness of our programming as well as identify areas of student need. At the PLC and AIW team level, teachers analyze student work to identify areas of collective inquiry. As a result, professional development at every level – district, building and team – will be data-driven and targeted to student needs.

Goal-Setting

Instructional coaches as well as curriculum and assessment lead teachers will play a direct role in defining these goals at the building level in a way that will align with the district and board annual improvement goals as a part of the Comprehensive School Improvement Plan (CSIP). PLC and AIW leaders will facilitate SMART goal-setting and progress monitoring at the team level as a part of collaborative inquiry. At the classroom teacher level, our mentor and lead mentor teachers will support our novice staff in the development of Individual Teacher Professional Development Plan (ITPDP) goals that align to building and district goals.

Selecting Content

In the classroom, instructional coaches will work with teachers to select proven strategies and routines and will model and co-teach in the classroom. Curriculum and assessment lead teachers engage in research of the Iowa Core and effective curriculum and assessment design in their work to develop and implement a guaranteed and viable curriculum. At the team level, PLC and AIW lead teachers facilitate action research by using protocols to identify and implement effective strategies to improve student learning. Mentors and lead mentor teachers will work with novice teachers to develop their capacity to analyze formative assessment data and respond to individual student needs through targeted, evidence-based instruction.

Designing the Process

All teacher leader roles will facilitate learning during designated collaborative times inside the school day. These times will include our Wednesday early outs, designated full days of PD, common planning times (PLC), and AIW team meetings. Additionally, instructional coaches, lead mentors and mentor teachers will have the flexibility within their schedule to meet with individual teachers during their planning times or model/co-teach within the school day. This allows us to support the implementation of new instructional strategies with coaching right in the classroom.

Ongoing Cycle

In our TLC System, all teacher leadership roles are engaged in ongoing training and learning opportunities for teachers. New and veteran teachers will have multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. This ongoing cycle of learning, collaboration, implementation, and feedback will improve the quality of implementation in the classroom and student learning as a result.

Summative Program Evaluation

All teacher leaders will collect and study student learning data to monitor implementation. Instructional coaches will study

Instructional Practices Inventory walkthrough data to ensure students are engaged in higher order thinking. Curriculum and assessment lead teachers will study benchmark assessment data to ensure students master the district priority standards in each area. PLC and AIW lead teachers will study student work and common formative assessment data to ensure all students meet the agreed upon learning targets. Lead mentors will gather feedback and monitor mentoring logs to ensure that all 1st and 2nd year teachers receive necessary support.

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

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

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

Multiple Measures of Effectiveness and Impact

Norwalk's TLC vision states that a primary goal of our TLC system is to "elevate student learning and promote excellence as a value for all" and to "realize our vision of college and career readiness for every student". To determine the impact our TLC plan has on achieving short and long range goals, Norwalk will use multiple measures to evaluate the effectiveness of our TLC plan. The results of these measures will allow us to monitor and adjust our system, ensuring it is successful in building a culture of excellence and improving student achievement.

Student learning and achievement data are the most powerful measures of the effectiveness of our TLC system. Using multiple measures of student performance will ensure that our decision-making data is valid and reliable and allows all stakeholders to take ownership of monitoring student progress and ensuring academic success. Major indicators of student performance in Norwalk include data from: AIMSweb assessment in reading, math and behavior; ACT; Compass; Iowa Assessment; and district benchmark assessments in the core areas. If our TLC system is achieving its vision and goals, then we will see an increase in student achievement on multiple measures of student performance.

Norwalk will also utilize the Instructional Practices Inventory (IPI) to provide valid, reliable data for measuring student engaged learning. The IPI process is a teacher-led, walkthrough data collection tool that gathers information about the level of student engagement in a school. IPI identifies three broad engagement categories: student-engaged instruction, teacher-directed instruction, and student disengagement. Student-centered classrooms and rigor and relevance are two of Norwalk's Pillars of Teaching and Learning, and IPI will provide us direct observational data about the level at which students are engaged in self-directed, higher order thinking tasks and routines in the classroom. These are crucial data points that our system cannot measure within the confines of an accountability-driven achievement assessment. Instructional coaches will lead IPI walkthrough teams in data collection a minimum of four times a year. Instructional coaches will then engage teachers in whole-faculty and small-group collaborative analysis, reflection, and decision-making with the data. If our TLC system is improving classroom instruction through implementation of the Norwalk Pillars of Teaching and Learning, then our IPI data will reflect an increase in student engaged learning.

