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Application

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

95882 - Atlantic TLC Grant

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-28 09:18:12
Signature:	Michael Amstein	Submitted By:	Michael Kerry Amstein

Applicant Information

Project Officer

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Organization Information

Organization Name*: Atlantic CSD
 Organization Type*: K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
 Address:
 City*: Atlantic Iowa 50022
City State/Province Postal Code/Zip
 Phone*: 712-243-4252
Phone Ext. City State/Province Postal Code/Zip
 Program Area of Interest*: Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Phone: 712-243-4252
Ext. Fax:
 Agency: Administrative Services, Iowa Department of
 Benefactor Vendor Number

Recipient Information

District*	Atlantic Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	15-0387 <small>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.</small>
Honorific	Dr.
Name of Superintendent*	Michael Amstein
Telephone Number*	712-243-4252
E-mail Address*	mamstein@atlanticschools.org
Street Address*	1100 Linn Street
City*	Atlantic
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50022

TLC Application Contact

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City*	Atlantic
State*	Iowa Use the drop-down menu to select the state.
Zip Code*	50022

Narrative

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

The Atlantic Community School District (ACSD), located in southwest Iowa, is comprised of four building levels (PreK-3, 4-5, 6-8, and 9-12) serving over 1500 students. The district has created a teacher leadership model which matches differentiated roles to the district's vision to improve instruction and student learning: *Prepare all learners to be creative, innovative and productive citizens by providing diverse opportunities to learn and apply relevant skills and knowledge in a positive, disciplined and challenging environment.*

Attaining the TLC will support the district's culture of learning and collaboration, a system that builds upon teacher strengths and improving student performance.

TLC Vision: *The Atlantic Community School District's vision is to advance student learning through collaborative educator leadership that supports our community of learners through the Teacher Leadership and Compensation grant.*

TLC Goals:

1. Attract, develop, and retain educators maintaining Atlantic's high level of expectation for quality education.
2. To enhance Atlantic's professional learning and leadership opportunities for teachers to ensure that at minimum 25% of Atlantic teaching staff are in teacher leadership roles.
3. Increase collaborative learning opportunities for teachers utilizing curriculum and professional development teams and TLC personnel -- providing time and resources for educators to align instruction to district goals.
4. Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

The Atlantic TLC Plan meets the prerequisites of the grant: 1) Beginning educator salary greater than \$33,500; 2) Multiple opportunities for coaching, mentoring, and observing instructional practice; 3) Differentiated teacher leadership roles for over 25% of the staff; 4) Rigorous selection process for leadership roles; and 5) Professional development aligned to the district's initiatives.

Beginning educator salary in Atlantic is \$ 33,711.

The TLC will give the network of **Mentors** time and resources to build the skills of beginning educators, while also allowing the **Mentors** and **TLC Lead** to evaluate the current mentor/mentee program and redesign a program if deemed necessary.

Multiple teacher leader roles created in the TLC places over 30 teachers into a leadership role, making up 25% of the district's educators. These positions will allow Atlantic to utilize **Instructional Coaches** (3) who will observe instruction, offer feedback, and coach peers using research-based instructional strategies. **Supporting Instructional Coaches** (3) and **Model Educators** (20) will work in collaboration with their building **Instructional Coach, TLC Lead** (1), and other TLC personnel to incorporate the building's specific initiatives -- AIW (K-12); MTSS K-12 (with Literacy and FAST (K-5) and PBIS (6-8); and Transformation Technology (K-12). **Mentors** (8) will work closely with new teachers to offer a smooth transition into ACSD.

The Atlantic TLC Committee has designed a rigorous selection process for teacher leadership roles that matches the rigorous hiring process already in place in the district. It is the intent of the TLC Committee that the TLC Lead be hired first and can assist with the remaining TLC selections. To ensure success with the teacher-leadership work, the TLC Selection Committee will conduct interviews, review pertinent application materials, and recommend hires to the superintendent. TLC Committee will conduct a program evaluation, providing evidence of successful leadership.

Traditionally, the Atlantic District Leadership Team has held the responsibility for planning and selecting professional development (PD) content, analyzing data pertinent to planning and implementation, and overseeing the delivery of PD. The Iowa Professional Development Model is the

structure for how and why PD is developed in the district, with multiple data points collected and analyzed to guide the PD decisions. The new TLC personnel will continue the strong PD systems already in place, gaining leadership experience while providing for district/building professional development.

