



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

96090 - Ames Teacher Leadership Grant Application

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id MANDY.ROSS@IOWAID

First Name* Mandy Lemanczyk Ross
First Name Middle Name Last Name

Title:

Email: mandy.ross@ames.k12.ia.us

Address: 415 Stanton Avenue

City* Ames Iowa 50010
City State/Province Postal Code/Zip

Phone:* 515-268-6620
Phone Ext.

Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Ames Community School District

Organization Type: K-12 Education

Tax ID: 426039498

DUNS:

Organization Website:

Address: 415 Stanton

Ames Iowa 50014
City State/Province Postal Code/Zip

Phone: 515-817-0635
Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Ames Community School District

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

County-District Number 85-0225

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.

Name of Superintendent Tim E. Taylor

Telephone Number 515-268-6660

E-mail Address tim.taylor@ames.k12.ia.us

Street Address 415 Stanton Avenue

City Ames

State Iowa

Use the drop-down menu to select the state.

Zip Code 50014

TLC Application Contact

Honorific Dr.

Name of TLC Contact Mandy Ross

Telephone Number 515-268-6620

E-mail Address mandy.ross@ames.k12.ia.us

Street Address 415 Stanton Avenue

City Ames

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50014

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)

VISION FOR THE AMES TEACHER LEADERSHIP & COMPENSATION (TLC) PLAN

Ames teacher leaders will collaborate with each other and with administration to support all Ames teachers in the design, delivery, and assessment of instruction and learning, and collaboratively design interventions to prepare each Ames student to be college, career, and citizenship ready.

GOALS FOR THE AMES TLC PLAN

GOAL 1: Increase the percentage of teachers who routinely and effectively work with an instructional coach or other teacher leaders.

GOAL 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

GOAL 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

GOAL 4: Increase the 5-year retention rate of Ames Beginning Teachers who have successfully completed their first two years in the District.

EXECUTIVE SUMMARY

The Ames Community School District is in its fifth year of its Education Plan. The Plan is summarized by the following graphic, which has evolved to reflect our continuous growth and improvement. As a matter of routine, the Iowa Professional Development Model (IPDM) drives our process: we routinely collect and analyze student data to determine our goals at the District, building, professional learning community (PLC), individual teacher, and administrator levels; our training is research-based; and we use ongoing data collection and analyses to inform our decision making.

Teaching and Learning

Who is #1 in all we do?



Principals as Instructional Leaders

- Empower PLCs

PLCs

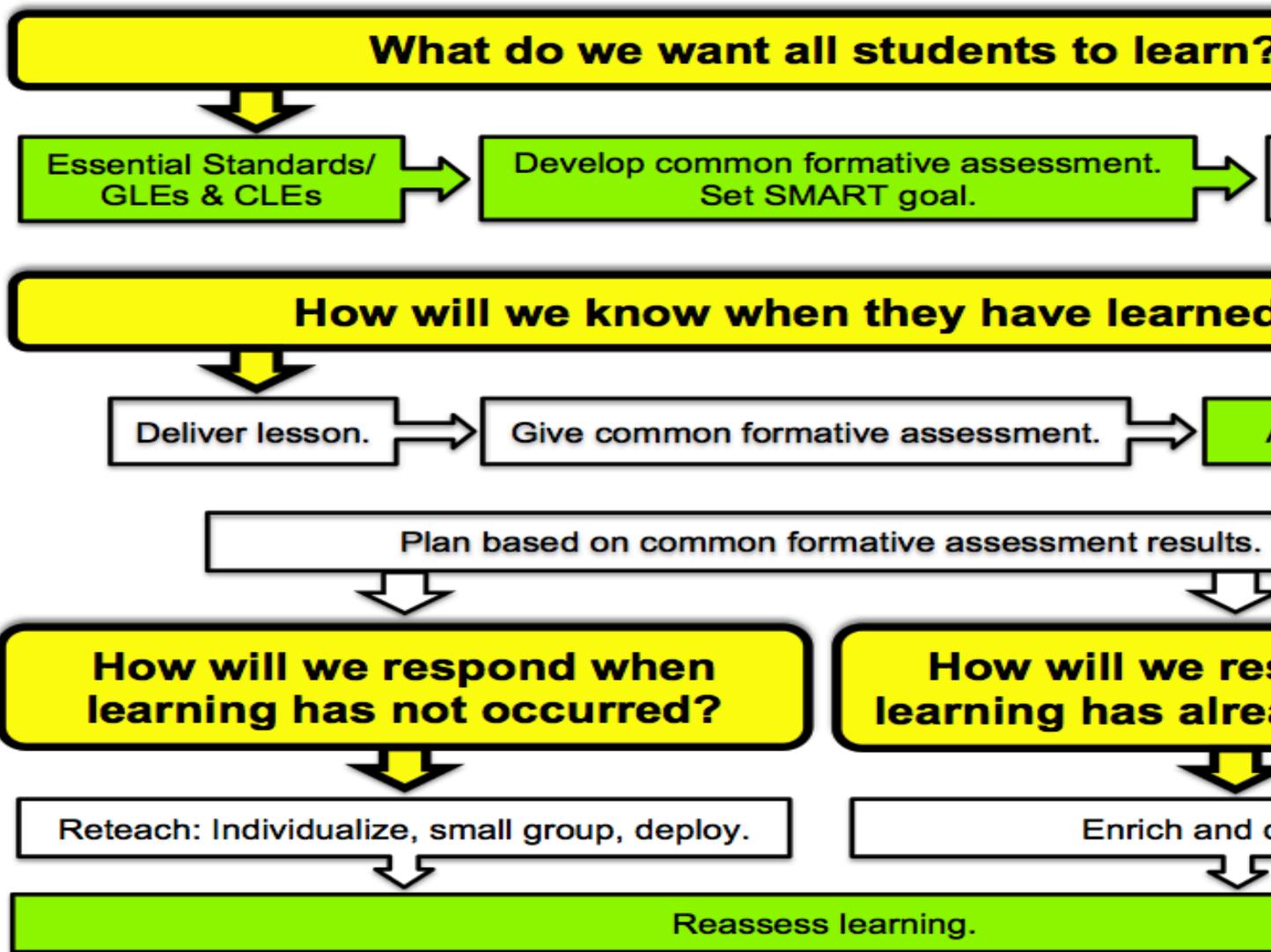
All instructional Staff

- Data
- Assessments
- Strategies

Varied Instructional Strategies

Student-centered Learning Decisions

Our Education Plan is based on the premise that kids are at the heart of all our decisions. Principals serve as instructional leaders who facilitate the use of assessment data to inform the use of research-based instructional strategies in their schools. Teachers collaborate in PLCs to address DuFour's Four Questions in our PLC Flowchart:



The chart above demonstrates the District's reflections and agreements to increase the integrity of our PLC work. Administrators and Instructional Coaches are helping PLCs unpack their curricula to identify essential standards as the foundation for lesson planning and formative assessment development for learning to occur for all students.

