



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139315 - Anamosa Community School District Teacher Leadership Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Anamosa CSD

Organization Type: K-12 Education

DUNS: 79-369-8973

Organization Website: <http://www.anamosa.k12.ia.us>

Address: 200 S. Garnavillo St.

Anamosa Iowa 52205
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Lisa Beames
Title Superintendent
Organization Anamosa Community Schools

If you are an individual, please provide your First and Last Name.

Address 200 S. Garnavillo Street

City/State/Zip* Anamosa Iowa 52205
City State Zip

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Linda Von Behren
Title Business Manager
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| | |
|---|---------------------------|
| County(ies) Participating, Involved, or Affected by this Proposal | Jones County, Linn County |
| Congressional District(s) Involved or Affected by this Proposal | 1st - Rep. Rod Blum (R) |
| <i>Congressional Map</i> | |
| Iowa Senate District(s) Involved or Affected by this Proposal | 29, 48 |
| <i>District Map</i> | |
| Iowa House District(s) Involved or Affected by this Proposal | 58, 96 |
| <i>District Map</i> | |

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

By enhancing the leadership capacity and structures of our school system, instructional delivery including better meeting the needs of diverse students, will be positively impacted, thus impacting student learning.

Indicate the group(s) positively impacted.

Person/s with a Disability

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Lisa Beames

Title of Person Submitting Certification

Superintendent

Recipient Information

District **Anamosa Community School District**

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

County-District Number **53-0234**

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 **Mrs.**

Name of Superintendent **Lisa Beames**

Telephone Number **319-462-4321**

E-mail Address **lbeames@anamosa.k12.ia.us**

Street Address **200 S. Garnavillo Street**

City **Anamosa**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52205**

TLC Application Contact

Honorific

Name of TLC Contact **Lisa Beames**

Telephone Number **319-462-4321**

E-mail Address **lbeames@anamosa.k12.ia.us**

Street Address **200 S. Garnavillo Street**

City **Anamosa**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52205**

Demographic Profile

October 2014 Certified Enrollment **1234**

October 2014 Free/ Reduced Lunch % **41**

AEA Number **10**

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

Narrative

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

The vision of the Anamosa Community School District's TLC plan is to design and create a teacher leadership system that supports structures necessary to build and sustain an innovation-based learning environment grounded in distributed leadership and accountability. This plan focuses on continually improving the quality of teaching and learning through the development of more coherent systems that strive to create a climate free of disruption, that articulates clear teaching and learning objectives and that establishes and maintains high expectations for teachers and students. This will result in a world-class education for a lifetime of learning.

The ACSD Plan includes the following components:

- Increasing the capacity for leadership across staff
- Focusing on the continued development of coherent systems of instruction including:
 - Alignment of instruction to the Iowa Core,
 - Delivery of instruction based in the Characteristics of Effective Instruction through district-support research-based practices
- Implementation on Multi-Tiered System of Supports (MTSS/RtI).
- Review and reflection to continually seek to become the best we can become.

Our plan to create a seamless team of support through shared Induction Coaches, Instructional Coaches, Teacher Leaders, Model Teachers, and Professional Partners working collaboratively will ensure higher levels of learning for all involved.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from 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).

In April of 2015, a team of Anamosa School Community District (ACSD) administrators and teachers discussed writing for TLC grant funds to support teacher leadership in Anamosa Schools. Throughout the spring and fall of 2015, the TLC grant writing team composed of 17 members including teachers, administrators, AEA representatives, parents and a board member worked on writing this grant application. In addition to internal research, school and teacher leaders from area school districts and Grant Wood AEA personnel were contacted to gather information on how TLC grant funds were being utilized to enhance existing initiatives and implement new and innovative ideas in education. Select TLC grant-writing team members also attended various workshops presented by recipient districts at the School Administrators' Conference in the Summer 2015.

Initial Information and Data Collection: Information regarding the TLC grant was provided to all ACSD employees in the early spring of 2015. A more in-depth presentation was given by teachers at each site before the end of the 2014-2015 school year ended. Teachers also collected information from their school staff on needs, leadership roles, and the most desirable TLC model based on ACSD's vision, mission, and student learning goals.

Committee Formation: Based on survey results and conversations with various stakeholder groups, it was evident that the district wanted to pursue the TLC grant. A subcommittee of teachers and administrators was formed to examine data and create a plan for a full TLC committee.

The TLC Committee was comprised of 17 members:

Teachers - Representing elementary, middle and high schools from a broad range of program areas including general education, counseling, fine arts, and special education.

Administration - All building principals (3), the district systems facilitator and the superintendent.

Other - A school board member, a parent, and 2 Grant Wood AEA representative.

Committee Structures: TLC Committee meetings were held from April 2015 to October 2015 in full day increments.

Reflection and informal dialogue around the plan and planning was ongoing outside the meetings. A core team aggregated the work of the planning session into draft form for further review and refinement. During full committee meetings, members collaborated on revising grant drafts to assist in crafting this final product. The full committee discussed the enhancement of existing leadership structures and developed new TLC leadership positions to be funded outside of the TLC grant.

Planning Dollars: TLC planning grant dollars totaling \$8767.51 were used to impact the quality of the grant by providing for substitute teachers for teacher committee members to attend meetings during the school year and a stipend for summer work. Remaining funds were used to develop a greater understanding of leadership.

Engaging Stakeholders and Levels of Commitment and Support

Teachers Engagement: Teachers provided ongoing feedback during the TLC grant writing process by assessing needs for leadership positions that would have the highest impact on student achievement. Teachers gave detailed information on teacher leadership roles and the impact on student achievement. Building Leadership Teams assessed the needs of the district, elaborating on the roles and responsibilities of proposed teacher leadership positions. At local education association meetings, information was presented and feedback was collected to provide data for the TLC Committee to consider while writing the TLC plan for ACSD. Throughout the TLC grant writing process, teachers continually provided support and feedback through informal surveys, meetings and involvement on the TLC Committee.

Administrators & School Board Engagement: Administrators and the school board had instrumental roles in the TLC grant writing process. Administrators facilitated conversations with staff on the development of TLC positions, then provided teacher feedback to TLC Committee members. The school board had representation on the TLC Committee and was able to provide input and feedback on positions and budgets for TLC funded positions. School board members and administrators were in 100% agreement to write for the TLC grant. In recent years, ACSD has found innovative ways to create and sustain teacher leadership throughout the school district. Unfortunately, innovation often comes with additional cost. Administration, and the school board believe TLC funding will assist in sustaining existing leadership positions while creating new and innovative teacher leadership roles and structures.