The demographics of the district include some recent changes in subgroup population. The number of students receiving free/reduced lunch (FRL) has increased significantly over the past 5 years. In addition to FRL, the English Language Learner (ELL) population has also increased steadily; the change is due to the Chukese population that has moved to the Atlantic Community. To address the unique learning needs of a shifting student population, ACSD has relied on teacher leaders for additional support.

By receiving the TLC grant, ACSD will have the ability to increase the allocation of time, resources, PD, and stipends to ensure that all students are learning at high levels.

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

TLC Model Number Model 2 – Instructional Coach 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).

Grant Planning

TLC Committee first met Fall 2013 to begin planning for the TLC grant. A timeline was established to allow the committee to fully explore all TLC models, include all stakeholders, and submit a quality grant. The past year was used to create a model that would best meet the needs of the Atlantic Community School District.

Committee Formation and Structure:

- A committee of stakeholders was formed to begin the process:
- Teachers who represent elementary, middle school and high school
 - District and building level administrators
 - School Board Member
 - Parents/community members

Based on discussions with stakeholder groups, evidence was given that the district (school-board, educators, district support staff, parents, and community) should pursue the TLC grant. The TLC Committee met on a bi-weekly basis to determine vision and goals, design the TLC roles and duties, and complete the grant proposal. The team also collaborated on revising grant drafts in order to compose the final draft. The planning dollars were used to support this work, creating a quality grant application that meets the needs of the Atlantic Community School District. A portion of the funds were used to provide funding to support consultation fees for the grant writing process and stipends for TLC Committee members.

Engagement and Support from Stakeholders

Educators

Engagement/Contribution: Atlantic K-12 staff are represented on the TLC Committee giving voice to educator concerns, questions, and comments related to the TLC grant and more specifically to the proposed roles, duties, responsibilities, and potential impact on employment. Administration presented the basic TLC information to staff during professional development and addressed the staff again when the interest survey was given. During the development process, questions resulting from educator surveys were addressed by the TLC representatives and relayed to the staff. The total district staff has invested over 100 hours in meetings, taking surveys, and discussing the TLC grant.

Support: An August 2014 survey showed that 1% of the staff voted to not support the proposal. With additional details and more concrete information given about roles and

compensation, an October survey resulted in no oppositional votes. The survey results provide evidence that educators have a high degree of commitment to support TLC.

In addition, the survey revealed interest in applying for the following positions:

Instructional Coach -- 34
 Mentor Lead -- 6
 Model Educator or Mentor Teacher -- 27
 TLC Lead -- 9

The results from the survey indicating interest in applying for TLC roles was another positive indication that Atlantic educators supported the TLC proposal.

Administration and School Board

Engagement/Contribution: The administrative team has met on an ongoing basis since Fall, 2013 to brainstorm the possibilities that the TLC award would bring to the Atlantic Community School District (ACSD). In June, several administrators attended TLC training in Ankeny, gaining insight into the process of writing and applying for the Teacher Leadership and Compensation grant. The administration then facilitated conversations with staff on development of the TLC model, assisted in developing a full TLC Committee, and have fully engaged in the TLC planning process.

The Superintendent presented information about the TLC to the School Board and the Administration's views, resulting in the formation of the TLC Committee. The Board wanted Instructional Coaches to be a component of the grant. The administrators and Board have spent numerous hours in meeting time to plan and discuss the TLC grant.

Support: The TLC Committee has both School Board and administrative representation. 100% of the Administration supports the pursuit of the TLC grant with 100% of Atlantic's School Board supporting the proposal.

Parents and Community

Engagement/Contribution: Parents and community members serve on the TLC Committee and are part of the decision-making group to design, write, and approve the grant application. In addition, they will sit on the committee to oversee the TLC implementation.

Support: 100% of the parents on the TLC Committee support the writing and submission of the TLC grant. No one from the parent group or community has voiced opposition or given any indication that they are not supportive of the TLC grant.

The Atlantic TLC Committee feels confident in the TLC model they have created and that the community of stakeholders supports pursuit of the TLC. The proposal will support teacher leaders as they work with peers to increase student achievement in Atlantic.

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.

Grant Planning

TLC Committee first met Fall 2013 to begin planning for the TLC grant. A timeline was established to allow the committee to fully explore all TLC models, include all stakeholders, and submit a quality grant. The past year was used to create a model that would best meet the needs of the Atlantic Community School District.