The Ames TLC plan reflects our current model that leverages Instructional Coaches, state-mandated Mentors, and Teachers on Special Assignment (TOSAs). Our plan allows us to increase the rigor of the current teacher leader roles and strengthen the connections between these roles as they work together to help meet the needs of every student.

- **Model Teachers.** For nearly a decade, Ames has employed a train-the-trainer model for elementary teachers; this is the basis of our Model Teacher. Our TLC plan will use a rigorous identification process to formally recognize about 39 teachers from all levels who are implementing District research-based practices with high levels of fidelity. They will open their doors to colleagues to observe these practices and reflect with their peer observers.
- **Mentor Teachers.** In 2003, Ames moved to an in-district Mentoring & Induction (M&I) Program, allowing us to address retaining high quality teachers in Ames. Our TLC plan will expand the roles of about 29 Mentor Teachers including a rigorous selection process, and increased training and responsiveness to Beginning Teachers and newly hired Career Teachers.
- **Instructional Coaches (IC).** Our 3-year old IC program initially began with a literacy focus, but has grown to include a wider array of research-based instructional practices PK-12. However, the demand far exceeds our staffing levels. Our TLC plan provides staffing from 8 to 15 Coaches to meet the demands of our teachers for job-embedded professional development for continuous professional growth across schools and content areas.

- Teacher on Special Assignment (TOSA). TOSAs have been part of the Ames Curriculum Department for over two decades. Our TLC plan adds from 3 TOSAs to address curriculum and assessment development and professional development support in several content areas that have been neglected in recent years due to staffing reductions.
- Site-Based Council. One teacher from each level plus a special education teacher will serve with four administrators to screen, interview, and recommend teacher leaders. They would also be involved in annual review of teacher leadership roles and applications.

We believe the Ames TLC plan allows us to strengthen our efforts to meet the needs of each of our students.

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 Year 1?

Yes

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).

Based on the legislation, District leadership began drafting plans that would enhance and extend the current direction of teaching and learning in the Ames schools. Based on input from meetings of the Administrative Team in October and November, we refined the Ames TLC plan to address the number and roles of teacher leaders assigned to each building.

In early December, District and Ames Education Association leadership met to share the draft plan and to garner clarification and support. We reviewed guidance documents from the Department of Education to ensure our initial draft addressed required components. The planning grant allowed meetings to occur during off-contract time to avoid disrupting instructional time.

Our first TLC Committee meeting was held on December 10, 2013. 48 stakeholders (see chart below) representing each school in Ames--parents, teachers, and administrators--were in attendance. The Committee received an overview and supporting documents about the legislation and the Ames TLC plan. Ames Education Association leadership provided supportive input, which included seeking increased expectations for teachers to use teacher leaders to strengthen instruction. That input was well received by the TLC Committee and included in our TLC plan. Table talk provided members time to read and explore in smaller groups, followed by time for questions, answers, and input. Large group debriefing resulted in clarifications about our TLC plan and the guidance documents. Finally, the Committee was asked to reach out to their constituent groups and record their meetings on a Google Doc as part of our data collection. This Google Doc was available to the Committee throughout the planning process, and their notes and input indicated a high degree of support from their constituent groups.

Administrators and teacher representatives drafted job descriptions and selection criteria for teacher leaders, which were presented to the TLC Committee on January 7, 2014. The planning grant provided reimbursement for the work done off-contract time.

On January 2, 2014, District leadership met for a second time with Ames Education Association leadership to discuss updates to the application process and address questions that arose from the TLC Committee and stakeholder meetings. We developed a definition of continuous professional growth, proposed the structure of the Site-Based Council, and discussed how to include peer review in the TLC evaluation process. The TLC Committee reviewed and supported these items on January 7. These items are reflected in our TLC plan.

On January 6, 2014, a group of administrators and teacher leaders reviewed job descriptions and discussed how the teacher leader positions align with District initiatives and administrative roles. This input helped strengthen various parts of our TLC plan, including the role of teacher leaders in development and delivery of professional development.

At the January 7, 2014, TLC Committee meeting, District and Association leadership addressed with the group questions and comments from the TLC Committee and their respective constituents. Then table groups reviewed, questioned, and provided input on drafts of job descriptions for the teacher leadership roles and were asked to share those with their respective groups prior to the final meeting. Input from the job descriptions and roles were used to strengthen our TLC plan.

Between this and the final meeting, District and Association leadership met again to ensure that there were no contractual issues or other questions to impede implementation of the plan. We agreed that letters of agreement would be part of our negotiations discussions.

On January 21, 2014, the final TLC Committee meeting was held. Table groups reviewed assigned parts of the Ames TLC plan against the TLC Plan Scoring Rubric. Their input and recommendations helped to clarify job responsibilities and were incorporated into our TLC plan. The Committee expressed a high level of consensus for the plan.

The Committee members met with nearly 400 parents and teachers to share our TLC plan. Based on notes from meetings with the constituent groups, stakeholders expressed support and commitment for the Ames TLC plan. Additionally, parent groups noted that having the TLC plan shared with them helped them better understand the District's commitment to continuous improvement. Notes and comments from Committee members indicated that the plan was well received by constituent groups.

An FAQ has been established to address questions that arose.

The Board of Education has been apprised on the progress of the Ames TLC plan through the Board Teaching & Learning Subcommittee. On January 13, the Board received an overview of the TLC plan. On January 27, 2014, about a dozen TLC Committee members, including parents, teachers, and administrators, were present at the school board meeting to support our TLC Plan. With the enthusiastic support of the Board's Teaching & Learning Committee and TLC Committee representatives, the Board voted unanimously to approve the Ames TLC plan.

