



Application

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

96031 - Teacher Leadership & Compensation Application

Teacher Leadership and Compensation System

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Program Area of Interest Research & Development
Agency Education, Iowa Department of

Organization Information

Organization Name: Ankeny CSD
Organization Type: K-12 Education
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DUNS:

Organization Website:

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Benefactor

Vendor Number

Recipient Information

District Ankeny Community School District

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

County-District Number 77-0261

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.

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Narrative

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

Executive Summary – Ankeny Schools TLC Grant

The Ankeny Teacher Leadership and Compensation (TLC) plan envisions that teacher leaders will empower teacher growth across the district, thereby impacting student achievement. The specific vision for the plan is to build a system in which teachers who demonstrate evidence of ongoing learning and improved effectiveness are able to advance into leadership positions and work collaboratively with peers and administration to build the capacity of teachers across the district to respond instructionally to assessment data. Currently, Ankeny employs a variety of teacher leaders in roles as instructional coaches, instructional leadership team members, mentors, and curriculum reviewers. However, in examining the roles and impact of each of these positions, the TLC steering committee felt that some positions could be enhanced and others warranted creation to achieve these goals.

In examination of student achievement data, indicators showed that while Ankeny students typically outscore peers across the state and nation, a large number (between 35 and 50 percent) of them fail to make a year's growth consistently compared to expected standards. To remedy this issue, the TLC plan has the following as its goals:

1. Develop long-term professional development opportunities through district-developed learning academies for teachers.
2. Develop short-term professional development opportunities utilizing teacher leadership (instructional leadership teams, instructional coaches, instructional strategists, master mentors, curriculum leadership team members, and coordinators).
3. Provide career paths for teachers to seek career advancement into leadership positions.
4. Provide opportunities for teachers to collaborate and observe one another.
5. Provide a rigorous selection system for teacher leaders resulting in increased responsibility and compensation for teacher leaders.
6. Strengthen assessment and instructional practices to increase student achievement.

The TLC grant is written to support the Ankeny vision that all students learn at high levels.

The plan was developed through a process of meetings and incorporation of feedback from stakeholder groups over a period of more than a year. The steering committee met eleven times since October of 2013, each time using the feedback of stakeholder groups to refine the plan into its current state. Stakeholder groups included teachers, administrators, and community members. Teachers and administrators, due to membership on district committees, were able to reflect and give feedback on the multiple iterations of the plan. All teachers were surveyed regarding the plan, and feedback was collected both quantitatively and qualitatively.

Acronyms appearing throughout the grant application include the following:

- AEA – Ankeny Education Association
- AEA 11 - Heartland Area Education Agency
- CLT – Curriculum Leadership Team
- DE – Department of Education
- ELA – English/Language Arts
- IASB – Iowa Association of School Boards
- IC – Instructional Coach
- ILT – Instructional Leadership Team
- IEP – Individualized Education Plan
- IS – Instructional Strategist
- ISEA – Iowa State Education Association
- ITPDP – Individual Teacher Professional Development Plan
- PBIS – Positive Behavior Intervention & Supports
- PGM – Professional Growth Model
- PL – Professional Learning

- PLC – Professional Learning Community
- PTO – Parent/Teacher Organization
- SAI – School Administrators of Iowa
- SBG – Standards-Based Grading
- SIAC – School Improvement Advisory Committee
- TLC – Teacher Leadership and Compensation
- TLCSC – Teacher Leadership and Compensation Steering Committee

Upon approval for a TLC grant, the district will immediately begin the rigorous selection process to identify teacher leaders. Instructional coaches and instructional strategists will work with teachers in the classroom and in the planning processes to increase the ability of teachers to respond to assessment information. Instructional Leadership Teams will consider building professional development needs in light of district initiatives and teacher ITPDPs in their building when planning professional development for their building. Master mentors will work with teachers new to the profession as well as teachers new to Ankeny to introduce them to expected practices in Ankeny and assist their intended growth identified in their ITPDP. CLT members will work to fully integrate the Iowa Core curriculum into the Ankeny curriculum and serve as resources for teachers in their learning and implementation of this curriculum. The coordinators will work to ensure that teacher leaders avail themselves of intended professional learning, tailoring the opportunities to ensure continuity between teacher leaders. This coordination will confirm continuity between buildings, resulting in high levels of student learning for all.

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? 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).

Ankeny decided early in the 2013-14 TLC grant roll out that the District was well-positioned to meet the components identified in the Teacher Leadership and Compensation (TLC) legislation. A core committee comprised of administration, teacher leaders, union representation, and the AEA 11 (hereinafter the Teacher Leader Compensation Steering Committee TLCSC) was organized to begin the work, which included seven full-day and two half-day planning sessions in the 2013-14 process. Funds from the grant paid for conference fees and substitute costs for release time. Funding release time was essential to the grant development, because the TLCSC could engage in rich conversations and debate how those ideas would be effectively represented in the TLC plan. Work around the October 2014 TLC plan started in September 2014 and concluded in October, culminating in a plan that reflected Ankeny's current needs and current budget realities and needs.

Important to the 2013-14 process was developing avenues for input from a variety of stakeholders for reaction and to determine overall commitment. At each meeting, the TLCSC's communication plan was revisited to ensure that appropriate stakeholders were provided ongoing information on the grant's progress.

Throughout discussions, the TLCSC used the District's instructional goals, parameters in the grant, and best practices in instruction as foundational anchors for the grant's development. Our process involved analyzing current data in relationship to the instructional goals. This led to conversation around teacher pathways that would be most impactful to improve the system and provide leadership opportunities for teachers. Decisions were made based upon a consensus model. If there was disagreement, the committee continued to discuss until perspectives were heard and the group arrived to consensus. The strength of having different stakeholders involved is that each provided a unique lens while looking at the big picture.

A strength of the planning process was the inclusion of teacher representatives on the TLCSC from diverse backgrounds including the elementary, secondary and special education. Other representatives were an Elementary Principal, Chief Academic Officer, Director of Teaching and Learning, Ankeny Education Association officers, Chief Human Resource Officer, and the AEA 11 Partnership Director.

Administration- Building principals were engaged initially to identify needs within the building for supporting achievement goals. Principals were also provided an opportunity to listen and contribute to progress on the components of the plan at several different stages of the concept development. This was repeated in the 2014-15 process.