Committee Formation and Structure:

A committee of stakeholders was formed to begin the process:

- Teachers who represent elementary, middle school and high school
- District and building level administrators

- School Board Member
- Parents/community members

Based on discussions with stakeholder groups, evidence was given that the district (school-board, educators, district support staff, parents, and community) should pursue the TLC grant. The TLC Committee met on a bi-weekly basis to determine vision and goals, design the TLC roles and duties, and complete the grant proposal. The team also collaborated on revising grant drafts in order to compose the final draft. The planning dollars were used to support this work, creating a quality grant application that meets the needs of the Atlantic Community School District. A portion of the funds were used to provide funding to support consultation fees for the grant writing process and stipends for TLC Committee members.

Engagement and Support from Stakeholders

Educators

Engagement/Contribution: Atlantic K-12 staff are represented on the TLC Committee giving voice to educator concerns, questions, and comments related to the TLC grant and more specifically to the proposed roles, duties, responsibilities, and potential impact on employment. Administration presented the basic TLC information to staff during professional development and addressed the staff again when the interest survey was given. During the development process, questions resulting from educator surveys were addressed by the TLC representatives and relayed to the staff. The total district staff has invested over 100 hours in meetings, taking surveys, and discussing the TLC grant.

Support: An August 2014 survey showed that 1% of the staff voted to not support the proposal. With additional details and more concrete information given about roles and compensation, an October survey resulted in no oppositional votes. The survey results provide evidence that educators have a high degree of commitment to support TLC.

In addition, the survey revealed interest in applying for the following positions:

Instructional Coach -- 34
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The Superintendent presented information about the TLC to the School Board and the Administration's views, resulting in the formation of the TLC Committee. The Board wanted Instructional Coaches to be a component of the grant. The administrators and Board have spent numerous hours in meeting time to plan and discuss the TLC grant.

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Support: 100% of the parents on the TLC Committee support the writing and submission of the TLC grant. No one from the parent group or community has voiced opposition or given any indication that they are not supportive of the TLC grant.

The Atlantic TLC Committee feels confident in the TLC model they have created and that the community of stakeholders supports pursuit of the TLC. The proposal will support teacher leaders as they work with peers to increase student achievement in Atlantic.

Using Part 3 application narrative from Year 1?

No

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

The Teacher Leadership and Compensation (TLC) plan developed by the Atlantic TLC committee and supported by the Atlantic stakeholders connects to the following school improvement initiatives: Authentic Intellectual Work (AIW), Transformational Technology, and Multi-Tiered Systems of Support. ACSD currently has a .5 Curriculum Director who serves as a coordination and liaison to all leadership teams/committees. The Curriculum Director will work collaboratively with teacher leaders to assist with implementation of the TLC plan. The Curriculum Director position will not be supported by TLC funding.

1. **Authentic Intellectual Work (AIW):** Provides reflective practice for teachers focusing on student's construction of knowledge, conceptual understanding, elaborated communication and value beyond school. Over the past six years, the ACSD has dedicated resources and manpower to build a strong Authentic Intellectual Work initiative. Atlantic has one of the largest contingencies of AIW local coaches in Iowa - 17, which includes all 4 building principals.

Connections & Supports

AIW coaches will collect data from the Classroom Implementation Profile (CIP) Walkthroughs to assist in the planning and delivery of PD. **AIW Coaches** will model and support teachers with lessons aligned to the AIW framework and the Iowa Core in collaboration with **Supporting Instructional Coaches and Model Teachers**. The TLC plan provides release time and stipends to compensate the teacher leaders as they work to improve instruction through higher order thinking, student collaboration, and conceptual learning that has value beyond the school experience.

2. **Transformational Technology:**

The ACSD has invested heavily in appropriate technology, technicians, and professional development in order to facilitate learning in the 21st century. The high school is in year one of a one-to-one laptop initiative. Educators K-12 are focusing on embedding technology at a transformational level to increase student engagement and achievement.

Connections & Supports

Lead Instructional Coaches will ensure technology integration is specific to the needs of learners at various levels of academic development. They will provide in-class support, co-teaching, PD, and collect and analyze data related to technology integration. **Supporting Instructional Coaches and Model Educators** will support transformational use of technology through providing model lessons and support to colleagues.