Planning funds were used to reimburse staff members for attending meetings and working outside of contract time to develop drafts of job descriptions and other details for the stakeholder committee to review. This ensured that many stakeholders had an active role in producing a quality plan and allowed meetings outside the contract day, minimizing disruption to the educational process. Additionally, a consultant was hired to help research, organize, and draft the application, which strengthened and expedited the application. Finally, planning funds were also used to provide a light evening meal at each of the meetings of the entire TLC Committee to encourage attendance. Most of the planning funds will have been expended at the time of this application.

2013-2014 TEACHER LEADERSHIP & COMPENSATION COMMITTEE					
PK/ECSE:	ADMINISTRATOR	TEACHER	TEACHER	PARENT	PARENT
Northwood	Jody Klaver	Audra Watson	Nichole McCrady	Blakely Mortvedt	Susan Selby
ELEMENTARY		K-2 TEACHER	3-5 TEACHER	PARENT	PARENT
Edwards	Dave Peterson	Terri Boeding	Erin Wittrock	Carrie Copley	Megan Jurgens
Fellows	Carol Page	Shena Jackson	Cathy Dietz	Lindsay Moser	Santos Nunez
Meeker	Steve Flynn	Karen Klotzbach	Kenessa Smith	Sarah Laaser-Webb	
Mitchell	Justin Jeffs	Charlyn Mason	Amanda Borrill	Avery Kumsher	Amanda Williams
Sawyer	Sue Lawler	Jody Lickhart	Ondrea Dellman	Jenny Veale	Christy Mayberry
SECONDARY		CORE TEACHER	CORE TEACHER	AT-LARGE TEACHER	PARENT
AMS	Pam Stangeland	Ron Weber (Math)	Jenny Parsons (Engl.)	Craig Sengbusch (Sp Ed Lvl 1)	Jackie Bayouth
AHS	Spence Evans	Darin Johnson (Engl.)	Ben Matthies (ALP Math)	John Crall (Inst. Strat. Sp. Ed.)	Sue Weiss
ART (1)	Susan Norris				
PE (1)	Lise Rollins				
ELEM I-COACH (1)	Julie Seiler				
SEC. I-COACH (1)	Lisa Clayberg				
AMES ED ASSN (2)	Leslie Boylan	Aileen Sullivan			
CENTRAL OFFICE	Mandy Ross Tim Taylor Karen Shimp Darcy Cosens Yonas Michael Dan Andrews	BOARD	Teresa Simpson Luke Deardorff Tim Rasmussen		

Narrative

Using Part 2 application narrative from Year 1?

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.

Vision for the Teacher Leadership Plan: Ames teacher leaders are empowered to collaborate with each other and with administration to support all Ames teachers in the design, delivery, and assessment of teaching and learning to achieve the District's Vision and Mission:

The Ames Community School District will meet the needs of all students to ensure they are lifelong learners who are citizenship, college and career-ready.

The mission of the Ames Community Schools is to ensure that all learners develop the knowledge, skills, attitudes, values, and personal esteem necessary to grow in and shape a changing society.

Goals for the Teacher Leadership Plan:

GOAL 1: Increase the number of teachers who routinely and effectively work with an instructional coach or other teacher leaders.

Teacher leaders have been a part of the Ames culture for decades, beginning with Teachers on Special Assignment in the Curriculum Office. In the past four years, we've added Instructional Coaches (IC) to help support increased instructional expectations. The demand for IC support has increased significantly in that time. Our Plan increases the number of teacher leaders to provide classroom support. Our data shows that teachers who work closely with an IC tend to show higher increases in their reading scores. This work includes planning, modeling, observing with feedback, and help with MTSS goals and plans. This is especially apparent in our schools with our lowest socio-economic rates, demonstrating that good instruction benefits every student regardless of SES. Mitchell Elementary has the highest free/reduced rate in the District (48.5%). However, the close working relationship between their teachers and the ICs is credited for significant gains in their Iowa Assessment reading proficiency scores:

	2012-13	2013-14
All students	78.58%	89.43%
Low SES	65.22%	75.56%

GOAL 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

Using a rigorous selection process to identify teacher leaders who are using District-supported research-based strategies, we will increase support to extend those strategies to benefit all students. As we transform our school culture to be responsive to the needs of every student, we need to increase the support for all teachers to be able to unpack their curriculum, develop aligned formative assessments, and respond to student needs with instructional strategies that accelerate student learning.

GOAL 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

In the past three years, 13 Ames teachers have assumed teacher leader roles; 9 more interviewed for those jobs. This demonstrates that our teachers desire leadership roles. The Grant will allow us to increase the number of teachers who are ready and willing to assume these roles. Teacher leaders will be provided training that ensures they are well prepared for their roles supporting well-aligned District goals and strategies.

GOAL 4: Increase the retention rates of beginning teachers who have successfully completed their first two years in Ames. Retention rates and surveys of teachers who have completed the District Mentoring and Induction Program suggest that those who have been mentored by teachers who implement District expectations and strategies have a higher level of job satisfaction. This will continue to be one measure of the success of our Mentor Teachers and the Mentoring and Induction Program. Additionally, beginning teachers who work closely with an IC and their mentor tend to show more reading growth.

The Ames TLC Plan aligns with the goals set by the Iowa legislature and the Teacher Leadership and Compensation Task Force:

Attract promising new teachers. Our Beginning Teachers' salaries exceed the state-required minimum. Our Plan extends

teacher leadership roles and responsibilities, provides compensation to reward teacher leaders, and increases professional growth opportunities for all teachers.

Retain effective teachers. Our Plan strengthens and expands the expectations, training, and compensation of Mentor Teachers to strengthen our Mentoring and Induction Program for Beginning Teachers and teachers who are new to the District. Our Plan provides a career ladder that allows teachers to grow, refine, and share their expertise.

Promote collaboration. Our Plan includes professional learning community (PLC) leadership roles for teacher leaders.

Increased collaboration supports implementation of strategies that offer the greatest likelihood for increasing student learning and achievement, and improves consistency of implementation of Iowa Core, Common Core, and District initiatives across all schools. Our PLC model is one of continuous professional growth for all staff. Developing our Plan has also provided additional positive collaborative opportunities between District administration and the Ames Education Association.

Reward professional growth and effective teaching. A rigorous selection process ensures that teachers who are progressive in their own District-aligned continuous professional growth are recognized and rewarded as they serve as role models among their peers.