Parents Engagement: Parental involvement has been important throughout the planning process. The TLC grant committee included a parent not employed by the school district as well as several staff who have students in the district. Information and discussions were held at Board Meetings and at School Improvement Cadre which is comprised largely of parents. Feedback on the final draft was provided by additional parents associated with district

organizations.

The following quote captures the commitment of an individual parent:

“As a parent, I want to know that my child is not only being taught by the highest caliber of teacher possible, but also by one who is happy and pleasant while teaching him.

The TLC Grant will help accomplish both of these things. Receipt of the grant will enable our school district the opportunity to better share the knowledge and methods of our most capable teachers with one another; resulting in a broader base of excellent teachers. It will also enable us to more reasonably and competitively compensate teachers for their hard work. I can only believe that this will, in and of itself, benefit overall attitudes and job satisfaction--from which my child will directly benefit.”

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.

The vision of the Anamosa Community School District (ACSD) is to produce citizens who contribute productively, thoughtfully and intellectually to current and future societies. ACSD is committed to success for all students. A student's individual, as well as, our collective success is driven by creating and maintaining highly effective research-based learning environments where teachers are leaders and facilitators of both student learning, and of the system in which that learning takes place.

The core purpose of any educational institution is to ensure that the depth and breadth of learning necessary for a student's success beyond graduation is met. Achievement data, including the Iowa Assessment, MAP, FAST, and ACT, indicates that collectively our students lag behind other students in GWAEA and the State. To recognize, support and commit to the need for ongoing systematic improvement, the ACSD Board of Education recently adopted to the following overarching goal:

In 5 years, in the areas of reading, math, and science as judged by the recognized state assessment ACSD when compared to state performance will demonstrate achievement at or above the following indicators:

- Average NSS
- Percent of students proficient
- Percent of students meeting or exceeding growth expectations

We recognize that our teachers are our greatest resource for achieving this goal. We currently do not leverage them to their highest potential. While new teachers are well supported through GWAEA's mentoring/induction program, structures of additional support are very minimal. We must change. WE MUST IMPROVE!

John Hattie in Visible Learning, discusses that the most effective impact on student achievement derives from instructional leadership that focuses on:

- Creating a climate free of disruption
- Articulating a system of clear teaching objectives
- Establishing and maintaining high expectations for teachers and students

He continues that school leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together have the most effect on student outcomes. All educators are leaders, good or bad. Developing and supporting them is key. Through the TLC Grant we will be able to support teachers and students to become the best version of themselves.

The TLC Grant will ensure implementation of the teacher leadership structures necessary to build and sustain an innovation-based learning environment grounded in distributed leadership and accountability. This new environment will recognize, embrace and sustain change in the significant theme areas driving current educational change. This will subsequently result in greater student achievement and preparation for success beyond graduation.

These themes, as identified by 2 Revolutions, include:

- Personalization of student's learning
- Curricula, learning environments, and instructional methods based on recent and ongoing research from the learning sciences, not only the field of education, that are supported by policy
- Tech-enabled environments that both support and promote the student's learning as well as the educator's roles in that learning particularly related to the use of data to inform instruction
- Appreciation of, and structures that encourage, promote, and accept formal and informal learning opportunities beyond traditional school time and school walls
- Working with fewer resources to attain greater results

To define this change process, the following theory of action is presented:

If ACSD designs, implements, and sustains systematic structures focused on the development of our teaching staff and based on the cited driving themes, we will transform from our current learning environment to a more modern innovation-based environment which will result in improved student achievement and preparation for success beyond graduation.

TLC Grant Goals

- Increasing the capacity for leadership across all levels of the system, particularly amongst teachers
- Metrics:
 - Completion rate of identified leadership development trainings
 - Increased teacher interest in various leadership roles including committees, department chairpersons, professional

development facilitators, and instructional coaches

- Staff evaluations and reflections of leadership opportunities
- Attracting able/promising teachers while also retaining effective teachers through implementation of a high quality mentoring/induction program, teacher leadership opportunities and ongoing quality differentiated professional development aligned to staff's needs and the aligned themes of an innovation-based environment
- Metrics:
 - Competitiveness of salary and benefits as compared to other demographically similar schools
 - Attrition rate of new, new to the district, and experienced teachers
 - Exit interviews

ACSD is committed to increasing student achievement. Much of our school improvement work is currently isolated and incremental. We believe that through the implementation, monitoring and evaluation of these three system-wide goals, we will succeed in meeting the needs of our students, our public, and the intent of this legislation.

The District Leadership Team will continually review the progress related to these three goals, making adjustments as necessary.

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)

While Anamosa Community School District (ACSD) has quality initiatives occurring that positively impact student achievement, it often remains incremental, isolated, and not always systematic. In order to accelerate student learning for either the purpose of standardized assessment achievement or more purposefully, for preparation beyond graduation, an efficient, aligned, and articulated learning system must be put in place. TLC plan and its subsequent action steps will ensure ACSD’s vision of transforming from the current disjointed learning environment to an articulated, fluid and adaptable learning environment becomes a reality. This new reality will embrace the following recognized themes driving the continually changing educational landscape:

- Personalization of student learning
- Curricula, learning environments, and instructional methods based on recent and ongoing research from the learning sciences in addition to the field of education, that are supported by policy. These would include but not be limited to Daniel Pink, Simon Sinek, John Hattie, New Teacher Center, Fisher, McTighe & Wiggins, Marzano, and DuFour.
- Technology enabled environments that support and promote both the student’s learning and the educator’s roles particularly related to the use of data to inform and adjust instruction
- Appreciation of and structures that encourage, promote and accept formal and informal learning opportunities beyond traditional school time and school walls
- Working with fewer resources to attain greater results