3. **Multi-Tiered Systems of Supports (M-TSS):** ACSD is implementing M-TSS district-wide. M-TSS is a decision-making framework of evidence based practices in instruction and assessment that addresses the academic and behavioral needs of all students in general education. At the elementary level there is an intense focus on M-TSS and K-5 Literacy. The Atlantic Elementary became a pilot school during the 2013-14 school year in utilizing the FAST screening and progress monitoring system. The Middle School and High School both support struggling learners through the M-TSS process in literacy, math and behavior. The MS is a Positive Behavioral Interventions and Support (PBIS) building.

TL Connections & Supports

Lead Instructional Coaches will model and support teachers with identifying struggling learners (both academically and behaviorally), delivering interventions, providing professional development, and collect and organize student data. They will work in collaboration with **Supporting Instructional Coaches and Model Teachers** to provide this support.

B. Structures and Connections to Teacher Leadership:

1. **The School Improvement Advisory Committee (SIAC)**

SIAC is a community-based group whose membership includes community members, parents, students, teachers and school administration. SIAC's focus is on student achievement and school climate. They make suggestions to the School Board annually.

TL Connections & Supports

Lead Instructional Coaches will serve on the SIAC as links between school and community. These positions will assist the **Curriculum Director** and administration in planning and facilitating SIAC meetings.

2. **District Leadership Team**

DLT is a district-level team that sets district goals, address school improvement issues, links to SIAC, monitors the district Iowa Core Plan and develops annual professional development plans.

TL Connections & Supports

The **District Curriculum Director** facilitates this committee. A minimum of one representative from each of the TL positions will serve on the DLT.

3. **AIW Leadership Team**

The AIW leadership team collects and reviews AIW implementation data including CIP walkthroughs, Innovation Configuration Maps and conducts correlation studies based on revised tasks and student work. The AIW leadership team sets PD goals and serve as team leads within each building.

TL Connections & Supports

AIW Coaches will be responsible for facilitating AIW leadership team meetings and will provide AIW focused PD at the building level.

4. Building Leadership Teams (BLT)

BLTs are responsible for examining building specific achievement data, planning building level PD, and assisting in setting building level goals.

TL Connections & Supports

All Teacher Leaders in the buildings will serve on the BLT.

ASCD's current initiatives, connections, and supports, working in tandem with the proposed TLC structure, will strengthen the district's impact on student achievement and will provide additional support to both teachers and students.

Using Part 4 application narrative from Year 1?

No

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

Atlantic CSD is in its 13th year of participating with Green Hills AEA and their teacher mentoring program, *Journey to Excellence*, with all training materials and formal meetings provided by GHAEA staff. It is the intent of the district to continue with this program through 2015-16. During the 2015-16 school year, TLC Mentors and the TLC Lead will gather data about the effectiveness of the program for new Atlantic educators. If it is determined that the AEA program does not meet the needs of the Atlantic Beginning Educators (BEs), a new mentor program will be developed and adopted.

Current Atlantic Community School District Mentoring/Induction Program

All Beginning Educators (BEs) in their first two years of teaching participate in a state-mandated Mentoring/Induction (M/I) program. The purpose of the program is to support the personal and professional growth of BEs with training based on Iowa's eight Teaching Standards. Atlantic building principals select mentors from their buildings who have completed or are in the process of completing two years of mentor training and match them with BEs.

First-year mentors attend four days of training during the year. Second-year mentors attend an additional two days of training. In addition to informally supporting the BEs and orienting them to their building culture, mentors meet with BEs on a regular schedule (weekly or bi-weekly) to address any questions or concerns the BE may have and to work through a series of learning projects that are tied to the state teaching standards. First-year BEs attend an introduction day with their mentor at the beginning of the school year. All first- and second-year BEs attend an update day in January.

Mentors provide support and advice, but do not evaluate BEs' instruction, acting as a "guide on the side" to their BEs. At the end of each semester, mentors submit a log of contact dates and a brief description of topics and activities covered. The logs are submitted to the district Mentoring Coordinator to document mentor and BE participation. Mentors and the Coordinator are paid a \$500 stipend at the end of each semester that they are working with a BE. Duties of the Coordinator include maintaining a list of matched mentors and BEs (including mentors who are not currently assigned to a BE), submitting information for district reports, registering all participants for the required training and arranging transportation, reporting to the school board, acting as a liaison between Green Hills AEA staff and the local district, and serving as a sounding board for both mentors and BEs. For the past few years, the district Coordinator has been a staff member who is a trained mentor with multiple years' experience with the mentoring/induction program.