Improve student achievement. Our professional development focuses on providing our teachers and administrators with the tools and support to improve student learning and achievement. With the expansion of our teacher leadership opportunities, we can accelerate our professional growth efforts, thus increasing the likelihood for improving student achievement more rapidly than our current teacher leadership staffing levels allow. Areas of focus include using formative assessment data in PLCs to accelerate learning and achievement for all students.

Using Part 3 application narrative from Year 1?

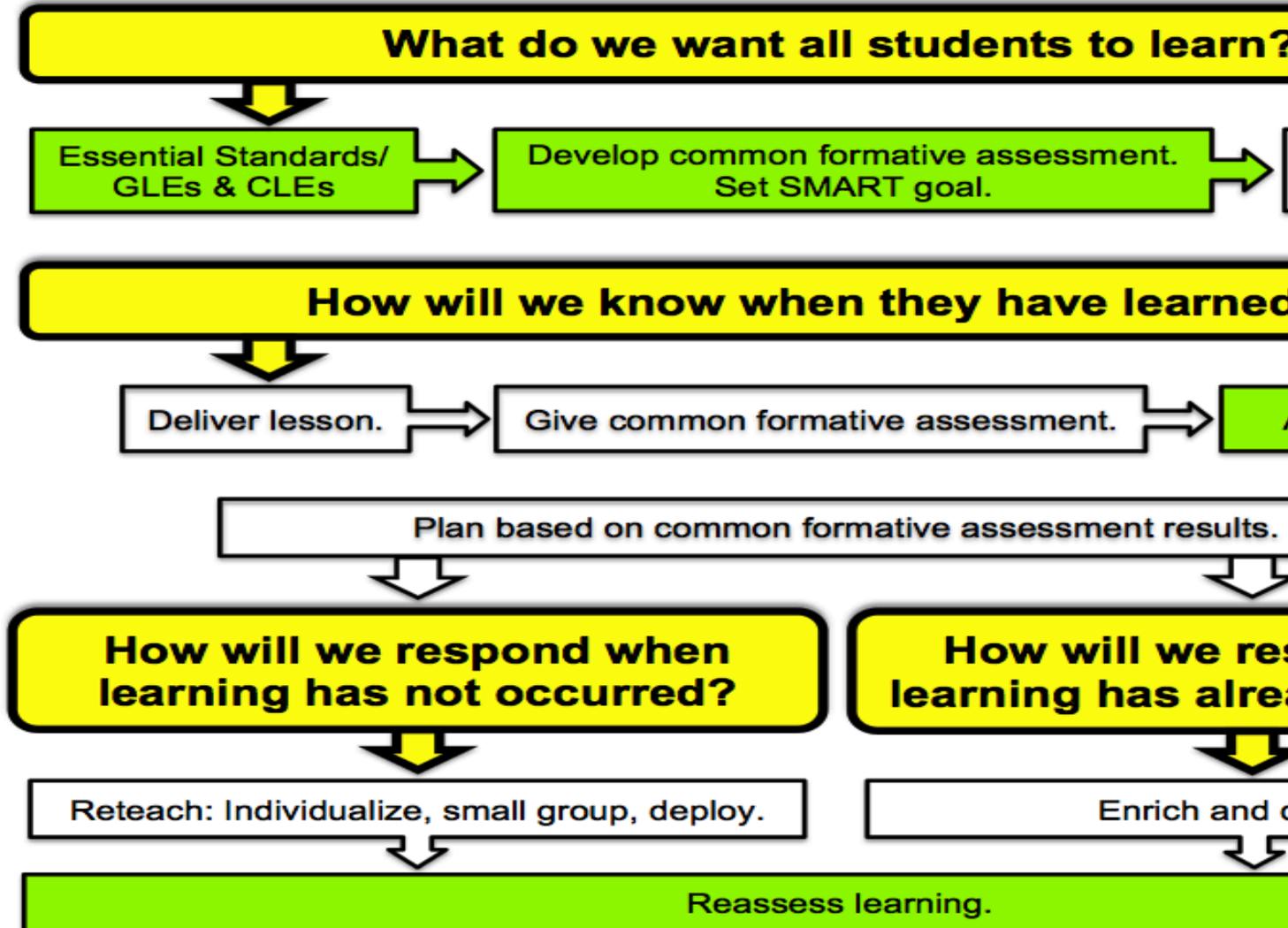
No

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

The Ames TLC Plan provides teacher leader support to key initiatives actively in place to improve student learning and achievement in the Ames Community School District:

- Strengthen early literacy instruction that results in all students reading at or above grade level by the end of Grade 3
- Improve Common Core implementation in math
- Improve Common Core implementation in English language arts
- Enhance 21st Century Skills/technology literacy
- Improve Iowa Core implementation across content areas
- Improve implementation of MTSS to meet the needs of all students in all buildings
- Increase the percentage of students proficient on the Iowa Assessment in reading, math, social studies, and science in grades 3-11.

Teachers and administrators are requesting increased support, but current staffing levels are not sufficient to be responsive. The teacher leader positions will provide all teachers in each school job-embedded support in identified areas that show the greatest promise for improving student learning and achievement. All teacher leaders will have a role in implementing the District PLC Flowchart, as shown below:



Teacher leaders will provide intertwined levels of support to improve teaching and learning across the District, including early

literacy, math, English language arts, and technology literacy as well as Iowa Core. Quality teaching and learning will be supported by Instructional Coaches (ICs) who work directly with PLCs by facilitating their work in identifying essential standards, creating formative assessments and analyzing the results, and lesson development, including re-teaching and extending lessons. ICs may also model in a classroom so the teacher can see the IC working with the teacher's students in his/her own classroom. Model Teachers will open their doors for colleagues to observe lesson delivery and then spend time debriefing with the observers. Mentor Teachers will provide similar, but more intensive support for Beginning and New-to-District teachers, including observation, modeling, and meeting time to focus on integrating these new teachers into our District culture and expectations.

MTSS will be supported by Model Teachers and Instructional Coaches, who will support teachers in the development of interventions.

Common Core and Iowa Core for specific content areas will be the responsibility of the Teachers on Special Assignment (TOSAs). They will work with content area teachers to review curriculum, materials, and instructional practices specific to the content area. TOSAs will also work with ICs and Mentor and Model Teachers to assist in training them to help support implementation of new curriculum, materials, and strategies.