The dedication of time, talent development and professional support to develop and sustain an environment of distributed leadership. Leveraging our teacher leaders will drive the commitment and professional growth needed to accomplish the work before us. Key current school improvement structures, processes and initiatives will be enhanced or redesigned, others will need to be wholly designed and implemented and still others will be considered for selective abandonment . Quality initiatives and structures will be implemented with fidelity. Cited below are not only the current structures, processes and initiatives that the TLC plan supports and how, but also considerations of those to be significantly redesigned or created

| Aligned/Enhanced |
|---|
| Structure, Process, Initiative |
| How Supported/Strengthened by TLC |
| Onboarding of New Teachers •GWAEA Mentoring/Induction Program •ACSD Professional Partner Program |
| •Provides continued support and training through work with Induction Coaches and the New Teacher Center •Provide support to enhance the professional partner program for new to district teachers |
| Distributed Leadership •Building Leadership Teams •Professional Learning Facilitation |
| •Provide support to Building Leadership Teams and Professional Learning facilitators in the area of leadership, systems thinking and adult learning, through professional development opportunities and implementation of said learning |
| Learning Structures •MTSS/RTI |
| •Provide coaches including professional growth opportunities to support the work of classroom teachers in the area of MTSS/RTI |
| Instructional Programming •Iowa Core Alignment/Implementation •K-3 Literacy •Integration of the 21st Century Skills across the curriculum |

| |
|---|
| <ul style="list-style-type: none"> • Provide coaches including professional growth opportunities to support the work of classroom teachers in the area Iowa Core alignment/implementation including K-3rd literacy and 21st Century Skill integration |
| Redesigned/Created |
| Structure, Process, Initiative |
| How Supported/Strengthened by TLC |
| Leadership Development |
| <ul style="list-style-type: none"> • Provide support to develop and implement sustainable systemic capacity within teachers to demonstrate and assume various levels of productive leadership across the system. |
| Professional Collaboration Structures (Vertical, Horizontal, Skill/Needs-based) <ul style="list-style-type: none"> • Data Teams • PLCs |
| <ul style="list-style-type: none"> • Provide support for the development of consistent professional collaboration structures (vertically, horizontally and Skills/Needs-based) based on research-support models such as Professional Learning Communities and/or Data Teams. |
| Learning Structures <ul style="list-style-type: none"> • Instructional Design • Assessment System • Alternate Demonstration of Learning for Credit |
| <ul style="list-style-type: none"> • Provide support to design and implement consistent instructional design, assessment and alternate demonstration of learning for credit systems including provision for professional development, design/implementation time. |
| Technology Infrastructure <ul style="list-style-type: none"> • Skill Development • Data Collection and Analysis • Instructional Use and Integration |
| <ul style="list-style-type: none"> • Provide support to identify expectations, implement necessary training and sustain appropriate technological skills and uses including data collection and analysis as well as instructional integration |

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)

Anamosa Community School District (ACSD) will utilize TLC grant funds to improve the entry into the teaching profession for new teachers as well as to support experienced teachers in their professional work. This will support ongoing work of the GWAEA Induction Consortium, additional teacher leader structures to promote personal growth and student achievement as well as additional leadership development opportunities.

During the 2013-2014 school year, ACSD joined the GWAEA Induction Consortium, funded through an i3 grant and structured around the New Teacher Center's (NTC) work. This significantly led to the redesign of the district's Mentoring and Induction Program (M&I).

ACSD continues to work in partnership with GWAEA and the NTC to provide high-quality, research-based mentoring and induction for new teachers. The district will use TLC funds to create approximately 51 Teacher Leadership (TL) positions with varying levels of skill and commitment all focused on supporting new as well as experienced teachers to become the best they can be. These roles are cited below:

Roles to Support New Teachers Entering the Profession:

| TLC Position | Support Role | PK-4 | 5-8 | 9-12 | Total |
|--------------|--------------|------|-----|------|-------|
|--------------|--------------|------|-----|------|-------|

| | | | | | |
|------------------------|---|----------|----------|----------------------------|---|
| <p>Induction Coach</p> | <ul style="list-style-type: none"> •Complete observations and walkthroughs in new teacher classrooms •Provide feedback and coaching to increase effective instructional practices and strategies •Create opportunities to co-teach and model teaching for new teachers •On-going coaching in alignment of tasks, student work and instruction | <p>1</p> | <p>1</p> | <p>Instructional Coach</p> | <ul style="list-style-type: none"> •Complete observations and walkthroughs in new teacher classrooms •Provide feedback and coaching to increase effective instructional practices and strategies •Create opportunities to co-teach and model teaching for new teachers |
|------------------------|---|----------|----------|----------------------------|---|

| | | | | | |
|---|----|-----------------------|---|---|---|
| 1 | 1 | 1 | 3 | Technology Coach | <ul style="list-style-type: none"> • Complete observations and walkthroughs in new teacher classrooms • Provide feedback and coaching to increase effective instructional practices and strategies • Create opportunities to co-teach and model teaching for new teachers • PD on software and hardware that is building/district specific • Support the integration of transformational technology in the classroom |
| 1 | 1 | Team Leaders | • Provide PD on curriculum alignment | 8 | 8 |
| 8 | 24 | Model Teachers | • Provide PD on curriculum alignment and implementation strategies | 4 | 4 |
| 4 | 12 | Professional Partners | <ul style="list-style-type: none"> • Support new teachers with the implementation of district-specific teaching resources and materials • Provide support in tactical district/school specific procedures and processes | Varies based on New to Profession and New to the District/not the Profession teachers | Avg 10 |

Effectiveness of the ACSD New Teacher Induction Program:

Determining the effectiveness of the ACSD New Teacher Induction Program is challenging due to the district's

proximity to the Cedar Rapids metro area. Considering retention alone is not a quality indicator. Data indicates that much of the district's teacher retention rates result not from new teachers leaving the profession, but rather from them, as well as, some experienced teachers either desiring to return "home" to be near family or with district teachers getting hired by a CR metro area schools which maintain higher total salaries. After the distribution of the first round of TLC funding which was received by several CR metro schools, we noticed a significant increase in teachers leaving to teach in those same schools.

Below are data regarding new and experienced teacher retention at ACSD:

| Year | New to the District | Left within 2yrs | % Retained After 2 years |
|------------|---------------------|------------------|--------------------------|
| 2009-2010 | 5 | 2 | 60% |
| 2010-2011 | 6 | 2 | 67% |
| 2011-2012 | 4 | 3 | 25% |
| 2012-2013 | 8 | 6 | 25% |
| 2013-2014* | 6 | 4 | 34% |
| 2014-2015 | 7 | 1** | 86% |

* Start of induction program with GWAEA ** Left after 1st year

| Year | New to the District - Not new to profession | Left within 2yrs | % Retained After 2 years |
|------------|---|------------------|--------------------------|
| 2009-2010 | 4 | 3 | 25% |
| 2010-2011 | 2 | 1 | 50% |
| 2011-2012 | 5 | 0 | 100% |
| 2012-2013 | 5 | 2 | 60% |
| 2013-2014* | 9 | 3 | 67% |
| 2014-2015 | 13 | 2** | 84% |

* Start of induction program with GWAEA ** Left after 1st year.