Retention Data for Atlantic Beginning Educators

School Year	# of BEs	Continued @ ACSD	Left ACSD, Stayed in Education	BEs who left the profession
2014-15	17	NA	NA	NA
2013-14	8	7	0	1
2012-13	13	13	0	0
2011-12	14	10	3	1

BE Retention Concerns and Gaps at Atlantic

Retention of new teachers in Iowa has increased from 87.5 % to 92.5% in 10 years. This is the 13th school year for the M/I program in Atlantic, and the *Journey for Excellence* program is followed with fidelity. However, the retention data for BEs in Atlantic is at 85.7% for the past three years. With a rigorous application and interview process, Atlantic Schools spends dollars and time recruiting strong teacher candidates. A pertinent goal for ACSD is increasing the number of BEs who are hired and stay in the district.

While, overall, the feedback is positive about the mentoring program and appreciation for the mentors' support, there are some concerns by mentors and BEs alike. Both would prefer to have introductory meetings held before the school year starts, allowing them to stay in the classroom once school begins. Another concern is that new hires could also use time before school starts to become acquainted with building and district initiatives. These concerns can be addressed with the additional days that the TLC plan has in place for Mentors.

Fit Between ACSD's Mentoring Needs and TLC

While Atlantic has 22 trained mentors with 17 currently working with first and second year BEs, most concerns with the current program will be addressed by implementing the proposed TLC model. The **TLC Lead** will coordinate the program, supervise both mentors and BEs, and help evaluate the current program. In addition, the TLC funding will enable **Mentors** to increase the time (extended days) spent with BEs to address gaps -- improving retention percentages, while also examining the efficacy of the current Mentoring/Induction program accessed through the AEA. Having access to **Lead Instructional Coaches** and **Support Instructional Coaches** will give BEs opportunities to be observed, co-teach, and receive feedback about instruction. **Model Educators** will support BEs by modeling strategies and instructional practices specific to grade level, curriculum and building initiatives. All TLC personnel will have increased collaboration time with BEs, with the intention of positively impacting the support and retention of beginning educators in Atlantic.

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.

The Atlantic Community School District (ACSD) has created a teacher leadership model which matches differentiated roles to the district's mission to improve instruction and student learning.

1. Attract, develop, and retain educators, maintaining Atlantic's high level of expectation for quality education.
2. To enhance Atlantic's professional learning and leadership opportunities for teachers to ensure that 25% of Atlantic teaching staff are in teacher leadership roles.
3. Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.
4. Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

The roles created places over 30 teachers into leadership roles, making up 25% of the district's educators. The roles are listed below outlining basics for each role, followed by specific duties and responsibilities for each position.

One TLC Lead - 100% out of classroom

Three Lead Instructional Coaches - 100% out of classroom

Threes Supporting Instructional Coaches - 0% out of classroom

Ten Mentors - 0% out of classroom

Twenty Model Educators - 0% out of classroom

	Monetary Compensation Beyond Contract	Number of TLC Positions	Work Days Beyond Contract	Contract % out of Classroom	TLC Expense per Role
Initial Educator	Contract exceeds TLC requirement of \$33,500	NA	NA	NA	NA
Model Educator	\$1500	20	0	0%	\$30,000
HS Lead Instructional Coach	\$4,000	1	5 Days @ \$431	100%	\$79,861

HS Supporting Instructional Coach	\$3,000	1	4 Days @ \$431	Up to 2%	\$4,724
MS/SE Lead Instructional Coach	\$4,000	1	5 Days @ \$431	100%	\$79,861
MS/SE Supporting Instructional Coach	\$3,000	1	4 Days @ \$431	Up to 2%	\$4,724
WES Lead Instructional Coach	\$4,000	1	5 Days @ \$431	100%	\$79,861
WES Supporting Instructional Coach	\$3,000	1	4 Days @ \$431	Up to 2%	\$4,724
Mentor	\$2,500	10	6 Days @ \$431	Up to 3%	\$50,860
TLC Lead	\$5,000	1	8 days @ \$431	100%	\$90,647

Key: HS - High School, MS/SE - Middle School (6-8)/Schuler Elementary (4-5), WES - Washington Elementary (PreK-3)

TLC Roles with Responsibilities and Duties

Model Educator

Model Educators will possess expertise in district/building initiatives and are willing to share that expertise with peers.