Parents and Community—Parents and community were engaged in the TLC grant planning process by providing a sounding board as the plan evolved. The TLCSC presented the plan at various points of development to the following committees that have parent and community representation: School Board, School Improvement Advisory (SIAC), District Policy, Standards Based Practices, Technology and Parent Teacher Organizations (PTO). After presenting to each committee, feedback was solicited and taken back to the TLCSC to make adjustments to the plan. As this was a vision piece, this process was not repeated for the 2014-15 plan.

Teachers and District Staff – Teachers have been involved with the TLC grant since the beginning of the process. Current Instructional Coaches in the district met with the TLCSC group thrice during the process to vet the thinking of the group and provide feedback. In addition, teachers in the district also viewed a video on the planning process as well as the options that the TLCSC were considering. Teachers were able to complete a Google Survey as to which option the TLCSC generated would have the most impact on instruction. These data were brought back to the TLCSC and adjustments were made to the plan prior to its submission.

Conversations with various teacher stakeholder groups occurred via the Education Association officer team. Changes made to the plan and rationale for the changes for the 2014-15 plan were communicated to stakeholders in a one-page document at the conclusion of the process.

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

After the plan was vetted through various stakeholder groups in 2013-14, each was asked for commitment and support through a survey. There are 674 teachers in the District, responding to the survey were 316 secondary teachers and 272 elementary teachers, representing a response rate of approximately 87% toward the presented options. Out of the 87% that responded to the survey there were no teachers that responded negatively. As this was the mandate for the January 2014 plan, and as the plan developed for October 2014 simply shifted some of the positions to areas of need according to previous feedback, the team did not feel it was necessary to re-survey staff for support.

The Board indicated a support of the program and the grant. Parents and community were asked to respond either verbally or to a survey for the January 2014 plan. All groups indicated support and commitment toward the goals, objectives, and

strategies articulated in the grant. The plan submitted for consideration in October 2014 is very similar to the January plan; therefore, further support was not sought.

Narrative

Using Part 2 application narrative from Year 1?

Yes

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 TLC Plan is founded on the premise that teacher leadership and coaching of peers will result in increased application of research-supported practices, higher student achievement, and improved teacher job satisfaction. Currently, teacher leaders support a variety of district initiatives that support student learning: PLC implementation, assessment literacy, standards-based practices, PBIS, technology integration, Iowa Core, and K-3 literacy. Teacher leaders serve on an Instructional Leadership Teams (ILT) in each building to help design, facilitate, and evaluate professional learning to support individual, PLC, building, and district goals.

The District is unified in its commitment, passion, and vision, so every learner is prepared to achieve a lifetime of personal success. In order to achieve this vision and improve student learning, the following long-term and annual goals were established:

District Long Range Goals:

- Increase the percentage of students in grades 3-8 and 11 scoring at the proficient or higher levels in reading.
- Increase the percentage of students who display respectful, responsible, and safe attitudes and behaviors necessary for a lifetime of personal success.
- Increase the percentage of students who demonstrate 21st Century skills necessary for a lifetime of personal success.

District Annual Goals 2013-14:

- Increase the percentage of students in 3rd grade scoring proficient and above in the area of reading on Iowa Assessments from spring 2013 to spring 2014.
- Increase the percentage of students in 3rd grade scoring proficient and above in the area of math on Iowa Assessments from spring 2013 to spring 2014.
- Increase the percentage of students in 7th grade scoring proficient and above in the area of science on Iowa Assessments from spring 2013 to spring 2014.

Assessment data indicates that while our students typically score well on standardized assessments, a large number of students (greater than 40% in some buildings at certain grade levels) fail to make a year's growth. Although recent professional learning has targeted middle school teaching and learning in an effort to minimize the drop in achievement from 5th grade to 6th grade, we continues to be plagued with the "middle school dip." Additionally, our ACT scores have flat-lined while the graduation rate continues to decline with the drop-out rate increasing.

The district has identified improved classroom assessment practices and quality responses to formative assessments as vital to improving student outcomes (differentiated instruction). The TLC Plan opportunity will allow the District to align and improve the work of Ankeny's current teacher leadership efforts. The vision for the TLC Plan is to develop advanced leadership pathways designed to build the capacity of teachers across the district to use formative assessment data to guide instruction. Multiple pathways targeted to various levels of professional learning across the district will provide individual, PLC, and building support as we target goal areas.

The work of the teacher leaders will include increasing license renewal offerings and Master's Degree programming for teachers within the District. A professional development program will be developed for all first year teachers and veteran teachers new to the district to emphasize research-supported practices. We currently has starting salaries of \$45,096. The TLC grant will aid in the attraction and retention of effective teachers by providing targeted, easy-to-access professional learning opportunities for teachers. This will provide an increase in the quality of instruction for our students and allow teachers to advance on the salary schedule.

The multiple leadership pathways will allow certified teachers to access teacher leaders in a variety of settings. One of the most important settings will be the classrooms of the teacher leaders. Teacher leaders' classrooms will serve as model classrooms where embedded professional learning will occur on a just-in-time basis. The power of teachers observing and processing with other teachers is invaluable, and a system that supports this practice will undoubtedly reap the benefits of increased teacher and student learning.

The TLC Plan includes the following goals: (1) Increase leadership pathways to decrease the ratio of coach to adult learners; (2) Strengthen assessment and instructional practices to increase student achievement; (3) Develop long-term professional learning opportunities through district-developed learning academies for teachers; (4) Develop short-term professional learning opportunities utilizing teacher leadership; and (5) Provide opportunities for teachers to collaborate and observe one another.

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 District's initiatives are Iowa Core, K-3 literacy, PBIS, PLC's, standards-based practices, assessment literacy, & technology integration. The TLC plan strengthens these initiatives by increasing instructional support for all teachers.

Our initiatives are aligned with the current goals and our current work.