Analysis for the prior six year period indicates:

- Approximately 50% of hires are new to the profession
- Approximately 10% of all teaching staff change annually
- Retention rate of new teachers is lower than that of more experienced teachers
- The district is impacted by higher salaries of the Cedar Rapids Metro area

To ensure ongoing improvement and success, all teachers new to the district complete a survey which measures the effectiveness of the ACSD professional partner program, the ACSD New Teacher Induction Program (beginning teachers only), and the Mentor Program Lead. The results are used to make adjustments to each of the programming aspects as appropriate. An exit interview process to further identify potential adjustments is also being implemented.

Narrative

Using Part 5 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The ACSD district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. Research including that of Elmore and Fullan indicate that when more teachers are involved in the leadership including that of professional development in the district through an environment of shared accountability, then student achievement will increase.

In 2011-2012 as budget balancing measures, the support position for curriculum and instruction was reduced with those responsibilities assigned to the superintendent and building administrators. In the position's prior state, it was a shared role with the assistant principalship or SAM. A Mentor Program Lead, Building Leadership Teams, and Professional Partners (Mentors) were the remaining district structures, all of which were responsibilities of administrators and/or full-time classroom teachers with minimal compensation.

As a first step to develop sustainable coherent instructional systems including professional development (PD) that is driven through an environment of distributed leadership, the ACSD identified the need for and hired a systems leader facilitator role for the current school year, 2015-2016. The fully dedicated District Systems Facilitator (DSF) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives. This position will also facilitate the review and selection of instructional materials and supporting PD, the implementation of the Iowa Core, and the vertical alignment of instruction as well as the development and implementation of other systems as need determines. At this time, this position will remain fully district-funded.

Proposed Teacher Roles & Responsibilities

Beginning Teachers (BT): The number of Beginning Teachers would vary based on hiring. BTs will be assigned to the classroom 100% of the time. They will utilize planning periods during the school year to observe Model Teachers, and work with Instructional Coaches on classroom management, implementation of formative assessment, and instructional responses to data. In addition, they will have a Professional Partner to facilitate implementation of district curriculum, district-endorsed research-based instructional strategies, and assessment and an Induction Coach from Grant Wood who will meet with them regularly. They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. The ACSD salary schedule already exceeds a minimum salary of \$33,500.

Induction Coach (INC): ACSD will continue to work in partnership with the GWEA Induction Consortium to support the induction of beginning teachers. This collaboration provides shared full-release coaches who has had extensive professional development and demonstrated expertise in areas of curriculum, instructional practices and effective coaching to support beginning teachers.

Induction Coach will complete observations and walkthroughs in new teacher classrooms. They will provide feedback and coaching to increase effective instructional practices and strategies and create opportunities for co-teaching and model teaching for new teachers. They will provide on-going coaching in alignment of tasks, student work and instruction

Professional Partners (PP's): All teachers who have met the expectations of a Beginning Teacher and are awarded a standard license are designated Career Teachers (CTs). CTs are assigned to the classroom 100% of the time, have a standard contract, and follow the salary schedule with no stipend or extra days. They are required to improve student learning and achievement by implementation of district curriculum and instructional practices, as well as demonstrate continuous professional growth. New to the district CTs will be assigned to a PP to help facilitate implementation of District curriculum, District-endorsed research-based instructional strategies, and assessment. PPs will receive a stipend of \$500 with 2 additional days on their contract. The number of professional partners will be determined by the number of new to district career teachers each year. We have budgeted for 10 per year based on prior year averages.

Model Teachers (MT's): MTs will be assigned to the classroom 100% of the time, but will have the flexibility to collaborate with peer observers. Model Teachers will attend regular trainings to learn research-based strategies, which they will practice in their own classrooms with support from their principal and ICs. They will allow other teachers to come into the classroom to observe, and then reflect on those observations with the peer observers. Their lessons will demonstrate the research-based, district-supported instructional and classroom strategies that show the most promise to lead to student learning and achievement. Additionally, Model Teachers will serve as part of the teacher leader team in their buildings to identify, plan, and deliver professional development. As models of exemplary teaching practice, they will have 4 extra days on their contract and a stipend of \$1000. There will be up to 12 MT

opportunities.

Teacher Leaders (TLs): TLs will be assigned to the classroom 100% of the time. TLs will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts. They will organize, prepare for, facilitate and reflect on small group professional learning teams, completing record keeping, and other paperwork accurately and in a timely fashion. They will assume a leadership role in Building Leadership Team &/or District Leadership Team to organize, coordinate, plan, and facilitate professional development and school improvement efforts. They will collaborate with ICs, the Mentor Program Lead, and Model Classroom Teachers to ensure success and retention of beginning teachers and high quality instruction in every grade level/department. Teacher Leaders will attend on-going training to continually enhance their skills. As teacher leaders, they will have 8 extra days on their contract with a stipend of \$2,000. There will be approximately 24 Teacher Leader opportunities.

Instructional Coaches (ICs): ICs will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 3 Instructional Coaches (1 Elementary, 1 Middle School, and 1 High School) . While working with individual teachers, TLs, and/or entire buildings, ICs will provide professional development in a variety of forms including planning and delivering district professional development, classroom modeling, observations and feedback, TL planning, data review, and instructional response to data. ICs will serve as members of the Building Leadership Team to analyze student data and assist in professional development planning to address identified needs. They will participate in an IC Team, where their own learning will be continuous. They will have 20 extra days to provide district professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to enhance their own continuous professional growth. They will receive a stipend of \$5000.

Technology Integration Coach (TC): The TC will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 1 District - wide Technology Integration Coach . While working with individual teachers, TLs, and/or entire buildings, the TC will provide professional development in a variety of forms including delivering district professional development, classroom modeling, observations and feedback. The TC will serve as a member of each of the Building Leadership Teams to analyze student data and assist in professional development planning and address identified needs. They will participate in an IC Team, where their own learning will be continuous. They will have 20 extra days to provide district professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to enhance their own continuous professional growth. They will receive a stipend of \$5000.

Teacher Leaders and Coherent Instructional Improvement

The Professional Partners, Teacher Leaders, Model Teachers, and the three Instructional Coaches will be district trained, but building-based with the exception of the Technology Integration Coach and Induction Coach who will serve district wide. With the support of the principal, all will be involved in the same building data collection, analysis, and action planning. Close proximity and availability for collaboration throughout the day will allow teacher leaders to be more responsive to individual teachers, grade and department level teams, and building needs.