Technology Literacy will be supported by two Technology Instructional Coaches. Much like the other ICs, they will work with PLCs, as well as Model Teachers to plan, model, and observe lessons that integrate technology into lessons in ways that increase student engagement and promote higher level thinking and problem solving.

As a result of these layers of professional support, we expect increased proficiency on the Iowa Assessments.

Using Part 4 application narrative from Year 1?

Yes

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)

Over the past 5 years, 47% of Beginning Teachers who completed our M&I Program since 2009-10 have remained in the Ames School District for 5 years, which resembles national retention rates. The Ames M&I Program focuses on District-level meetings and professional development for the Beginning Teachers and their Mentors and ½ day time blocks for Mentors and Mentees to observe each other. Mentors meet with their Mentees on a regular basis. Although care is taken to match Mentors and Mentees, it is not always possible to have a Mentor in the same grade level or subject area as the Mentee.

Evaluations of the current M&I program identify some gaps in the M&I program that are addressed in the Ames TLC plan. Surveys of Beginning Teachers indicate the M&I program has helped them in their first year in the profession and in the District. (100% of 2012-13 Beginning Teachers responded overwhelmingly that the M&I program was beneficial. (“I believe it is a great program!”) But they also point out that the first two professional development days before school starts are overwhelming. (I would like “more opportunities at the beginning of the year to collaborate more before students start.”) Additionally, they note that having the Mentor in their PLC is beneficial. (“Content area was extremely important for sharing ideas on instruction/planning/assessing.”) The number one comment on all evaluations referred to relationships. (“I had someone to answer all my concerns and help me navigate my first year.” “I felt like I had a friend when I didn’t know anyone in the District.”) The gaps noted by the evaluations were:

- The 2 days of induction and professional development prior to all staff workshop days in the fall is not sufficient to prepare Beginning Teachers.
- Beginning Teachers need content area assistance throughout the first year.
- Effective and timely responses to day-to-day concerns is a critical need for Beginning Teachers.

The Ames TLC plan addresses the first and second gaps, insufficient number of workshop days and year-long content assistance, by increasing professional development days for Beginning Teachers to 7 days. The additional days will allow focused professional development leading to a culture of collaboration and support for those new to the profession. During these days, Beginning Teachers will participate in training on literacy, math, science, technology, social studies, and classroom management. Monthly District-level M&I sessions will focus on classroom management; Iowa Teaching Standards 3,4, and 5—planning, teaching, and assessing; personal mental/physical health; teaching portfolios; and end-of-year transitions for struggling students. Mentors, ICs, and TOSAs will plan and lead parts of these sessions to ensure implementation of practices learned during professional development. Mentor Teachers, ICs, and principals will work directly with the Beginning Teachers to provide professional development. This design provides the opportunity for Beginning Teachers to establish working relationships with District teacher leaders who will provide varying levels of support throughout the year, including TOSAs who have curriculum expertise.

The Ames TLC plan will address the third gap, effective and timely responses, by develop more personal relationships for Beginning Teachers and provide them with the necessary professional development to successfully address individual student needs and improve instruction for all students. Beginning Teachers will have access to Model Teachers, Mentor Teachers, ICs, and TOSAs who will be readily available to address immediate or long-range needs. Our TLC plan will increase the amount of timely interaction between Mentor Teachers and mentees, thus providing more opportunities to communicate and problem solve. By matching Beginning Teachers with Mentor Teachers who teach the same subject and within the same building, the Mentor Teacher and Beginning Teacher can share PLC work and be readily accessible to each other. Our TLC plan will substantially increase the opportunities for the Mentor Teacher to observe, reflect, and coach their mentee, as well as increase the opportunities for the mentees to observe and reflect with other teacher leaders. By developing multiple relationships, the Beginning Teacher will have multiple teacher leaders to contact for effective and timely responses to day-to-day concerns.

The M&I program has collected data for the past several years to evaluate and modify the M&I program. By analyzing those data, noting the strengths and gaps of the program, and addressing the gaps with the Ames TLC plan, the M&I program will provide both District and building support to ensure meeting the needs of each Beginning Teachers and teachers new to our District.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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.

Goals for the Ames TLC Plan:

Goal 1: Increase the percentage of teachers who routinely and effectively work with an Instructional Coach (IC) or other teacher leaders.

Goal 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

Goal 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

Goal 4: Increase the 5-year retention rate of Ames Beginning Teachers who have successfully completed their first two years in the District.

Proposed Teacher Roles & Responsibilities

The number of Beginning Teachers would vary based on hiring. They will be assigned to the classroom 100% of the time, but will have 5 or more days during the school year to collaborate with their Mentors, observe Model Teachers, and work with Instructional Coaches on classroom management, implementation of benchmarking, and instructional responses to data. In addition, they will have 7 extra contract days (2 currently plus 5 additional as provided by TLC plan) to learn to implement District curriculum, District-endorsed research-based instructional strategies, and assessment. They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. Their minimum salary of \$33,500 is already exceeded in the Ames Salary Schedule.

All teachers who have met the expectations of a Beginning Teacher and are awarded a standard license are designated Career Teachers. Career Teachers 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.

Model Teachers will be assigned to the classroom 100% of the time, but will have the flexibility to collaborate with peer observers. Model Teachers will attend monthly District 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 5 extra days on their contract and a stipend of \$2,000. There will be approximately 39 Model Teacher opportunities.

Mentor Teachers will be in the classroom 75% or more of the time. As models of exemplary classroom management and effective instructional strategies, they will support the professional development of Beginning Teachers and teachers new to the District. They will routinely meet with their mentees, keep a log of meetings and discussion topics, model, observe, and provide feedback to mentees, and help plan and deliver monthly M&I meetings. They will also serve as part of the teacher leader team in their buildings to identify, plan, and deliver professional development. The 10 extra contract days for Mentor Teachers will include Mentor training, and development and delivery of pre-service training for new and Beginning Teachers. Mentor Teachers will receive a stipend of \$5,000. The number of Mentor Teachers will vary according to the number of new teachers, but there will be up to 29 opportunities.