Mentors	Instructional Leadership Team (ILT)	Curriculum Leadership Team (CLT)	Instructional Strategist	Coordinators/Facilitator	Instructional Coaches
Improvements:			<p>Current: Serve 1st & 2nd year teachers.</p> <p>Improvement: Add Master Instructional Mentor/Master Mentoring Cadre to mentor new teachers, plan mentoring training, & host student teachers.</p>	<p>Current: Building leadership teams in transition to instructional focus.</p> <p>Improvement: ILT serves as instructional nucleus of building.</p>	<p>Current: Three teachers/building on curriculum team for their assigned content area.</p> <p>Improvement: Members of the CLT will be paid 4 add'l days for curriculum work & designing PL.</p>
<p>Current: We do not have Instructional Strategist.</p> <p>Improvement: Add Assistive Technology, Behavioral, Special Education, Alternate Assessment/Physical Need, and Technology Instructional Strategists.</p>	<p>Current: No coordinator responsible for teacher leadership.</p> <p>Improvement: Coordinators to facilitate alignment of district work across leadership roles, coordinates the grant, complete all reports, and schedules training.</p>	<p>Current: Primarily serve core area teachers.</p> <p>Transitioning from "district-owned" to "building-focused."</p> <p>Improvement: Increase number of Instructional Coaches to allow for one/building.</p>	Processes		
<p>Explain PLC process to new teachers.</p> <p>Support new teachers as they become members of PLCs.</p>	<p>Identify the building vision & goals, & communicate to PLC's. Collects data & monitors implementation fidelity of building initiatives.</p>	<p>Communicate curriculum work underway with PLCs, provide PL, & get feedback from teachers to guide next steps.</p>	<p>Serve as a member of PLCs to collect, analyze data, & determine next steps for student learning.</p>	<p>Facilitate PLCs with ICs & strategists.</p> <p>Provide PL & support for ICs & ISS as they work with PLCs in the building.</p>	<p>Serve as a member of PLCs to collect, analyze data, & determine next steps for student learning.</p>

<p>Introduce the Professional Growth Model(PGM) to new teachers. Provide consistent & just-in-time support for teachers as they progress through the PGM (ITPDP, peer review, observations, walk-throughs, artifact collections).</p>	<p>Learn about & plan how to provide PL on PGM as areas of needs & questions arise. Provide leadership & support to teachers & PLCs.</p>	<p>Provide differentiated support & learning for individual teachers & PLCs as they strive for ongoing growth & learning related to their ITPDP goals.</p>	<p>Provide differentiated support & learning for individual teachers in specialized areas & PLCs as they strive for ongoing growth & learning related to their ITPDP goals.</p>	<p>Provide learning & support for ICs & ISS as they learn about the buildings & support PLCs & individual teachers in the buildings. Identify district trends & patterns for additional learning around the PGM</p>	<p>Provide differentiated support & learning for individual teachers & PLCs as they strive for ongoing growth & learning related to their ITPDP goals.</p>
<p>Support implementation of the mentoring program. Differentiate support to meet the needs of mentees. Model, support, & collaborate with mentee throughout induction program. Serve as cooperating teacher for student teachers.</p>	<p>Clearly communicate mission & vision of the district & building to mentors & new teachers. Provide recommendations for possible mentors. Provide leadership & PL for mentors.</p>	<p>Work with mentors & mentees to explain curriculum. Provide more formalized PL around the curriculum implementation through the New-to-District Academy. Provide differentiated support for implementation of curriculum to new teachers.</p>	<p>Provide differentiated support to teachers in specialized areas.</p>	<p>Provide PL for IC, IS, & mentors as they support new teachers. Identify district trends & patterns for focused learning for new teachers.</p>	<p>Work with mentors & mentees to acculturate new teachers. Provide more formalized PL through the New-to-District Academy.</p>
<p>Support new teachers as they learn about the Iowa Core & work on implementation in classroom; Model & support teachers (embedded PL).</p>	<p>Build capacity & serve as the leaders that learn, plan for, & deliver PL on district & building initiatives.</p>	<p>Conduct curriculum reviews. Commit to planning & delivering professional development pertaining to curriculum implementation.</p>	<p>Differentiate learning needs for PLCs & individual teachers. Provide modeling, planning assistance, instructional support in specialized areas, help teachers analyze & interpret data, & plan for differentiation.</p>	<p>Serve as liaison between state & district initiatives to support teacher leadership roles.</p>	<p>Differentiate learning needs for PLCs & individual teachers. Provide modeling, planning assistance, instructional support, help teachers analyze & interpret data, & plan for differentiation.</p>

Introduce initiatives to new teachers. Provide embedded PL (modeling, coaching, feedback, etc.) to support literacy work with students. Address ongoing learning & support with Iowa Core, assessment, & instruction.	Engage in continued learning around initiatives & provide leadership for building, PLC, & individual PL.	Ensures that curriculum is directly aligned with district initiatives.	Provide differentiated support & learning for individual teachers & PLCs as they strive for ongoing growth & learning in special ized area related to literacy curriculum, assessment, & instruction	Provide support for PLC, IS, & mentors as they support teachers with learning & meeting the needs of all students. Collect data & ensure that district expectations are reached. Identify trends & patterns for focused learning for new teachers.	Provide differentiated support & learning for individual teachers & PLCs as they strive for ongoing growth & learning related to literacy curriculum, assessment, & instruction
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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)

The current New Teacher Mentoring and Induction Program contains four main requirements for the mentor and the new teacher on an initial license. These requirements are: 1) *Ethics for Educators Online Course*, 2) *Learning Focused Interactions (LFIs)-Planning, Delivery, and Processing*, 3) *Mentor-Coaching Sessions*, and 4) *Mentoring Contact Logs between New Teacher and Mentor*.

Program Evaluation for the Current Program

Mentors and mentees are surveyed and program goals are evaluated annually. The results are analyzed and program adjustments are made based on the results. The goals are listed below for the current program:

Goal 1: Beginning new teachers and their mentors will demonstrate knowledge of research-based practices and the use of data to improve student achievement.

Goal 2: The Ankeny Community School District will retain promising teachers new to the profession in Iowa.

Goal 3: The Ankeny Community School District will promote the personal and professional well-being of beginning teachers and their mentors.

Goal 4: The Ankeny Community School District will provide a mentoring program for first and second year teachers and their mentors with content and instruction matched to perceived teacher needs.

Areas of Improvement Needed	How TLC plan will address Areas of Needed Improvement
Increased rigor of professional learning for mentor training, specifically in how to have instructional coaching conversations.	<p>Increase expectations for coaching and mentoring for all mentors, beginning with a name change from mentors to Master Instructional Mentors.</p> <p>All Ankeny Master Instructional Mentors will go through four 2-hour sessions through the year for professional learning and support around coaching conversations.</p> <p>In order to support the increased professional learning requirements for all Master Instructional Mentors, the following teacher-leader cadre will be developed:</p> <ul style="list-style-type: none"> - Select eight Master Instructional Mentors to serve on the Master Mentoring Cadre. The cadre will be comprised of four K-5 mentors, two from each feeder system, and four 6-12 mentors, two from each feeder system. - In addition to learning-focused conversation training, Master Mentoring Cadre will receive four days of instructional coach training. - Provide 16 hours for Master Mentoring Cadre members to plan and deliver required professional learning to all Master Instructional Mentors. - Provide four substitute days per school year to Master Mentoring Cadre members for follow- up coaching training.
Use of district-assigned Master Instructional Mentors for veteran teachers new to the District.	The TLC plan will allow the District to provide highly trained Master Instructional Mentors to all veteran teachers new to the district for their first year of District employment. This will provide support for transition and acclimation to a new district.
Mentor training for classroom teachers hosting student teachers.	The TLC plan will allow the District to provide highly trained Master Instructional Mentors to classroom teachers hosting student teachers.