Benefits of Teacher Leader Roles

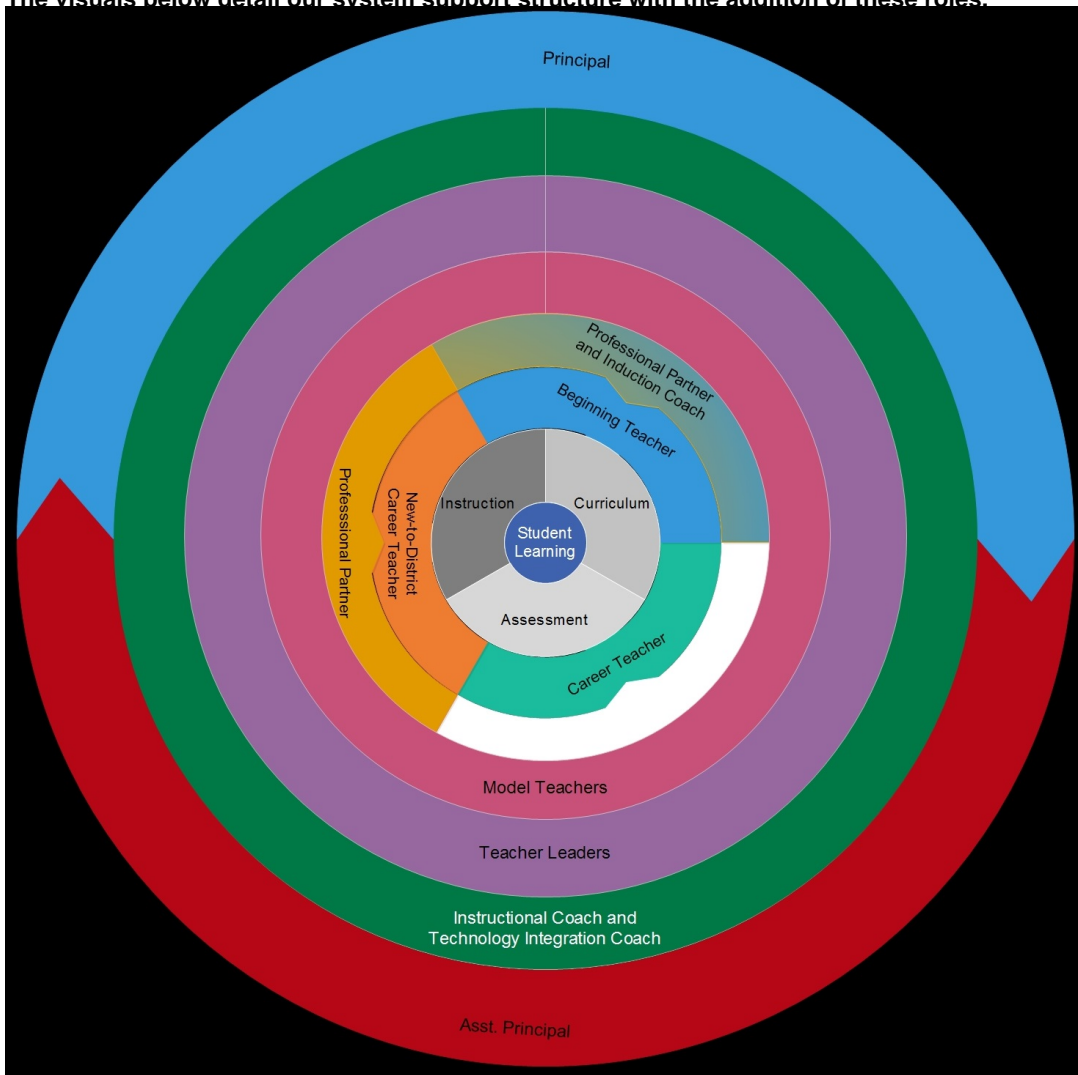
The ACSD TLC plan will allow us to structure a sustainable multi-tiered teacher leadership system. Specifically, our TLC plan:

- Provides meaningful and responsive assistance to Beginning Teachers and teachers new to our district in order to meet their immediate needs and on-going professional development
- Increases the number of teacher leaders and places them in all attendance centers, increasing opportunities for teachers to attain instructional support in a timely and consistent manner
- Increasing the opportunities for teachers to learn and implement district-supported research-based instructional practices
- Increases collaboration among teacher leaders, administration, and other teachers

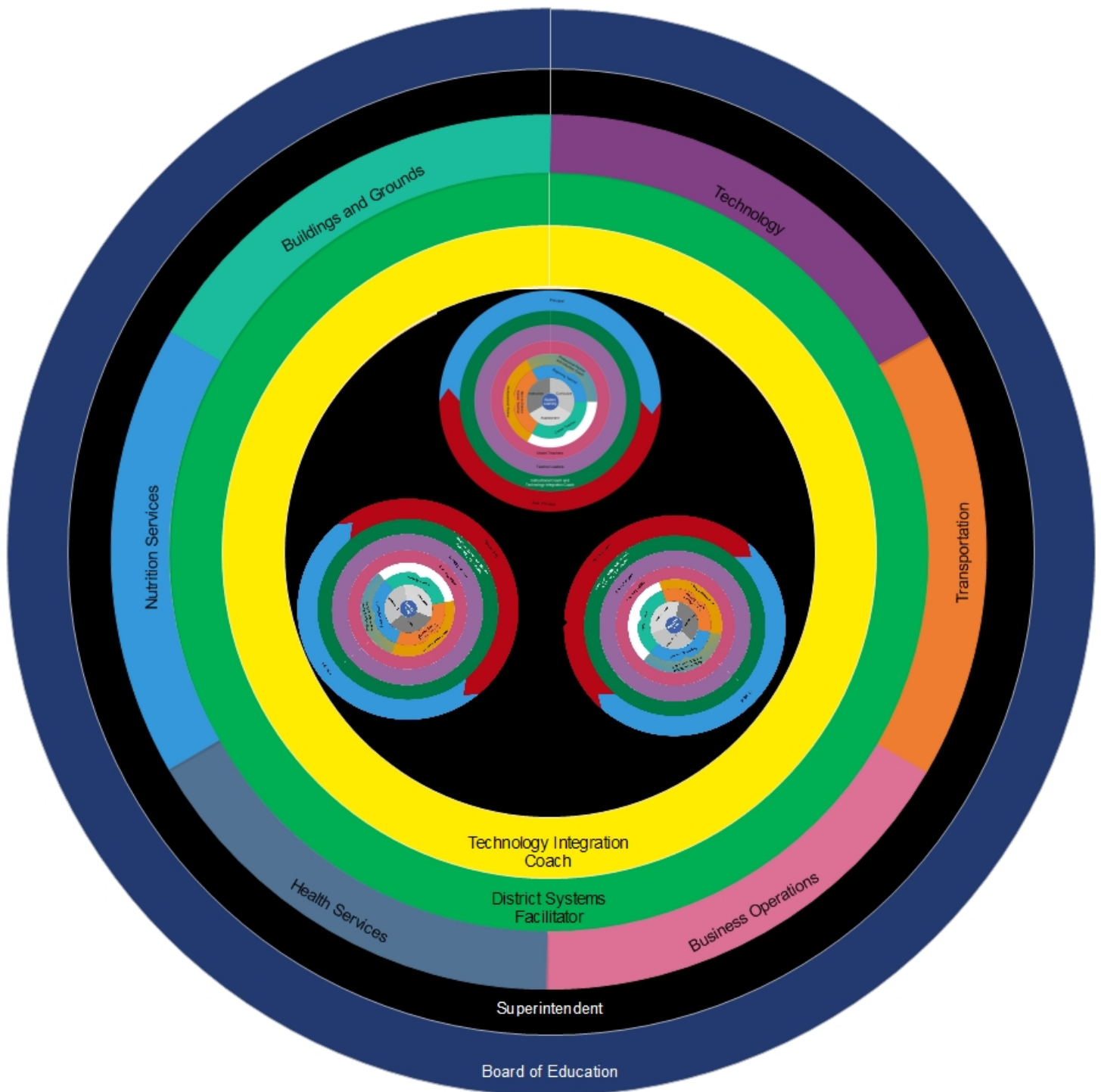
All teacher leaders will include a focus on supporting teachers in their efforts to meet the instructional needs of each