Instructional Coaches will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 15 Instructional Coaches (1 preschool, 5 elementary, 3 middle school, 4 high school, 1 District ESL, and 1 District Special Education). While working with individual teachers, PLCs, 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, PLC planning, data review, and instructional response to data. ICs will serve as members of the building teacher leader team to analyze student data and assist in professional development planning to address identified needs. They will participate in an IC PLC, where their own learning will be continuous. They will have 10 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 \$7,000.

Teachers on Special Assignment (TOSA) will not be assigned to a classroom but will engage full-time in the planning, development, and implementation of curriculum and related professional development. There are 5 TOSA opportunities in our TLC plan (1 Math/science, 1 English language arts/ social studies, 1 CTE/ world languages/ mentoring & induction, 1 Art/ music/ PE/ teacher librarians/ counseling, 1 PD/ teacher leaders support). TOSAs work with teacher teams to organize and manage the development, implementation, and assessment of curriculum, as well as provide professional development and pedagogical modeling in the development, implementation, and assessment of curriculum. They will remain current in the literature and research in curriculum as they work with building principals and building teacher leaders in data collection, analysis, and action planning. They will serve on a District School Improvement Team. TOSAs will have 15 additional days in their contracts and receive a stipend of \$10,000-\$12,000.

The Site-Based Council will consist of 4 teacher leaders--one elementary teacher, one middle school teacher, one high school teacher, and one special education teacher. These teacher leaders will have 5 additional days in their contract and a stipend of \$2,000. Their responsibilities will include screening, interviewing, and recommending teacher leaders. They will be involved in the annual review of teacher leadership roles and applications.

Teacher Leaders and Coherent Instructional Improvement

The Beginning Teacher, Career Teacher, Mentor Teacher, Model Teacher, and IC will be District trained, but building-based. 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, PLCs, and building needs.

The TOSAs will support the other teacher leaders by leading teacher teams through a process for the development, implementation, and assessment of curriculum. Design, collection, interpretation, and reporting of District content area data will help identify professional development needs to target increased student learning and achievement.

Benefits of Teacher Leader Roles

The Ames TLC plan will allow us to strengthen and expand our existing multi-tiered teacher leadership system. Specifically, our TLC plan:

- increases the number of teacher leaders and places them in all attendance centers, thereby providing more opportunities to meet the increasing requests from teachers for instructional support.
- increases the amount of released time for teacher leaders to collaborate with colleagues, thus increasing the opportunities for teachers to learn and implement District-supported research-based instructional practices.
- increases the rigor of teacher leadership opportunities and training so there is increased clarity and articulation with each role relative to District expectations.
- increases collaboration among teacher leaders, administration, and other teachers.
- 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.

All teacher leaders will include a focus on supporting teachers in their efforts to meet the instructional needs of each and every Ames student. The careful alignment and implementation of Beginning Teachers, Career Teachers, Model Teachers, Mentor Teachers, ICs, and TOSAs will increase instructional practices that have a positive impact on student learning and achievement.

Using Part 6 application narrative from Year 1?

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.

Our District TLC Plan provides a rigorous selection process for teacher leaders that builds on the selection process we have used to hire new teachers as well as our current teacher leaders. Based on the number of applicants for recent teacher leader vacancies, we know there is significant interest among our staff in these positions. The process will also include reapplication by existing teacher leaders.

Application

The District will post teacher leader vacancies annually following the process established in the Master Contract between the Ames Education Association and the Ames Board of Education. Teachers wishing to apply for a teacher leader position will complete an application form, a narrative describing their interest and qualifications, and a letter of support from at least one District administrator.

Selection

After the closing date, the Site-Based Council, consisting of four teachers (elementary, middle, and high school plus one special education teacher plus administrators from elementary, middle, high school, and central office) will screen the applications. All qualified applicants who have a complete application will be invited to interview with the Site-Based Council.

Teacher leader applications will be scored on a rubric that will be developed collaboratively by District administration and Association leadership. Key elements of the rubric as well as additional elements (see "Review" below), will include:

- Licensure as a Career Teacher
- At least one year in the District and three years in the profession
- Demonstration of continuous professional growth with emphasis on implementation of District strategies and initiatives as evidenced in the applicant's Career Development Plan and active participation at District professional development, as well as other evidence
- Service in leadership opportunities at the building and/or District level
- Evidence of collaboration including with PLC and teacher leaders such as Instructional Coaches or Teachers on Special Assignment
- Evidence of exemplary evaluations from his/her building leader
- Application includes a strong letter of support from his/her principal
- Provides evidence of respect and support of peers
- Possesses strong intra- and inter-personal skills
- Attendance is such that additional days out of the classroom for professional development or collaboration would not cause hardships, including negative impact on students

The teacher leader interview will consist of a question-and-answer segment that focuses on the applicant's knowledge and skills as they pertain to the position, and a performance assessment of a mini professional development lesson demonstrating his/her knowledge of District strategies and practices as well as application of skills needed in the specific teacher leader position (see bulleted items above).

Following the interviews, the Site-Based Council will recommend to the Superintendent those applicants who best match the positions and qualifications. The Superintendent will ask principals to review the names of the recommended teachers for placement of the successful candidates. Placement will be based, at a minimum, on number and availability of positions in each building, candidate preference, and a match with building staff. Recommended placements will be sent to the Board for approval.

Review

Teacher leaders will be expected to demonstrate continuous professional growth every year. In collaboration with Association leadership, continuous professional growth has been defined as, but not limited to:

- Annual, on-time submission and evidence to the teacher leader's administrator showing successful completion of a quality Career Development Plan (CDP). The CDP must align with building and District goals and initiatives. It will reflect elements of

the IPDM, including collection, review, and analysis of student data, and responding to data with appropriate instructional strategies.

- Routine attendance and active participation at District professional development
- Classroom implementation of District initiatives and strategies and evidence of their impact on students
- Collaboration with other teacher leaders
- Active participation and contributions to assigned PLC
- Attendance at required trainings for teacher leaders

Each teacher leader will be evaluated annually by his/her respective evaluator to ensure he/she continues to meet all job criteria and requirements. The evaluation is triangulated with self-evaluation on his/her work with assigned teachers, input from the teachers who have engaged with the teacher leader, and input from the building principal and District supervisor about growth of both the classroom teachers and teacher leaders. The evaluation model is based on the Woodruff Instructional Coaching Scale. Retention decisions will be made based on these criteria. During this time, teacher leaders may also request to remain in their current role or apply for reassignment.