Improved professional learning opportunities for all teachers new to the District, along with increased opportunities for veteran teachers.	Development of an <i>Ankeny Academy</i> that provides the following strands: Strand 1: Targeted learning for teachers with an initial license and new veteran teachers on a standard license. Strand 2: Targeted differentiated professional learning for all teachers. Strand 3: Advanced coursework for teachers pursuing a Master's Degree in Teacher Effectiveness.
	The goal of <i>Ankeny Academy</i> will be to assist all teachers with timely professional development based on best practice. Courses will be developed and facilitated by teacher-leaders in the District and in partnership with Heartland AEA and institutions of higher education. Courses offered will be used toward recertification and/or graduate credit.
	Courses under the <i>Ankeny Academy</i> will focus on standards-based grading practices, managing the learning environment, research-supported instructional strategies, technology integration, Professional Learning Communities (PLC), inquiry-based learning, and balanced assessment for learning.
	New teachers on an initial license and veteran new teachers will be required to take a minimum of 6 hours of course work offered by <i>Ankeny Academy</i> .
	A Master's Degree in Teacher Effectiveness masters' degree developed in collaboration with Drake University will be expanded and offered to cohort groups of Ankeny teachers.

Narrative

Using Part 5 application narrative from Year 1?

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.

There are several layers of teacher leadership roles that are included in this plan. Each role will have unique goals and responsibilities based on the needs identified for the position.

Leadership Role	Goal/Responsibility	Contract Days	Compensation
Master Instructional Mentors	Address adult professional learning needs for new staff that includes theory, demonstration, practice, reflection, coaching and feedback.*	8 days(194.8 total) Student instruction: 95% Teacher Leadership Responsibilities: 5%**	\$1366.00
Master Mentor Cadre	Develop professional learning plan and induction for new teachers.	4 days(198 total) + 16 hrs Student instruction: 95% Teacher Leadership Responsibilities: 5%	\$3193.00
Instructional Leadership Team (ILT)	Facilitate the mission, vision, values, and goals of the district within each building.*	5.5 days (199.5 total) Student instruction: 97% Teacher Leadership Responsibilities: 3%**	\$2500.00
Curriculum Leadership Team (CLT)	Represent department to conduct curriculum reviews and deliver professional learning for the implementation of new curriculum.*	4 days (198 total) Student instruction: 95% Teacher Leadership Responsibilities: 5%**	\$2084.00
Instructional Coach (IC)	Enhance and focus content specific instructional practices at the classroom level in order to increase student achievement and increase research-supported teaching practices.*	10 days (204 total) Student instruction: 0-20% (secondary teach 2-3 periods) Teacher Leadership Responsibilities: 100%	\$4010.00
Intervention Strategist (IS)	Support supplementary instruction in the area of special education and at-risk.*	10 days(204 total) Student instruction: 0% Teacher Leadership Responsibilities:100%	\$4010.00

* **Master Instructional Mentors**

** **Teacher leadership responsibilities that are naturally embedded throughout the school day are not included**

Each role identified above has the following additional responsibilities:

Master Instructional Mentor

1. Includes release time for Instructional Mentors and beginning educators to plan.
2. Supports the demonstration of successful/effective classroom practices. All Instructional Mentors observe assigned teacher, gather data and meet with their partner to allow beginning new teachers to reflect on their teaching. District Instructional Coaches will work with each mentoring pair.
3. The beginning new teacher and Instructional Mentor will observe their partner, an Instructional Coach, and/or other District teachers modeling effective instructional practice. Instructional Mentors will host university student teachers, practicum teachers, and observers.
4. Instructional Mentors and Instructional Coaches will provide the new teacher with data and other information that allows them to determine their progress and identify future professional learning needs.

5. The administrator will determine who is selected as the beginning teacher's Instructional Mentor. Beginning new teachers and Instructional Mentors will receive additional support from the Coordinator, Instructional Coaches, and Master Mentor Cadre.
6. Supports the roles and responsibilities of the mentor. Training for Master Instructional Mentors will be scheduled prior to the start of the new school year. The District Coordinator, Master Mentor Cadre, and the Building Instructional Coach will meet with the Instructional Mentor on a monthly basis to provide additional training.

***Master Mentoring Cadre**

1. Provide support for Master Instructional Mentors
 - Develops and provides professional learning for Master Instructional Mentors.
 - Commits to learning and leading regarding the mentoring and induction program.
2. Collaborates Systemically
 - Works with staff members to develop and sustain a collaborative culture.
 - Collaborates with other ILT members across the district.
 - Works collaboratively with the building leadership to determine and lead building level professional learning.

***Instructional Leadership Team (ILT)**

1. Engages in Systematic Goal Setting and Action Planning
2. Collect/Analyzes Data and develop individual and collective accountability for student, building, and district results.
3. Aligns Work to Research-Based and Best Practice Initiatives
4. Expands Leadership Skills
 - Supports and provides leadership to PLC's.
 - Collaborates systemically
 1. Works with staff members to develop and sustain a collaborative culture.
 2. Collaborates with other ILT members across the district.
 3. Evaluates and Problem-Solves

***Curriculum Leadership Team (CLT)**

1. Provide Curriculum Support for Teachers
 - Represents department to conduct curriculum reviews and deliver professional learning for the implementation of new curriculum.
 - Ensures curriculum is aligned to Iowa Core.
2. Expands Leadership Skills
 - Commits to planning and delivering professional learning to buildings to implement new curriculum
3. Collaborates systemically
 - Works with staff members to develop and sustain a collaborative culture.
 - Collaborates with other CLT members across the district.
 - Works collaboratively with the building leadership to determine and lead building level professional learning.

***Instructional Coaches (IC)**

1. Provide Instructional Support for Teachers
 - Develops and models lessons, effective classroom management strategies, and provides assistance in researching instructional and/or curriculum issues.
 - Observes classrooms provide immediate non-evaluative feedback for the purpose of instructional support and program improvement.
2. Collaborates Systemically
 - Effectively with district-level curriculum personnel to ensure rigorous, relevant curricula and instructional practices that will increase student achievement.
 - Support the implementation of the Iowa Core.
 - Develop and implement goals related to continuous inquiry and improved student achievement.
 - Assist in the development, implementation, and evaluation of a building's school improvement plan.
 - Assist with professional learning at the building level.