and every ACSD student. The careful alignment and implementation of Professional Partners, the Induction Coach, Model Teachers, and Instructional Coaches will increase instructional practices that have a positive impact on student learning and achievement.

The visuals below detail our system support structure with the addition of these roles.



Building Level Roles



District Organizational Structure

Using Part 6 application narrative from previous submission? **No**

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

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

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

In order for the potential of the ACSD TLC plan to be realized, teacher leaders selected must demonstrate high levels of key knowledge, skills and attributes. Selected teacher leaders must consistently demonstrate:

- Deep pedagogical expertise
- Drive to continually improve their own professional practice
- Ability to develop and maintain strong positive professional relationships
- Leadership skills and respect in order to assist colleagues in improving their own professional practices
- Demonstrate technological aptitude

All TLC positions will require a minimum of three years' experience, at least one year of which is in the Anamosa Community School District.

Selection:

- All application materials will include:

--A letter of interest which details the teacher's experience, skills, and proposed contributions to the team relative to the position

--A copy of two most recent Individual Professional Development plans

--Letters of support from two colleagues

- Application materials will be reviewed and interviews of qualified candidates will be conducted by the Selection Committee. Scoring will be based on a rubric that includes the following components:

- Evidence of skills and expertise necessary for the particular position, based on detailed job descriptions for each position

- Evidence that colleagues are committed to working with the Teacher Leader candidate to improve practice and are confident in the candidate's ability to support and improve their work

- Evidence of effective instructional practices

- Documentation of a data-based focus, including selection of effective instructional strategies and student pre and post assessment data

- Evidence indicating a professional philosophy and demonstrated practice of personal professional growth and improvement will include:

- Evidence of active participation in and implementation of district professional development

- Detailed examples of active participation in continuing education or self-selected PD

- Participation in AEA and other PD opportunities

- Membership in professional organizations

- Other evidence of scholarship

- Indications of capacity for leadership and contributions to productive team structure and processes including but are not limited to previous successful leadership positions held within the district

- Selection Committees:

- The members of the selection committee will be differentiated based on the specific teacher leader position

- An AEA-level approach will be utilized for the INDUCTION COACH. Consideration of district interests will be facilitated through the district program lead

- A district-level approach will be utilized for the DISTRICT INSTRUCTIONAL AND TECHNOLOGY COACHES. This committee will be comprised of four administrators (including the District Systems Facilitator), and four teachers

- A site-based approach will be utilized for selection of MODELS and TEAM LEADERS. These committees will be comprised of a minimum of three teachers and one administrator from the building as well as the District Systems Facilitator to be served by the position

- Qualified candidates will be recommended to the Superintendent, who will make the final selection based on the recommendation of the selection committee, completed rubrics, and supporting evidence from previous evaluations

- The superintendent will make recommendation to the board of education

Annual Review:

Annual review will be conducted by representatives from the original selection committees. The focus of the review will be on the effectiveness of the teacher leader in the same priority areas as identified in the selection process.

Our process will be based on Charlotte Danielson's work and "A Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria."

All components of the review will be based on evidence of successfully fulfilling:

- Requirements detailed in the job description
- Evidence of work supporting the goals of our TLC plan
- Work toward the District Vision
- Characteristics of Effective Instruction
- Iowa Teaching Standards
- Individual Professional Development Plans

This review process will include the following data points and artifacts:

- Structured self-reflection
- Peer feedback
- Artifacts from a colleague, w/optional artifacts from a student or a parent
- IPDP and assessment of progress
- Formal observation of instructional practice
- Formal observation of TLC practices detailed in the job description for the particular role

This evaluation will place particular emphasis on supporting the professional growth of colleagues in ways that impact classroom instructional practice and enhance student learning.

The individual's growth in terms of improved professional practice as a teacher leader and the extent of improved professional practice of colleagues as a result of the work of the teacher leader will be addressed. The measures used will be both qualitative and quantitative:

Qualitative measures:

- Input from teacher colleagues who work with the teacher leader
- Input from administrators who work with the teacher leader
- Reflective dialogue with the teacher leader

Quantitative measures:

- Improvements in the use and quality level of Characteristics of Effective Instruction as defined by the Iowa Department of Education Innovation Configuration Maps
- The frequency and nature of support and follow up provided to colleagues
- Evidence of meeting the specific components of the job description for the particular role

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The ACSD district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. When more teachers are involved in the leadership and delivery of professional development in the district, then student achievement will increase. In 2011-2012 as budget balancing measures, the support position for curriculum and instruction was reduced with those responsibilities assigned to the superintendent and building administrators. In the position's prior state, it was a shared role with the assistant principalship or SAM. A Mentoring Lead, Building Leadership Teams, and Professional Partners (Mentors) were the remaining district structures, all of which were responsibilities of administrators and/or full-time classroom teachers with minimal compensation.