The Site-Based Council will also annually review teacher leader roles and overall programming to make needed changes in the hiring and/or evaluation process to ensure the quality of the TLC program.

Narrative

Using Part 7 application narrative from Year 1?

Yes

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.

With our TLC plan, teacher leaders will have an active role in both design and delivery, which formalizes and extends the role of the teacher leader.

They will also review APR goals that were proposed by Content Area Teams and approved by the School Board to determine what professional development is needed to support and attain those goals. After District professional development has been addressed, building teams will meet to develop their building professional development plans for the school year. Both District and building professional development plans will continue to be based on the IPDM and will identify how each teacher leader will be directly involved, including formative evaluation during the year that allows refining plans during the year.

IPDM

Establish PD
leadership team

Collect/analyze
student data

TEACHER LEADER ROLES

- At the end of the school year, principals will meet with their Model & Mentor Teachers and ICs to review building-level student data to determine areas of strength and need and recommend a PD plan for the following school year. The results will be shared with the District PD planning team, which includes District administrators, principals, ICs, and TOSAs.
- TOSAs will work with their respective District Content Teams to review student data in their areas and set annual goals, which will be included in the C-Plan and reviewed by the District PD planning team to identify PD needs.
- The District PD planning team, which includes District administrators, principals, ICs, and TOSAs, will review District data at the end of each school year to identify PD needs and plans for the following year. Data reviewed will include C-Plan goals, AYP AMOs, and building goals.
- The Teacher Quality Committee provides additional oversight of building and District professional development to ensure alignment of PD with TQ funds.
- All Ames teachers are responsible for collecting a variety of student data in accordance with the District Comprehensive Assessment Plan.
- Mentor Teachers will help Beginning and New Teachers learn our data collection methods.
- Model and Mentor Teachers will support their PLCs in data analysis.
- ICs will assist in training Model and Mentor Teachers in data analysis. They may also support individual teachers and PLCs with data analysis.
- Mentor & Model Teachers and ICs assist with building-level data collection and analysis.
- ICs and TOSAs assist with district-level data analysis.

Goal setting & student learning	<ul style="list-style-type: none"> •After reviewing building data, Mentor & Model Teachers and ICs will work with their principal to set building goals for the year. They will also be part of the process to develop PLC and Career Development Plan goals that address improvement in student learning. •TOSAs will be part of the District planning team to help meet District APR goals as well as setting professional development targets to meet AYP AMOs.
Selecting content	<ul style="list-style-type: none"> •Once the principal, Mentor & Model Teachers, and ICs have set student learning goals, they will select research-based PD that addresses the identified need and align with District initiatives. •TOSAs will be involved in selecting District PD content that is research-based.
Designing process	<ul style="list-style-type: none"> •The principal, Mentor & Model Teachers, and ICs will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goal. •As part of the District professional development planning team, TOSAs will have an active role in the design of District PD and supporting building PD. They will design PD to include theory, demonstration, practice, and collaboration, reflecting the IPDM.
Training & learning opportunities	<ul style="list-style-type: none"> •Building and District PD may be delivered by Mentor & Model Teachers, ICs, TOSAs, or others who have the necessary expertise. Training must align with District initiatives.
Collaboration	<ul style="list-style-type: none"> •Mentor & Model Teachers, and ICs will be actively involved in leading PLC work which address the 4 Questions in the PLC Flowchart. •Mentor & Model Teachers, ICs, and TOSAs will have a teacher leader PLC facilitated by the TOSA for PD/Teacher Leader Support. •Mentor & Model Teachers, and ICs will support their colleagues in the implementation of research-based practices that are determined to be areas of focus and need by the District and building professional development planning teams.
Implementation	<ul style="list-style-type: none"> •Model Teachers will welcome observers in their classrooms as the demonstrate instructional practices. They will facilitate their PLC. •Mentor Teachers will collaborate with New and Beginning Teachers by discussing, modeling, and observing. They will facilitate their PLC. •ICs will work with PLCs to plan for implementation. They will model, observe, reflect, and support teachers in efforts to implement instructional practices with fidelity.

Formative evaluation	<ul style="list-style-type: none"> •Principals, Model & Mentor Teachers, and ICs will review student data on a regular basis to make adjustments in their year-long plans, as needed. •TOSAs will review student data with District administrators to refine PD plans during the year, as needed.
Program evaluation	<ul style="list-style-type: none"> •Principals, Model and Mentor Teachers, and ICs will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs.
Developing teacher Career Development Plans	<ul style="list-style-type: none"> •Principals and ICs will provide guidance and support as teachers and PLCs develop and implement their CDPs.
Using Part 8 application narrative from Year 1?	Yes

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

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

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

The Ames TLC plan will be assessed annually to evaluate the its impact and effectiveness and to make adjustments and revisions.

GOAL 1: Increase the percentage of teachers who routinely and effectively work with a teacher leader.

History: Over the past 3 years of the Instructional Coaching program, more teachers have worked with ICs as they see the benefits. Beginning Teachers have assigned times to work with their Mentor Teachers. TOSAs work with individuals and departments to facilitate curriculum development and implementation following the IPDM.

Current: Of the staff members working with ICs, Mentors, and TOSAs, 81% of Ames teachers work with one or more teacher leader.

Short term goal: 85% of our teachers will routinely and effectively work with a teacher leader.

Long term goal: 90% of our teachers will routinely and effectively work with a teacher leader.

Evaluation Measures: 1) Teacher leaders will log which teachers they work with, for how long, and the content covered. 2) Evaluation surveys filled out by the teacher leaders and collaborating teachers rate the effectiveness of the teacher leaders, content, and quality of collaboration (modeled after the Woodruff Instructional Coaching Scale). 3) Principals will monitor and report teacher leader collaborations. All three data points will be used to evaluate improvement and additional needs.

Monitor/Adjust: These data will be compiled annually and shared with the Site-Based Council and Administration to determine progress and need for adjustments.

GOAL 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in increasing student learning and achievement.

History: Data indicates that implementing District-supported research-based instructional practices have improved student achievement/learning. This goal will help address the following student achievement goals from our C-Plan,.

Current: In 2012-13, 79.3% of Grade 7 students scored at and above the proficient level in Reading on the Iowa Assessment. In 2012-13, 85.7% of Grade 3 students scored at and above the proficient level in Math on the Iowa Assessment. In 2012-13, 80.1% of Grade 7 students scored at and above the proficient level in Science on the Iowa Assessment.