***Instructional Strategist (IS)**

1. Provide Student-focused Intervention Support (for general, at-risk, and special education teachers)

- Collaborates for effective intervention design.
- Assists with interpretation of data.
- Aids in learning and implementation of special education compliance requirements.
- Provides professional development support for co-teaching, implementation of accommodations and modifications, and effective direct instruction models.

2. Collaborates Systemically

- With administrators, teachers, and curriculum department, and across all district staff to strengthen all aspects of intervention programming.
- attend district level cognitive coaching training.

***Technology Coach**

1. Provide Technology Instructional Support

- Develops and models lessons, provides assistance with embedding technology into the classroom.
- Observes classrooms informally and provides immediate non-evaluative feedback for the purpose of instructional support and program improvement.
- Uses technology to enhance instruction and in the PLC process.

2. Collaborates Systemically

- With administrators, teachers, and across district staff to strengthen all aspects of the technology instructional program.
- By attending district level cognitive coaching training.
- Support the implementation of the Iowa Core Curriculum.
- Develop and implement goals related to continuous inquiry and improved student achievement.
- Assist in the development, implementation, and evaluation of a building's school improvement plan.
- Assist with professional learning.

***Coordinator**

1. Provides support for Master Mentor/Master Mentor Cadre/IC/IS

- Establish a relationship with teachers, administrators, and instructional coaches and specialists.
- Plan, collaborate, organize, mentor, and facilitate training.
- Provide assistance in researching instructional and/or curriculum issues.
- Model instructional coaching practices.
- Determine appropriate coaching strategies based on individual teacher needs.
- Disaggregate and analyze district and building data used during instructional coaching sessions.
- Interpret data used to measure and improve student achievement and/or program effectiveness.
- Determine appropriate research-based materials and resources.
- Establish, maintain, and enhance effective.
- Make informal observations and provide immediate non-evaluative feedback for the purpose of instructional support and program improvement.
- Collaborate with the building principal and on coaches and specialists goals.
- Attend district level training and develop training based on observations.

***Grant Facilitator**

1. Oversees teacher leadership roles.

- This role ensures that the District's TLC plan is implemented and that all leadership roles are aligned and working towards the common goal of improved student learning.
- The facilitator uses multiple data points to evaluate the effectiveness of the teacher leadership roles and provides the just-in-time coaching and support that is critical to success.
- The facilitator helps to set clear expectations of the leadership roles and responsibilities and provides the ongoing support and professional learning for teacher leaders (including scheduling and maintain the sharing of duties.)

These leadership roles will communicate the district vision to support the teachers in meeting improvement goals. They will assist in the systematic evaluation of the effectiveness of instructional practices and professional learning programs and provide plans for improvement. The leadership roles will use the district developed process/protocols to facilitate and lead the development, revision, and alignment of curriculum standards, benchmarks, assessments, and instructional practices.

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.

The Ankeny Community School District has developed a rigorous selection process for Instructional Coaches (ICs) and Instructional Strategists (ISs), Instructional Coordinators and Facilitators, and Mentors. This selection process clearly delineates six phases: 1) application, 2) screening, 3) interview 4) selection, 5) orientation, and 6) ongoing performance.

Phase 1 - Application

The District uses an electronic application process (Applitrack), for all internal applicants. For initial applications, the applicant will complete an online application, which requires the applicant to list any current teaching assignments, training, coursework, or applicable training opportunities, the Teacher Inventory (developed by Gallup) and the DiSC profile.

Phase 2 - Screening

Once this initial application is entered, the Human Resources (HR) Department and Ankeny Education Association representatives from the TLC Steering Committee will complete a screening process for applicants based on job descriptions, building goals, and performance in the interview process. Viable applicants will then be forwarded to the Building Selection Committee. The Building Selection Committee will be comprised of the building principals, district representatives, and teacher leaders from the building.

Phase 3 - Interview

The Building Selection Committee will assess the qualification of the candidate based on the interview, a teaching/coaching component, artifacts that demonstrate applicant performance on the Danielson rubrics on the ITPDP with minimum proficiency at proficient or above. The teaching/coaching component will include a coaching conversation, PLC participation, and providing relevant professional learning to the Building Selection Committee.

Phase 4 - Selection

Final candidates will be determined through an examination of the interview components and alignment with building goals and work underway.

Once the desired candidate is selected, references will be contacted, and a recommendation will be carried forward to the Superintendent/designee.

Phase 5: Orientation

While all TLC Plan candidates will have a high working knowledge of teaching and learning, initial training and support will be provided to increase academic and pedagogical knowledge of research-support practices. Additionally, TLC Plan candidates will work closely with district directors and curriculum coordinators to provide them with relevant and timely information to support teachers. All TLC Plan candidates will have continued opportunities to deepen their knowledge and proficiency in cognitive coaching and teacher leadership. TLC coordinators and facilitators will provide ongoing support and coaching to provide just-in-time learning and support to all TLC roles.

Phase 6: Ongoing Performance

Once a TLC Plan candidate has been hired, their performance will be reviewed on an annual basis. If the annual review is successful, TLC Plan candidate can recommit for another year of service in the assigned position. At this point, a recommendation for continuation of assignment will be made to the Superintendent/designee. TLC Plan candidate may only recommit to the current role.

The Annual Review of Assignment will include an examination of multiple data points:

Data Point for IC/IS Annual Review	Description
TLC Plan Survey	A survey will be administered to all teachers regarding the TLC Plan's effectiveness. The survey will collect feedback from teachers related to 1) clarity of role and responsibilities, 2) support in school culture for coaching, 3) effectiveness in improving instructional practices, and 4) narrative feedback. TLC Steering Committee and teachers in the TLC Plan leadership roles will analyze this peer data in order to reflect and establish growth goals for the upcoming year.

Iowa Teacher Professional Development Plan (ITPDP)	The ITPDP will include work around district and building goals, individual goals in relationship to Danielson (or other) rubrics, collection of evidence, observations, walk-throughs, and peer reviews. Teacher leaders' professional growth goals from the current year will be examined in detail using survey data, administrative/peer feedback, and a collection of evidence. A minimum performance level of proficient will be required.
Building Administrator /Coordinator Conferences	The building principal and district directors will meet with the teacher leaders for a fall annual conference to establish the ITPDP and again in the spring to review progress on the ITPDP. Additional data through observations, walk-throughs, and peer reviews will provide ongoing, just-in-time feedback for the teacher leaders. The district TLC coordinators will also meet regularly with the teacher leaders Professional Learning Community (PLC) to provide coaching and support in meeting goals. Additionally, the district directors/coordinators will meet individually with all teacher leaders three times annually to reflect on goals and progress toward achievement.