- Develop and implement lessons that target one or more of the district initiatives and provide artifacts -- examples of student work/student learning as a result of the model lessons.
- Model, record, and share a minimum of two authentic, rigorous lessons per quarter that apply best practices, connect district initiatives, and implement Iowa Core/national standards to improve instruction.
- Participate in leadership and content-specific professional development training of staff as needed.
- Participate in the development of a school-wide culture that promotes professional growth and student learning.
- Serve as models for best practices for specific needs of new teachers.
- Serve as a liaison to Instructional Coaches and TLC personnel to personalize professional development for staff.

Lead Instructional Coaches

Lead Instructional Coaches will engage in coaching duties depending on their buildings' needs, initiatives, and enrollment with additional contract days for training, planning, and TLC leadership meetings.

- Provide and model researched-based instructional practices that promote authentic, rigorous classroom instruction.
- Identify specific teacher needs and align learning opportunities.
- Assist educators in gathering, analyzing, and sharing data that will drive decision-making.
- Plan, facilitate, and analyze professional learning for all staff.
- Assist in alignment of curriculum standards, taught curriculum, and assessment.
- Log and analyze interactions with individual staff to guide future work.
- Participate in leadership and content-specific professional development training as needed.
- Work with TLC personnel and district leadership to plan, promote, and assess TLC work.
- Promote positive interactions with all stakeholders to improve student achievement.

Support Instructional Coaches

Support Instructional Coaches will work with their Lead Instructional Coach to meet the needs of their building, initiatives, and enrollment.

- Provide and model researched-based instructional practices that promote authentic, rigorous classroom instruction.
- Identify specific teacher needs and align learning opportunities.
- Assist educators in gathering, analyzing, and sharing data that will drive decision-making.
- Assist with identifying specific instructional needs and aligning learning opportunities.

- Log and analyze interactions with educators.
- Assist in alignment of curriculum standards, taught curriculum, and assessment.
- Work with TLC personnel and district leadership to plan, promote, and assess TLC work.

Mentor

Mentors are supervised by the TLC Lead who will determine each building mentor needs, assign mentees, and monitor mentor/mentee work.

- Serve as a mentor to new teachers, using the current AEA mentoring program.
- Work with other mentors/instructional coaches during the first year of TLC implementation to determine if the current program meets all the needs of the district. If gaps are identified, mentors will assist in the identification of an alternate program and/or develop a mentor program specific to Atlantic CSD.
- Support new teachers in the development and implementation of Individualized Career Development Plans.
- Partner with the TLC personnel and leadership to analyze and share assessment data and personnel data that will help in the adoption of a rigorous mentoring program, if determined by the mentors.
- Participate in leadership and content-specific professional development training as needed.
- Work with TLC personnel and district leadership to plan, promote, and assess TLC work.

TLC Lead

The TLC Lead will coordinator for the TLC plan. The responsibilities and expectations associated with the TLC grant will be aligned with the TLC Lead's duties, which include the following:

- Partner with principals/superintendent, curriculum director, instructional coaches, model educators, and mentors.
- Support educators in the development and implementation of Individualized Career Development Plans.
- Co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of the district's professional development initiatives and adopted curricula.
- Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional best practices.
- Assist with using summative and formative assessment data to refine professional development and assist educators in making data-driven instructional decisions.
- Assist in the long-range planning of curriculum, professional development, and coordination of professional development procedures and program evaluation.
- Assist with all facets of professional development and curriculum trainings as indicated in the district's professional development plan.
- Facilitate, coordinate, and supervise the district mentors to new teachers.
- Provide professional development for mentors that will enable them to build mentoring skills and ensure a strong mentoring program.
- Work with mentors during the first year of TLC implementation to determine if the current program meets all the needs of the district. If gaps are identified, mentors will assist in the identification of an alternate program and/or develop a mentor program specific to Atlantic CSD to be implemented the following year.
- Co-facilitate and co-plan, with lead instructional coaches, demonstrate lessons that apply best practices, educational innovations, and Iowa Core/national standards to improve instruction.
- Provide instruction to mentors/instructional coaches in best practices for facilitating adult learners.
- Facilitate the creation and maintenance of a repository of exemplar lessons and classroom-instruction videos.
- Participate in leadership and content-specific professional development training as needed, including evaluator training.
- Lead program evaluation of the TLC grant, which includes the collection of all documentation and data related to TLC program.
- Serve as a liaison to promote and support the TLC vision and goals to all ACSD stakeholders.