As a long term measure, Norwalk will utilize the Concerns Based Adoption Model (CBAM) process to measure concerns teachers express as they learned to use new practices in our TLC system and the extent to which they actually implemented the innovations. Specifically, the CBAM will provide us information about the following two areas:

- Concerns that individual teachers express about our TLC system and the innovations being implemented as we transition to a coaching culture.
- Individual teacher's knowledge of and how they utilize the TLC system

Norwalk will utilize this data to address teachers' concerns in the TLC system and support their evolution in the change process. Additionally, it can inform the format and content of our professional development efforts. Because it can take at least three years for early concerns to be resolved and later ones to emerge, this measure will help us support implementation in the long-term. Support for teachers in the change process will ensure that we effectively implement our TLC system and that it directly impacts student learning.

In addition to the comprehensive measures listed above, Norwalk will analyze a number of additional data points to evaluate the effectiveness and impact of our TLC system. We will collect formative data through the use of 360° surveys for all teacher leaders in our system as a part of our annual review process. All 1st and 2nd year teachers will provide feedback on the degree to which our mentoring and induction program builds their confidence, competence and collaborative skills.

Additionally, as teachers exit the mentoring program, they will engage in an exit interview with the Coordinator of Mentoring and Induction.

Monitoring and Adjusting our TLC System

Norwalk will engage in a yearly review process of our TLC system in order to analyze the results of our multiple measures and, if necessary, adjust our TLC plan. We will engage several leadership groups in the process of analyzing data to monitor our TLC system. All Building Improvement Teams (BIT) will monitor achievement data to identify student learning gaps our TLC system could support. A TLC Program Review Committee consisting of teachers, teacher leaders, and administrators will meet annually to monitor the implementation and effectiveness of our TLC system. This team will analyze the CBAM data and formal and informal feedback data to analyze the extent to which teachers are embracing and implementing the changes brought by our TLC system. Lastly, our TQ Committee may provide summative feedback to the TLC Program Review Committee about professional development opportunities and the annual review process of teacher-leaders. All recommended changes to the TLC system as a result of the program review will be made to the Superintendent. Below is a chart that summarizes each

leadership group's role in monitoring and adjusting our TLC system.

Team	Focus	Data Analyzed
<p>Building Improvement Teams</p>	<p>Monitoring student achievement and identifying learning gaps</p>	<ul style="list-style-type: none"> • Relevant student achievement and engagement data (AIMSweb, Iowa Assessment, IPI, etc.)
<p>TLC Program Review Committee</p>	<p>Monitoring the implementation and effectiveness of the TLC system</p>	<ul style="list-style-type: none"> • CBAM data • Formal and informal feedback data
<p>TQ Committee</p>	<p>Provide feedback about professional development and the annual review and selection process</p>	<ul style="list-style-type: none"> • Staff PD summative feedback data

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

Building Capacity to Implement our TLC System

Stephanie Hirsch and Joellen Killion write (2009), *“Capacity matters. When people engaged in reform efforts have the necessary knowledge, skills, and practices associated with the reform, the reform has greater potential for success.”* Norwalk must continue to build a PLC culture at every level of our organization to ensure that all key staff has the knowledge, skills and practices to sustain our TLC system. Becoming a professional learning community means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. In Norwalk’s PLC culture, teacher leaders will work alongside other teachers, principals and school administrators to realize our goal of “elevating student learning and promoting excellence as a value for all.”

We have engaged in an inclusive and transparent process in planning for our TLC system. Teachers offered feedback on multiple surveys, allowing the team to craft a plan representative of the system’s values. Several planning team members contributed newsletter articles, emails, and informal presentations at their buildings. Additionally, our Board of Education received updates on our progress at their October 28th, December 9th, and January 13th meetings. In the later stages of the planning process, town hall style meetings were held in every building in the district to gather feedback, engage in open dialogue, and build enthusiasm for Norwalk’s TLC System. Because of the value we placed on actively building a positive culture for teacher leadership, we have a significant amount of support at every level of our system (parents, teachers, administrators, and the board).