The building principals and district directors, with support and input from the district TLC coordinators, will complete a Summary of Observation and examine the preponderance of evidence gathered throughout the year to make a recommendation to the Superintendent/designee for continuation of assignment.

Narrative

Using Part 7 application narrative from Year 1?

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 District makes clear connections between district, building, PLC, and individual teacher professional learning. This alignment and layered approach to learning is highlighted on teachers' ITPDP. In order to truly impact student learning in classrooms, the district professional learning plan meets teacher learning needs in a variety of ways. The TLC plan will allow the District to fine-tune professional learning to fully differentiate opportunities for building and individual level.

Multi-layered Prof. Learning	TLC Plan Alignment
<p>District-level: The District provides the overall goals and big picture focus areas for learning and student achievement.</p>	<p>Coordinators: The addition of district level coordinators to oversee and support the TLC plan will ensure an aligned and comprehensive professional learning plan to meet teacher needs in various ways. These positions will collect implementation data and analyze the data to monitor progress towards goals, adjust professional learning, and work with other teacher leaders to collect data for summative program evaluation.</p> <p>Curriculum Leadership Team (CLT): Increased responsibility of CLTs will provide more in-depth and just-in-time support for classroom teachers as new curriculum is rolled out and data is collected to drive the needs of the building for professional development.</p> <p>Mentor: The addition of an Instructional Mentoring Cadre will provide a more concerted effort to provide learning-focused conversation training to the Mentor Teachers, which will directly impact new teachers. These learning opportunities will be based on data collected during learning sessions.</p>
<p>Building Level: Each building has the autonomy to analyze building data to determine building goals and specific needs for professional learning. This autonomy within a tight/loose framework allows for differentiated learning based on teacher and student needs.</p>	<p>Instructional Coaches/Intervention Strategists (IC/IS): The addition of more coaches will lower the coach to teacher ratio, allowing more direct support and modeling for teachers. The TLC plan will also enable the District to provide a more intensive training and support system based on data analysis. Additionally, some ICs at the secondary level will teach for part of the day to provide classrooms where research-supported practices are implemented. This will give peers an opportunity to observe, which will allow for increased conversations around best practices and current research.</p> <p>Instructional Leadership Team (ILT): The role and responsibilities of the ILT in the creation, delivery, and implementation, and monitoring of professional learning in the buildings will increase. The ILTs will receive additional training and support to allow them to be model classrooms of research-supported practices.</p>
<p>PLC Level: Teacher collaborative teams examine more specific student data to determine just-in-time instructional support needed at the classroom level.</p>	<p>Collaborative teams work together interdependently to achieve the common goal of impacting instruction in ways that will lead to improved student results. The TLC plan will provide additional training and support for teacher leaders, which will ultimately impact the overall knowledge of the PLC process, provide additional support for PLCs, and ensure implementation of research-based practices.</p>

<p>Individual Teacher: Every teacher analyzes student data and reflects on their individual learning needs to develop a professional learning plan that will help them grow professionally to better meet the needs of students. The District's Professional Growth Model utilizes the use of the Danielson rubrics to fine-tune growth goals.</p>	<p>IC/IS: The TLC plan provides multiple-layers of potential support for classroom teachers. Additional ICs and ISs will be available for individual coaching, co-teaching, and modeling. Each level of support will have identified data sets to collect and analyze in order to make programming decisions.</p> <p>Mentors: The TLC plan will allow for increased training around learning-focused conversations for all mentors, who fit under the Mentor Category in our plan, and to provide mentors to all new veteran teachers. The mentors will provide a model classroom for their protégé, allowing both to engage in discussions around best practice and growth.</p> <p>Leadership Academy: The TLC plan will allow the District to have teacher leaders at all levels develop coursework designed specifically around district, building, and individual goals, thus allowing teachers to improve practices while obtaining license renewal and/or graduate credits.</p>
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The TLC plan will allow the district to help individual teachers and PLCs meet the goals they have identified by assisting teachers in accessing professional learning targeted to their needs. After participating in learning opportunities, teacher leaders will be available to assist with implementation in classrooms, reflection, and data analysis that will guide future learning opportunities.

The professional learning layers identified above require a diligent focus on and implementation of the Iowa Professional Development Model. The following key components are utilized to ensure professional learning is targeted to individual teacher, PLC, and building learning needs: (1) Collecting and analyzing student data; (2) Setting specific goals for improvement; (3) Selecting professional learning content targeted to goals; (4) Designing appropriate and relevant professional learning, collaboration and implementation; (5) Collecting ongoing action research and data (formative assessment); and (6) Conducting annual program evaluation (summative assessment). This process must occur at all levels to ensure comprehensive school improvement.

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 district will use multiple measures to determine short-term and long-term impact of the TLC Plan. There are three primary areas: 1) determine if student achievement, specifically in reading and math, have been impacted as a result of the TLC plan, 2) examine classroom implementation of the research-based instructional strategies, and (3) discern teachers' perceptions regarding the effectiveness of the TLC plan in improving research-based instructional practices.

In order to examine these three primary areas, it will be imperative to examine both quantitative and qualitative data. Similar to a mixed methods design in a research study, it will be important to examine the data individually and comparably. This triangulation of quantitative and qualitative data points will provide more insight to the effectiveness of the TLC plan.

Model used to examine cumulative effectiveness of TLC plan.[click on link]

Short-term Data Collection

Student Achievement Data

The first area addresses the impact of the TLC plan on student achievement, specifically in math and reading. The summative data provided using the Iowa Assessments will be examined for overall math achievement and reading comprehension. This data set will be examined annually to determine student progress and growth and to set new district and building goals for the following school year.

Classroom Implementation of the Research-Based Instructional Strategies

In Ankeny, all certified teachers participate in a rigorous Professional Growth Model using Charlotte Danielson's research-based instructional components/rubrics. These components provide descriptive language across a continuum of Distinguished, Proficient, Basic, and Unsatisfactory. All certified staff, in collaboration with their evaluator, will select two to five components from the Danielson Framework on an annual basis. Evaluators collect data through walk-throughs and formal observations of teacher performance on the selected Danielson components.