TLC Role	TLC Role Interactions and Duties
Model Educator	Work with Lead Instructional Coaches and TLC Lead to develop, model, and record lessons that incorporate best practices, district initiatives, and building practices that will increase student achievement.
HS Lead Instructional Coach	Analyze building needs, collaborate to deliver instructional coaching to all staff, co-plan and co-deliver professional development, work with all TLC roles, and administration to strengthen TLC efforts.
HS Supporting Instructional Coach	Work with HS Lead Instructional Coach, TLC Lead, and Mentors to meet the needs of their building, initiatives, and enrollment. Collaborate with all Supporting Coaches to better utilize time and materials and understand coaching expectations.

MS/SES Lead Instructional Coach	Analyze building needs, collaborate to deliver instructional coaching to all staff, co-plan and co-deliver professional development, support building initiatives, and work with all TLC roles to strengthen TLC efforts.
MS/SES Supporting Instructional Coach	Work with MS Lead Instructional Coach, TLC Lead, and Mentors to meet the needs of their building, initiatives, and enrollment. Collaborate with all Supporting Coaches to better utilize time and materials and understand coaching expectations.
WES Lead Instructional Coach	Analyze building needs, collaborate to deliver instructional coaching to all staff, co-plan and co-deliver professional development, work with all TLC roles to strengthen TLC efforts.
WES Supporting Instructional Coach	Work with K-5 Lead Instructional Coach, TLC Lead, and Mentors to meet the needs of their building, initiatives, and enrollment. Collaborate with all Supporting Coaches to better utilize time and materials and understand coaching expectations.
Mentor	Mentor new teachers; work with TLC Lead and Coaches to determine mentee needs; analyze current mentoring program; create new program if necessary, work with Lead Instructional Coaches.
TLC Lead	Coordinate TLC activities, supervise TLC personnel, and collaborate with TLC and district leadership to promote teaching and learning.

Strengthening Instruction and Student Achievement

The plan incorporates the TLC roles into the current administrative and building/district leadership teams that oversee growth and achievement for learners in the ACSD. All **Instructional Coaches** and the **TLC Lead**, in collaboration with the Curriculum Director, will ensure that the curriculum is aligned with Iowa Core/National Standards while promoting authentic tasks, student work, and instruction. **Model Educators** will coordinate their efforts with the other TLC personnel to blend best practices in the classroom with district and building initiatives to provide exemplar tasks and instruction for other educators. **Mentors** will help train and retain new educators to the Atlantic system. The **TLC Lead** will coordinate the teacher leadership as they support peers and promote student achievement. The TLC personnel and administration will analyze all data points documented in the plan to determine if the measures are appropriate for meeting the district and TLC goals of improving student 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.

The Atlantic TLC Committee has designed a rigorous selection process for teacher leadership roles that mirrors the rigorous hiring process already in place in the district. The selection process of TLC personnel will ensure that chosen teacher leaders are committed to improving instruction, supporting both new and established fellow educators, and moving student achievement forward. The TLC Committee and consulting stakeholders designed the selection process to be clear and transparent.

Requirements for application

- Educator self-nomination letter that declares 1) the position being applied for, 2) qualifications for a TLC leadership position, and 3) pertinent information concerning involvement in district initiatives and professional development
- Minimum of three years teaching experience, with at least one year of experience in the district
- Application form
- Current Resume
- Two peer recommendations (for full-time positions) addressing the applicant's leadership and teaching abilities and commitment to professional growth that will help move the district forward
- Interview – The interview process will give candidates an opportunity to provide evidence of leadership roles, speak to their additional educational growth, and address the characteristics of the Teacher Leadership Skills Framework:

- 1) Working with adult learners
- 2) Communication
- 3) Collaboration
- 4) Knowledge of content and pedagogy according to district goals and professional development initiatives
- 5) Systems thinking

Expectations for Leadership Applicants

- Model Educators: Address specific academic, technological, and/or classroom management skills they have utilized that will benefit staff and students.
- Instructional Coaches and Supporting Instructional Coaches:
 - *High School (9-12)* -- Address AIW skills, curriculum alignment work, transformational technology, and data collection for decision-making.
 - *Middle School/Schuler (4-8)* -- Address AIW skills, curriculum alignment work, PBIS, technology, and data collection for decision-making.
 - *Washington Elementary (PreK-3)* -- Address AIW skills, curriculum alignment (targeting literacy), M-TSS, technology, and data collection for decision-making.
- Mentors: Address their ability to connect to new staff and form relationships with them, while providing learning supports.
- TLC Lead: Address leadership abilities, knowledge of adult learning, technology experience, analysis of data, and evidence of the process of aligning Iowa Core/national standards to district curriculum.