Professional Development to Build a Coaching Culture

All key staff (administrators, principals, teacher leaders) will require ongoing training and support to effectively implement and sustain our TLC system. Norwalk will tap into internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each teacher leader role serves a specific purpose, each group will require differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership.

Areas of individual or collective professional development may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Jim Knight’s University of Kansas Model), peer coaching and feedback routines, the Iowa Core and the Characteristics of Effective Instruction, Iowa’s RTI-MTSS framework, the Iowa Professional Development Model, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, multi-tiered systems of support, data analysis protocols, and adult learning theory.

PLC and Mentoring Support for Teacher Leaders

Norwalk will ensure that each teacher leader group will have the time and resources needed to meet regularly and function as a PLC. In this team setting, teacher leaders will meet to engage in common learning, to collaboratively analyze data, to problem-solve challenging situations, and to reflect upon their growth and practice. These PLCs are essential to supporting teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role.

In addition to PLC support, each teacher leader will receive mentoring support from leaders within and outside of the system. This partnership model is built upon the University of Kansas partnership coaching model that suggests “a well-prepared and talented coach can accomplish a great deal, but every coach’s impact will be magnified when she or he works in partnership with an effective instructional leader.” To be effective, each of our teacher leaders will need modeling, mentoring and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a “coach for the coaches.” Additionally, teacher leaders will be supported in building their network outside of the district to other veteran teacher leaders and coaches.

Key Staff and TLC Plan Sustainability

To ensure that our TLC system succeeds in “elevating student learning and promoting excellence as a value for all,” our administrative team must provide organizational support to ensure sustainability of our plan. Below is a description of key staff members and their responsibilities.

Key Staff	Responsibilities
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Superintendent	<ul style="list-style-type: none"> •Receive recommendations from site-based and district review councils for selection of teacher leaders •Receive recommendations from the TLC System Leadership Team, Building Improvement Teams, and the TQ Committee to monitor or adjust the district TLC plan •Ensure transparent communication between the district and the Board of Education regarding the TLC system •Monitor and supervise the use of the TLS funds
Building Principals	<ul style="list-style-type: none"> •Coordinate the selection, evaluation and support for the instructional coaches, PLC lead teachers, and AIW lead teachers •Facilitate the building site-based review councils •Work with lead mentors to select a mentor teacher for all 1st and 2nd year staff
Elementary and Secondary Curriculum Directors	<ul style="list-style-type: none"> •Coordinate the selection, evaluation and support for the curriculum and assessment lead teachers and the lead mentor teachers •Coordinate training and learning opportunities for teacher leaders •Coordinate the mentoring and induction program •Facilitate the district review councils •Facilitate the district TLC System Leadership Team •Work with the Business Manager to develop a budget for the TLS funds

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.*

Certified Enrollment Number 2516.57

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

District Enrollment-Based Allocation \$777,167.15

Total Allocation \$777,167.15

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$337,032.78

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)	\$312,614.01
Amount used to provide professional development related to the leadership pathways	\$56,400.00
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>	\$67,057.10
Totals	\$773,103.89

Other Budgeted Uses - Description

Item description	Amount budgeted
Concerns-Based Adoption Model - Program Evaluation	\$10,000.00
Advertising and Hiring Costs	\$5,000.00
Induction Resources for 1st and 2nd Year Teachers	\$2,200.00
Contingency Fund for Mentoring Stipends	\$11,000.00
5% Contingency Allocation	\$38,857.10
	\$67,057.10

Total Allocation Budgeted

Total Projected Amount to be Expended \$773,103.89

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 \$4,063.26

Budget Alignment

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

Norwalk CSD's Budget Narrative for TLS Funds

Raising the Minimum Salary

The 2013-2014 minimum teacher salary for an NCSD teacher is \$36,622 which exceeds the minimum amount of \$33,500.

TLS Supplements

Instructional Coaches: An "instructional coach" will design, facilitate and support the implementation of proven instructional strategies and routines through job-embedded coaching. We have a total of 12 coaching positions with targeted focuses (reading, math, SPED, technology) across our K-12 system. Each coach will teach 0.5 and coach 0.5, work an additional 10 days, and be paid a stipend of \$7,000. The total cost is \$97,927.20.