The quantitative data collected from observations will be used annually to guide building administrators in collaboration with teacher leaders, to determine next steps for professional learning. Informal data collected during walk-throughs will provide additional just-in-time data to guide professional learning.

Teachers' Perceptions

Teachers' willingness to work with teacher leaders and their belief that teacher leaders positively impact what happens in their classrooms are two required elements for classroom coaching to work (Ross, 1992). Without this important level of buy-in, it would be unlikely for teacher leaders to impact instructional practices or student achievement (Carroll, 2006; Ross, 1992).

A Teacher Leadership and Compensation Survey will be administered to teachers to collect teacher perception data regarding the overall effectiveness of Ankeny's Teacher Leadership and Compensation Plan with more specific questions regarding Ankeny's specific teacher leadership roles (Master Instructional Mentors, Instructional Leadership Teams, Instructional Coaches/Strategists, and TLC Coordinators). The first series of questions will collect key demographic information (building, grade, content area, years teaching) that will provide a more focused analysis when determining effectiveness for various stakeholders. More specific questions designed for each leadership role will ask teachers to respond on a Likert-like scale the impact of teacher leaders on their classroom practices and their experience in working with the teacher leaders.

The data gathered from the annual survey will be used each year in several ways: 1) Teacher leaders will meet in annually with the coaching coordinators to review and analyze the survey results, reflect on practice, and establish new goals to guide future work, 2) District administration will meet with the leadership coordinators to review and analyze the survey results, reflect on practice, and establish new goals to guide future work, and 3) The Teacher Leadership and Compensation Steering Committee will meet annually to review and analyze the survey results, reflect on TLC plan, and establish new goals to guide future work.

Long-Term Data Analysis (every 3 years)

Student achievement, overall teacher evaluation results, and teachers' implementation of research-supported practices, and teachers' perceptions regarding the teacher leadership roles will be examined longitudinally every three years to examine significance over time.

Although the intent of the TLC plan is to provided increased teacher leadership opportunities, the secondary focus and purpose is on student achievement. The mean scores for grade level student achievement data for three years prior to the TLC grant and the current year(s) will be examined to determine gains pre- and post- the implementation of additional leadership roles. Descriptive statistics will be used to determine the possible need for additional statistics to examine the relationship between individual teacher characteristics and student achievement.

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)

Our district has been committed to instructional coaching for the last five years. After reviewing the components of the TLC, the Association and Administration focused on expanding this structure and more fully developing the roles of teacher leaders. We collaborated with our stakeholders about a vision for expanding teacher leader roles and adding additional support. In the few short years that the instructional coach structure has existed, we have observed an attitude shift toward the effectiveness of instructional coaching.

Stakeholders have shared their support of the TLC plan. Specifically, the Board of Education has been informed of the TLC plan and the resulting leadership opportunities and instructional support for teachers. The parents in our community are very active in the school district and have been given many different opportunities to share their input in creating, implementing, and sustaining the TLC plan (i.e., PTO, Policy Committee, Instruction Committee, SIAC, etc.). Teachers have had input in the process through the Teacher Quality Committee, building conversations, and most directly the AEA which has been instrumental in the creation of the TLC plan. Teacher input and recommendations were sought at many stages of the process through conversations, presentations, and surveys conducted by the AEA and the district with an overwhelming number of teachers responding favorably to the plan options.

The TLC plan provides one Coordinator and one facilitator that will oversee the teacher leadership roles. These roles will be critical in ensuring the District's TLC plan is implemented with integrity and that all leadership roles are aligned and working towards the common goal of improved student learning. The coordinator and facilitator will use formative and summative data to evaluate the effectiveness of the teacher leadership roles and provide the just-in-time coaching and support that is critical to success. The addition of both a coordinator and a facilitator will help to set clear expectations of the leadership roles and responsibilities and provide the ongoing support and professional learning for teacher leaders.

Along with the coordinator and facilitator, Instructional Coach/Intervention Strategists (ICs/ISs) will provide both a systemic view and building specific view of teacher's learning needs. While solid instructional practices are fundamental toward improving student learning, the TLC plan also provides for support to assist teachers with specific strategies for technology integration and students with special needs. In both of these areas, our teachers crave effective best practices. This comprehensive analysis of professional learning needs at all levels will ensure our professional learning plan is both broad enough to move our system forward, yet differentiated enough to ensure learning at the building, PLC, and individual level.

Our District has long been a devout user of the Iowa Professional Develop Model. The key components of the model will be continued to ensure ongoing examination of data, goal-setting, and alignment of professional learning to meet teacher needs at various levels of the organization. Through our laser-like focus around the Professional Learning Community (PLC) process and our new Professional Growth Model (using Danielson rubrics) we will be able to collect a volume of data on both student and teacher learning needs. This will provide the ongoing data needed to re-evaluate and adjust as necessary for continued learning.

Ability to Sustain Over Time

We are confident of our ability to sustain the plan over time. During the grant creation most of our conversations were not concerned over the ability to sustain the components of plan, but instead whether the state would sustain funding. The philosophy behind this plan has been endorsed and funded at Ankeny long before the TLC grant opportunity as evidenced in the various leadership roles available across the district. Through the years, the District has weighed whether adding more staff or adding instructional coaches were the better investment. Even in light of tight budgets, the District was committed to keeping instructional coaches as a priority within the system. This model is reaping rewards for students and teachers alike.

The instructional coach model was implemented five years ago, yet with extremely large buildings meeting teachers' needs have been difficult. Each building has utilized the Building Leadership Team (BLTs), focused mostly on management issues, for close to a decade. In the last two years, all BLTs have transitioned to become an Instructional Leadership Team (ILT) with the focus now on providing professional learning differentiated at each building. New first and second year teachers new to Ankeny have been assigned teacher mentors for many years to support their acculturation and acclimation to the profession.

These layers of leadership for our teachers have been solidly in place for 5-10 years and likely will not dissipate with or without the TLC grant. However, even in a large district it is extremely difficult to recruit teachers, who feel maxed out with the high expectation of improved student learning, into these types of leadership roles. The TLC grant will provide the added funding and structure to support and more fully develop additional leadership opportunities. We are confident that the overall goals and purpose of an aligned leadership model, along with appropriate compensation, will entice teachers to take advantage of leadership opportunities.

As the District continues to grow, it is evident that turnover and change will occur. The increase of teacher leaders will ensure

that our classroom teachers continue to grow and learn in preparation for evolving leadership opportunities. This grow-your-own model is extremely beneficial in a district that increases around 500 students each year.