As a first step to develop sustainable coherent instructional systems including professional development (PD) that is driven through an environment of distributed leadership, the ACSD identified the need for and hired a systems leader facilitator role for the current school year, 2015-2016. The fully dedicated District Systems Facilitator (DSF) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives. This position will also facilitate the review and selection of instructional materials and supporting PD, the implementation of the Iowa Core, and the vertical alignment of instruction as well as the development and implementation of other systems as need determines. At this time, this position will remain fully district-funded.

For the past several years, the ACSD has intentionally focused professional development (PD) on a few critical initiatives aimed at improving student achievement: Iowa Core, Building Team Structures, Climate and Culture including PBIS, Technology Integration, and Multi-Tiered Support System (MTSS).

To properly implement these and other critical endeavors, the ACSD Teacher Leadership positions will be utilized to improve student achievement through implementation of the Iowa Professional Development Model (IPDM).

Using the IPDM, teacher leaders will use all available data in a cycle of continuous improvement to plan, deliver, and re-evaluate targeted PD.

Design and Implementation Process for PD

Identification

The Induction Coach (INC), Instructional Coaches (IC) and Technology Coach (TC) and building principals will work closely with the District Systems Facilitator (DSF) to develop sustainable PD activities specific to district-wide areas of need as identified through analysis of student performance and instructional audit data. INC, ICs, TC and TLs will play a critical role in identifying, planning, and providing building and grade/content specific PD training that incorporates all phases of the IPDM.

All PD activities must align with district initiatives.

Training/Learning Opportunities

Induction Coach is employed through the GAEA Induction Consortium. Professional development opportunities for this position are coordinated and facilitated by GWAEA in collaboration with the New Teacher Center. The IC will provide professional development for assigned new teachers.

ICs and TC will deliver PD training and then model, observe, and provide feedback as research-based instructional strategies are implemented. They will also support the review and selection of instructional materials, the implementation of the Iowa Core, and the vertical alignment of instruction and the design/implementation of PD to support each of these. Professional Development for the IC's and TC will be provided by Grant Wood.

PLC Leaders (PLCL)/Teacher Leaders (TL) will support all PD training and implementation through the collection and analysis of data and by providing feedback to peers. They will respond to questions from colleagues related to identified topics.

The District Systems Facilitator (DSF) and Professional Partners (PP) will aid in coordinating training around key district PD initiatives and provide reflective support to beginning and new to the district teachers. They will serve as a feedback loop to the DSF and IC about next steps and additional PD needs of beginning and new to the district teachers.

Collaboration/ Implementation

ICs role will be critical in ensuring that PD is implemented with fidelity as they model, observe, and provide feedback to classroom teachers. ICs are also responsible for creating powerful professional relationships with TL, MTs, PP and classroom teachers. These relationships will create a safe atmosphere necessary for teacher to learn, provide

anecdotal data as to the effectiveness of training activities, and to inform the next steps.

Data Collection (Formative Evaluation)

Principals, ICs TCs and TLs will review building-level student performance data on an ongoing basis. Data will inform instructional practice at the grade and department level as well as identify building-wide professional development needs, both short and long term.

Based on data analysis, principals, ICs and TC will collaboratively work with the DSF and Superintendent to recommend adjustments to district PD plans.

Program Evaluation

The Superintendent, DSF, INC, ICs, TC and principals will meet annually to analyze building and district achievement data, teacher feedback, and anecdotal data to determine effectiveness of current initiatives and to identify future needs.

A summary of progress will be created and provided to the District Leadership Team (DLT) and the Board of Education, as well as school and community stakeholders.

Using Part 8 application narrative from previous submission? **No**

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

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

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

GOAL 1:

Increase desire and capacity to lead across all levels of the system

Metrics:

- Participation rate in identified leadership trainings
- Staff evaluations reflecting leadership growth
- Percent of teachers in leadership roles within/outside of the TLC Grant

Background:

While district teachers are committed to continuous improvement, a gap in leadership exists. Certain individuals are sought out to repeatedly serve. Current reality would suggest that leadership roles are served on a voluntary basis which limits participation. This greatly diminishes the system’s ability to sustain a distributed leadership environment.

Short term goal:

- By January 2017, design appropriate system structures and learning opportunities to promote sustainable leadership.
- 25% of Anamosa teachers will be in a teacher leader role.

Long term goal:

- At least 40% of ACSD teachers will be consistently involved as a teacher leader.

Evaluation Measures:

- Implemented leadership structures and learning opportunities
- Attendance logs
- Staff applications for TLC leadership roles
- List of Teacher Leaders, Model and PP, and ICs, presented to the Board
- Evaluation of teacher leader positions

Monitor/Adjust: Data will be compiled annually and shared with the District Leadership Team (DLT) and Administration to determine progress and need for adjustments.

GOAL 2:

Develop and implement collaborative structures which assure consistency, accountability, and monitoring of student learning through adopted curricula, research-based instructional methods/strategies, and learning environments that support distributed leadership and reward personal professional growth and effective teaching

Metrics:

- Increased student achievement as measured by identified assessments
- Artifacts demonstrating collaborative development of instruction, implementation of identified instructional strategies and formative/summative assessment systems with fidelity

Background:

Achievement is a reflection of the systems of instruction that support student learning. Research indicates that implementing district-supported research-based instructional practices improves learning and achievement. ACSD continually strives to build and sustain such coherent systems.

Iowa Assessments Results (2014-2015)

| | Average % Proficient (All) | % Met NSS Growth (FAY) |
|---------|----------------------------|------------------------|
| | ACSD | ACSD |
| Reading | 76 | 54 |
| Math | 81 | 58 |
| Science | 80 | 50 |

- Proficiency variances as compared to state data are at or less than 2% in all subjects
- Significant numbers of students are not meeting growth expectations
- Patterns of low achievement/growth exist within specific grades levels

Short term goal:

The % of ACSD students (4-11) proficient/meeting growth on the reading comprehension, math and science subtests of the IA Assessment will meet CSIP goals for the 2016-2017 school year.

Long term goals:

The % of ACSD students (4-11) proficient/meeting growth on the reading comprehension, math, and science subtests of the IA Assessment will continue to increase.

Evaluation Measures:

- Assessment data
- Walkthrough data
- Building/Team Plans including implementation data
- Evaluation Feedback

Monitor/Adjust:

Principals and teacher leaders will identify and evaluate available data to establish annual goals for professional development and teacher career development plans that align with State and District goals and the Iowa Professional Development Model. The District through the DLT will also review results and make adjustments as identified.

GOAL 3:

Attract able/promising teachers while also retaining effective teachers through implementation of a high quality mentoring/induction program, teacher leadership opportunities and ongoing quality differentiated professional development that is aligned to continuous improvement, staff's needs, and the aligned themes of an innovation-based environment.