Curriculum and Assessment Lead Teachers: A "curriculum and assessment lead teacher" will facilitate the curriculum review process, facilitate the development of district assessments, and support the implementation of a guaranteed and viable curriculum aligned with the Iowa Core. There are 15 curriculum and assessment lead teachers in our K-12 system for every content area. Lead teachers in the core areas will work 15 additional days and be paid a stipend of \$10,500. Lead teachers in the electives and related arts will work 8 additional days and be paid a stipend of \$5,600. All curriculum and assessment lead teachers will remain in the classroom fulltime but will have subs available on a flexible basis. The total cost is \$149,338.98.

Lead Mentors: A "lead mentor teacher" coordinates the 1st and 2nd year induction program and professional development, supports the development of the teacher portfolio, fosters the relationship between the mentor and mentee, and monitors the requirements of the mentoring program. There are 4 lead mentor roles across our K-12 system. They will work an additional 10 days and be paid a stipend of \$7,000. All lead mentors are fulltime classrooms teachers but will have subs available on a flexible basis. The total cost is \$32,642.40.

Mentors: A "mentor teacher" engages in a minimum of two non-evaluative observations cycles per semester with each mentee. They also help design and support the mentee's goals in the ITPDP. Mentor teachers must also be either instructional coaches, curriculum and assessment lead teachers, or PLC or AIW lead teachers. On top of the TLC stipend received for their primary role, they will receive the \$1,000 stipend from the state mentoring allocation for each mentee. While this expense is expected to come from separate state mentoring funds, we have budgeted an amount of \$11,000 to go toward this expense in the event this supplemental funding is no longer available once our district enters the TLC system.

PLC or AIW Lead Teacher: A "PLC or AIW lead teacher" facilitates collaborative inquiry as a part of the PLC or AIW process. PLC and AIW leaders will work an additional 5 days and be paid a stipend of \$3,500. PLC or AIW lead teachers are full time teachers. The total cost is \$57,124.20.

Costs to Cover "Out of Classroom" Time

The TLC Planning Committee has structured the teacher leadership roles to minimize the impact of a loss of direct student instruction minutes. The only roles that will require additional hires to allow for release time are the 12 instructional coaching roles. As a result, we have budgeted \$278,514.36 to hire additional highly qualified teaching staff. Because these may be hard to fill areas, the district may offer signing or hiring supplement to attract qualified candidates to fill these jobs.

In addition to our staff replacement budget, we have allocated \$34,099.65 to cover flexible substitute costs for each of our teacher leaders in the amount of five subs per year per teacher leader. The TLC Planning Committee believes that providing substitute support on a flexible basis allows for teacher leaders to effectively plan for and manage time out of the classroom. This also eliminates the need for the district to hire long term substitute teachers, a practice we feel is not in the best interest of the students and families we serve.

Possible reasons that substitutes may be needed include, but are not limited to: meeting with mentor/mentee pairs, observing instruction, planning for and developing professional development, or participating in professional development to build leadership and coaching skills.

Professional Development Costs

Teacher leaders will require ongoing training and support to effectively implement and sustain our TLC system. We have budgeted \$1,200 per instructional coach and \$1,000 per lead teacher (curriculum and assessment, PLC/AIW, and mentor) for professional development purchased services. Additionally, we have allocated \$200 per teacher leader as a professional resource budget. These allocations total \$56,400. Areas of individual or collective professional development may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Knight's Model), peer coaching and feedback routines, the Iowa Core and the Characteristics of Effective Instruction, the Iowa Professional Development Model, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, data analysis protocols, and adult learning theory.

Additional Planned Costs

We have allocated \$10,000 of our budget to support program review and summative evaluation of our system using the Concerns-Based Adoption Model (C-BAM) process. To recruit new hires to cover out of classroom time for coaches, we have allocated \$5,000 for advertising and hiring costs. As a possible mentoring expenditure, we have budgeted an additional amount of \$2,200 for induction resources for 1st and 2nd year teachers. As a contingency, we have budgeted \$11,000 as potential mentoring stipends should the current state mentoring funding be reduced or eliminated. Lastly, we have budgeted for a 5% overall contingency fund of \$38,857.10 to ensure that we are able to fully fund our TLC system using TLS funds.

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