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	9901.86
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$3,057,892.41
Total Allocation	\$3,057,892.41

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.	\$684,494.52
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).	\$460,873.00
Amount used to provide professional development related to the leadership pathways.	\$15,446.00
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>	\$1,987,932.70
Totals	\$3,148,746.22

Other Budgeted Uses - Description

Item description	Amount budgeted
Instructional Coach Salary, Benefits, and FICA & IPERS	\$1,226,209.00

Instructional Specialist Salary, Benefits, and FICA & IPERS	\$338,173.00
Technology Coach, Benefits, FICA & IPERS	\$84,543.39
Intervention Coach, Benefits, FICA & IPERS	\$84,543.39
Instructional Coordinator, Benefits, FICA & IPERS	\$215,840.00
1/2 time Grant Facilitator, Benefits, FICA & IPERS	\$38,624.00
	\$1,987,932.78

Total Allocation Budgeted

Total Projected Amount to be Expended \$3,148,746.22

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 (\$90,853.81)

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)

Budget Considerations

- Ankeny's MA10 step 10 is \$62422 -this represents the average for the salary of instructional coaches
- Sub pay \$125 per day
- Average per diem for an extended day is currently \$271
- Additional duties will be compensated with a stipend in the Schedule D (See other support roles)
- FICA and IPERS have been added
- Insurance costs have been added to the cost of all new employees under the grant
- The ACSD's salary schedule is currently above the minimum. Therefore, any grant money received from the State will be used for adding specialized instructional coaches, expanding teacher leadership opportunities with stipends, creating full-time subs that will be scheduled to allow for teacher release time to attend PLCs, provide mentoring, participate in peer review, and plan for professional development, and as well specialized professional learning opportunities. The District is aware it is over the allocated budget for 2013 but there has been student growth that will assist in making up the difference.

Grant Funded Positions: Instructional Coaches/Interventionist

The majority of grant funds will be used to fund full-time instructional coaches /interventionists (ICs) with extended day contracts charged with the duties of providing support on strategies for differentiation, literacy, math and the implementation of the common core in every building.

Number	Role	Cost per position salary/stipend	Benefit - Health, life, ltd, dental	Subtotal	FICA/IPERS 13.6%	Sub Time to cover Release	Training Fees	Total
	Instructional							
14.5	Coach	\$905,409	\$174,000	\$1,079,409	\$146,799.62	\$0	\$0	\$1,226,209
4	Specialist	\$249,688	\$48,000	\$297,688	\$40,485.57	\$0	\$1,088	\$339,261
	Technology							
1	Coach	\$62,422	\$12,000	\$74,422	\$10,121.39	\$12,354	\$300	\$97,197
	Intervention							
1	Coach	\$62,422	\$12,000	\$74,422	\$10,121.39	\$3,408	\$75	\$88,026
	Instructional							
2	Coordinator	\$160,000	\$30,000	\$190,000	\$25,840	\$852	\$75	\$216,767
	Grant							
0.5	Facilitator	\$30,000	\$12,000	\$42,000	\$5,712.00	\$0	\$0	\$47,712
	Full-time substitute for							
6	release	\$278,580	\$72,000	\$350,580	\$47,678.88	\$0	\$0	\$398,259
								\$2,404,343

Expanded Teacher Leadership Roles

The second most significant use of funds will be toward expanded teacher leadership opportunities and provide appropriate compensation for those duties and responsibilities. These new roles will have clearly defined objectives and responsibilities and a corresponding salary stipend that compensates the teacher for additional contract days and expanded duties. The stipends will be provided in the following areas: mentoring, instructional coaches, building instructional leadership teams, curriculum coordinators and curriculum leadership teams.

The duties and responsibilities for these leadership positions will include additional collaboration time, development and delivery of teacher led professional learning (PL), coaching, and curriculum adoption and implementation. The added funding will allow the District to more fully develop those roles and provide appropriate compensation for the elevated responsibilities and additional time outside the regular school day and during the summer. With the TLC funds, the mentoring role will expand to include coaching support for new teachers, teachers new to the District, and student teachers.

Other support roles

Number	Role	Cost per position salary/stipend	Benefit - Health, life, ltd, dental	Subtotal	FICA/IPERS 13.6%	Sub Time to cover Release	Training Fees	Total
8	Master Mentoring Cadre	\$17,544	\$0	\$17,544	\$2,385.98	\$4,000	\$13,008	\$36,937.98
100	Instructional Mentor Pathway	\$156,700	\$0	\$156,700	\$21,311.20	\$42,000	\$900	\$220,911.20
132	Instructional Leadership Team Pathway	\$132,000	\$0	\$132,000	\$17,952.00	\$0	\$0	\$149,952.00
96	Curriculum Development Leadership Team	\$200,064	\$0	\$200,064	\$27,208.70	\$0	\$0	\$227,272.70
24	Instructional Coach/Specialist	\$96,240	\$0	\$96,240	\$13,088.64	\$0	\$0	\$109,328.64
								\$744,402.53

Release Time Costs

Another significant cost of the plan is release time. A key component of the effectiveness of the plan is allowing teachers to observe each other's classrooms to learn, coach, co-teach, and reflect. With the grant, full-time subs will be hired and scheduled to allow teachers to have coverage during the day to visit other classrooms, either in their own building or throughout the district. Four years ago, the District partnered with the community to schedule late starts every Wednesday for PLC's and professional development. The District also consciously scheduled common planning times for subject and grade level teachers. These efforts provide teachers with collaboration time. The funding of release time, an additional layer within the TLC plan, gives each building funds to schedule subs so that instructional staff are able to be in other classrooms. Additionally, the TLC funds provide for sub coverage so that mentors have time during the instructional day to observe and coach new teachers, teachers new to Ankeny, and student teachers. Teachers have expressed a desire to not only see classrooms within their grade level or building, but other classrooms in the District. By providing release time, teachers will have the ability to observe peers that have mastered effective instructional strategies and use that data to inform their own instruction especially around skills like differentiation and engagement. This powerful tool of peer observation has been requested by teachers but due to the expense has not been fully utilized.

Another budget item within the TLC plan is professional learning. The grant money will fund time to attend, the cost to develop effective District oriented professional learning and the cost of going to targeted professional learning. Teacher leaders that work on curriculum leadership teams will have additional contract days to develop curriculum related professional learning for their building. Lastly, those teachers that serve on building instructional leadership teams will develop building focused professional learning.

The grant funds will be used to further train new instructional coaches, and send additional staff to the PLC conference.

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