Short term goals: In 2013-14, more than 79.3% of Grade 8 students will be proficient in Reading on the Iowa Assessment. In 2013-14, more than 85.7% of Grade 4 students will be proficient in Math on the Iowa Assessment. In 2013-14, more than 80.1% of Grade 8 students will be proficient in Science on the Iowa Assessment.

Long term goals: The percentage of Ames students in grades 3-11 who are proficient or above on the Reading Comprehension, Math, and Science subtests of the Iowa Assessments will continue to increase with the goal of all students being proficient or above.

Each building also reviews and analyzes their own data to identify annual goals for professional development and teacher career development plans that align with State and District goals and the Iowa Professional Development Model.

Evaluation Measures: Walkthrough data that assess implementation of District-supported research-based instructional practices, PLC goals that target implementing instructional practices, and C-Plan goal measures.

Monitor/Adjust: The District will annually assess the C-Plan goals to evaluate the impact and implementation of District-supported research-based instructional practices. Based on District and building data, principals and their teacher leaders will develop plans to address needs in instructional practices and/or student achievement.

GOAL 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

History: In the past 3 years, an average of 11% of Ames teachers have assumed teacher leadership roles in the District.

Current: 14% of our teachers are in teacher leader roles.

Short term goal: 25% of Ames teachers will be in a teacher leader role.

Long term goal: Consistently at least 25% of Ames teachers will be involved in a teacher leader role.

Evaluation Measures: List of Model and Mentor Teachers, ICs, and TOSAs presented to the Board; annual evaluation consisting of teacher/self, peer collaborator, and administrative components presented to Site-Based Council.

Monitor/Adjust: Based on annual reviews, the Site-Based Council will evaluate the effectiveness of each position and recommend adjustments and reappointment of teacher leaders.

GOAL 4: Increase the 5-year retention rate of Ames Beginning Teachers who have successfully completed their first 2 years in the District.

History: Over the past 5 years, 47% of Beginning Teachers who completed our M&I Program since 2009-10 have remained teaching in the Ames School District for 5 years, which resembles national retention rates.

Current: The current 5-year retention rate for Beginning Teachers in Ames is 47%.

Short term goal: Increase the 5-year retention rate in Ames of Beginning Teachers to 65%.

Long term goal: Maintain at least an 75% 5-year retention rate in Ames of Beginning Teachers.

Evaluation Measures: Annual survey of Beginning and Mentor Teachers, annual evaluation of the M&I Program. Additional metrics will be added to track reasons teachers leave Ames.

Monitor/Adjust: Mentor and Mentee weekly logs and reflections allow minor adjustments during the year. Mentors and Mentees annually rate their individual experiences as well as the M&I Program. These data will be evaluated by the M&I TOSA and shared with the Site-Based Council, Board, and Administration for needed changes.

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

Using Part 9 application narrative from Year 1?

Yes

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

The Ames Community School District has a long-standing history of including teacher leaders in a variety of capacities to design and deliver professional development, review and revise curriculum, and develop and analyze formative assessments. Therefore, the infrastructure to support the Ames TLC plan is well established. This includes:

- the Superintendent and Board of Directors will continue to support and review existing and new structures as part of an annual formal program evaluation of the Ames TLC plan
- existing job descriptions, which are the foundation of the expanded teacher leadership positions and have been reviewed and revised to reflect increased rigor and responsibilities
- supervision structures for existing positions, which have been refined to include the additional teacher leadership positions
- a selection process for Instructional Coaches that has been refined for all teacher leadership positions, but has been aligned with guidance provided by legislation and the Iowa Department of Education
- many of the existing teacher leadership positions will continue to be funded by current funding streams
- existing leadership teams and PLCs within the District and in buildings assessing and analyzing student data
- collegial interaction both informally and in routinely planned meetings between the Ames Education Association and Administration

The principal will maintain the role of building instructional leader and ensure that the District initiatives are carried out in his/her school. He/she will also have an active role in determining how the teacher leaders in his/her school support teachers while aligning with District expectations, which follow the Iowa Professional Development Model (IPDM). To this end, the principal will regularly meet with the teacher leadership team to discuss how each role interacts with the other and to ensure that all teachers are being served with a consistent message and equitable services.

While the infrastructure is well established, additional structures will help ensure that our TLC plan is implemented with fidelity and is sustainable.

- One of the TOSA positions will be assigned as a Teacher Leader Coordinator and will collaborate with building principals and the Associate Superintendent to ensure that teacher leaders are performing as outlined in the TLC plan. The TOSA will develop, implement, and direct professional development opportunities for all teacher leaders.
- Principals will provide continuous, quality evaluations of each teacher leader. Principals will receive administrative professional development on evaluation techniques and practices and will work with the Associate Superintendent to enhance their evaluation skills.
- Teacher leader job descriptions and hiring processes will be reviewed annually by teacher leaders, administration, and the Site-Based Council. Suggested revisions and/or refinements will be incorporated into the TLC plan and shared with the Board of Directors.
- The TLC plan will be reviewed throughout the first year of implementation. The Site-Based Council, the teacher leaders, and the administration will all take part in reviews to ensure that early intervention can address any parts of the plan that are not functioning properly.
- The Site-Based Council will annually review the teacher leader roles and overall programming, as well as job performance and job hiring to see if components need to be added or revised in the interview process, the evaluation components, or the implementation of the TLC plan.

The key to the success of the Ames TLC plan will be a seamless articulation and implementation of each of the teacher leadership roles. Additionally, the teacher leaders must collaborate closely with other teachers as well as building principals and central administration to provide continuous professional development and growth that results in improved student learning and achievement. Currently, there are teachers asking for Instructional Coaching support as well as content areas that need updating to align with the Iowa Core. However, we lack the resources to be responsive at this time. We are confident that the Ames TLC plan addresses District-identified needs, the articulation of the teacher leader roles in the District, and program evaluation to routinely ensure we are responsive to changing needs of our District, our students, and our community.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 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	4246.6
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,311,435.01
Total Allocation	\$1,311,435.01

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.	\$1,239,361.00
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).	\$52,050.19
Amount used to provide professional development related to the leadership pathways.	\$20,023.82
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	\$1,311,435.01

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$1,311,435.01
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.00
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Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

ERROR: Infinite table loop

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