Metrics:

- Attrition rate of new, new to the district, and experienced teachers
- Exit interviews

Background:

40% of Beginning Teachers hired in 2009-2010 who completed the Mentoring and Induction (M&I) Program have remained teaching in Anamosa Community School District after 5 years while 33% of the 2010-2011 Beginning Teachers remain teaching in Anamosa today. This lies below the national average. Exit data reveals the locational impact of salary competitiveness and lifestyle opportunities to the Cedar Rapids metro area as factors of continued employment.

Short term goal:

- Starting with the 2013-2014 Beginning Teachers, increase the 5-year retention rate to 50%.

Long term goal:

- Maintain at least a 60% 5-year retention rate of Beginning Teachers.

Evaluation Measures:

- Annual survey of Beginning and New to District Teachers
- Annual evaluation of the M&I Program
- Retention log

Additional metrics will be added to track reasons teachers leave ACSD.

Monitor/Adjust:

Based on annual reviews, the DLT Committee will evaluate the effectiveness of each position and recommend adjustments and reappointment of teacher leaders.

PROGRAM EVALUATION

Each component of the ACSD TLC plan will be evaluated separately and as part of the entire TLC program. These evaluations will be presented to the DLT, Administration, and Board for program evaluation reporting and determining any changes.

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)

ACSD's TLC Plan design process included input from various stakeholders. Collectively, teachers contributed to its development through ongoing discussions with TLC team members. This process supported the TLC vision of empowering teachers and creating a climate of collaboration. The plan will be sustained and improved through ongoing evaluation by the TLC Committee, Administrative Team, the Building Leadership Team, the teacher leaders themselves, and continual input from the collective teaching staff.

The TLC plan has focused on creating structures, processes, and functions that sustain change rather than just support it in the short term. Our plan's viability is guaranteed by having the supports including:

- Appropriate personnel involved in the ongoing review, recommendation, and revision of the program
- External support through Grant Wood AEA
- Data and feedback collection and analysis structures
- Policies, detailed job descriptions, selection criteria, and evaluation to assure fair access of all while filling the TL roles
- Organized internal and external communication system ensuring role and system clarity

Professional Development for Teacher Leaders (TLs):

TLs will require ongoing training and support to effectively implement and sustain our TLC system. ACSD will utilize internal and external resources to create meaningful PD opportunities which establish and sustain a coaching culture. As each TL role serves a specific purpose, differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership will be provided.

Areas of professional development include: Cognitive Coaching, peer coaching, feedback routines, the IA Core and the Characteristics of Effective Instruction, MTSS framework, IPDM, exemplary mentoring and induction practices, curriculum, instruction and assessment design and implementation, PLC process, data analysis protocols, and adult learning theory.

In addition to team support, each TL will receive mentoring from leaders within and outside of the system. To be effective, each TLs 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, TLs will be supported in building their network outside of the district with other TLs and coaches.

Process and Sustainability Management:

The Superintendent, District Systems Facilitator(DSF), Building Principals (BPs), and the Teacher Leadership Committee (TLC) members will be responsible for the following tasks to assure sustainability of our plan:

- Plan and implement training for the new leadership positions
- Hiring internal leadership and external replacement teachers in a timely manner
- Receive and communicate stakeholder feedback using surveys and face-to-face forums
- Organize collaborative leadership meetings for instructional coaches
- Regularly convene with TLs and MTs to provide training
- Oversee and allocate funds for leadership positions
- Monitor the evaluation process of leadership positions

Sustainability Concerns:

- If an Instructional Coach decides to return to the classroom, all efforts will be made to honor the desire within the parameters of the Master Contract.
- Declining enrollment is a concern. Fewer students will likely lead to fewer teachers. This may lead to a decrease in the numbers of TLs.

Responsibility for the Success of the Plan:

Teacher Leadership Committee (TLC): This committee will meet during the school year with the Superintendent and District Systems Facilitator to evaluate the effectiveness of the TLs and their roles in supporting instruction. The team will use staff feedback, including surveys, to evaluate the current success of the TLs at both the building and district levels. Data gathered from staff feedback will guide improvements to the TLC plan and continue the process of refining the roles of TLs. The team will also evaluate the effectiveness of meeting the goals that were set out by our TLC plan and communicate the feedback to the district staff.

School Board: The members of the Anamosa Community School Board have expressed their support of the district's

TLC plan and will be informed annually of the effectiveness of the plan. A school board member served as a TLC committee member.

Superintendent: The superintendent was the driving force behind the creation of our TLC planning committee, has organized all of the planning meetings, and has played an active role in the writing of this plan. The Superintendent will oversee the TLC Committee members and work through any concerns that may arise in the process. The Superintendent will provide feedback to the school board, community and staff.

District Systems Facilitator (DSF): The District Systems Facilitator is committed to the success of this plan. She will be instrumental in providing professional development guidance, training opportunities for leadership positions, and alignment of resources.

Building Principals (BP): The BPs are supportive of the TLC planning and its impact on the learning environment across the district. BPs have and will work as a part of the TLC Committee to promote an environment that is conducive to training and supporting TLs.

Anamosa Education Association (AEA): The AEA members have played an active role in the development of this TLC plan. The TLC committee included 8 members of the AEA including the president and 1 member of the negotiation team. The AEA will ensure the TLC plan works within the master contract.

Teacher Leaders (TLs): The TLs are the backbone of our plan. They will undergo a rigorous application process to ensure the greatest quality and fit for the leadership positions. It is their expertise that will ensure the success of this plan, improved classroom instruction leading to increased student achievement.

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**

Part 10 - Budget Items

| Use of TLC Funds | Amount Budgeted |
|--|-----------------|
| Amount used to raise the minimum salary to \$33,500. | \$0.00 |

| | |
|---|---------------------|
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$88,000.00 |
| 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). | \$249,847.12 |
| Amount used to provide professional development related to the leadership pathways. | \$48,000.00 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i> | \$0.00 |
| Totals | \$385,847.12 |

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

| | |
|---|--------------|
| Certified Enrollment Number | 1234.0 |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i> | |
| District Enrollment-Based Allocation | \$385,847.12 |
| Total Allocation | \$385,847.12 |

Other Budgeted Uses - Description

| Item description | Amount budgeted |
|------------------|-----------------|
| | \$0.00 |

Total Allocation Budgeted

| | |
|---|--------------|
| Total Projected Amount to be Expended | \$385,847.12 |
| <i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i> | |
| Remaining Allocation to be Budgeted | \$0.00 |

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)