Selection Process

The TLC Selection Committee (site-based review council) will be comprised of administration, educators who have not applied for a TLC position, and community stakeholders. They will conduct interviews with applicants for full-time positions, review materials from all applicants, select candidates, and give recommendations for selection to the administration.

1. Within seven days of confirmation of the TLC award, the district leadership will post the positions and details of each position, including the following:

1. role and responsibilities associated with that position
2. application process
3. compensation, stipend, and time allotted for the leadership position
4. assurances for continued educator positions after TLC
 1. All application materials will be submitted to the Selection Committee, which will determine if the applicant has supplied all required materials.
 2. An Application Subcommittee of the TLC committee will design a rubric for the Selection Committee to use during the selection process.
 3. The Application Subcommittee will also compose the interview questions for the Selection Committee. The questions will center on the duties associated with each position (aligned to the Teacher Leadership Skills Framework) and give the applicants an opportunity to augment their application materials.
 4. The Selection Committee will employ the same methodology for reaching consensus that is used by the Atlantic School Board.
 5. The Selection Committee will give their selected names/roles to the Superintendent, who will recommend to the Board. The Board will approve the TLC selections.
 6. The Selection Committee can recommend/offer a position other than the one the applicant applies for if the committee feels that the applicant is best suited for another position.

It is the intent of the TLC Committee that the TLC Lead be hired first to assist with the remaining TLC selections. To ensure success and monitor implementation, the TLC Committee will conduct a program evaluation at the end of the year -- reading teacher-leader reflections and work logs, asking for staff feedback, conducting interviews and surveys, including observation data and student achievement data, which will provide evidence of successful leadership.

The Selection Committee will annually review the leadership roles that are available and the educators currently serving in TLC leadership roles. In addition, TLC teacher-leaders demonstrating competence in the Teacher Leadership Skills and having favorable evaluations may continue in their teacher leadership role for the following year by completing a streamlined renewal process.

The TLC Committee and Selection Committee will jointly review the selection process to consider successes and any reconsiderations of the selection process that may need to occur before the next round of applications. A cycle of reflection based on data and revision considerations will allow Atlantic's TLC process of selecting and supporting teacher leaders to best meet the needs of all learners.

This rigorous application and interview process will allow the Atlantic Selection Committee to identify the applicants most qualified to serve in each of the leadership positions.

Narrative

Using Part 7 application narrative from Year 1? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

Teacher Leader Roles in the Creation and Delivery of Professional Development (PD)

The Atlantic Community School District is invested in professional learning through the use of collaborative teams. Educators engage in PD, which focuses on 1) Authentic Intellectual Work (AIW), 2) Multi-Tiered System of Support (MTSS), and 3) integration of Transformational Technology.

Traditionally, the Atlantic District Leadership Team has been responsible for planning and selecting PD content, analyzing data pertinent to planning and implementation, and overseeing the delivery of PD. The Iowa Professional Development Model (IPDM) is the structure for how and why PD is developed, with multiple data points collected and analyzed to guide the PD decisions. TLC personnel will continue the strong PD systems already in place, while also gaining leadership experience, providing for district/building professional development.

Since 2012, the district has invested in developing educator leadership capabilities by sending staff to train as AIW local coaches. Through the TLC, these coaches will have prominent roles in planning, implementing, and evaluating PD. Following the IPDM with fidelity is part of the training that will assist the educator leaders as they become part of the PD efforts at ACSD.

IPDM Elements Aligned to Atlantic TLC Roles

Element 1: Data Analysis

The **Model Educators** will collect feedback data from staff who observe their classes, list instructional strategies used for modeling/demonstration, and collaborate with other TLC roles to analyze the efficacy of their work. The **Instructional Coaches** will analyze AIW implementation data (Classroom Implementation Profiles (walkthrough data), Innovation Configuration Maps, Team logs/feedback); Iowa Assessment of individual, building, district, and trend data; FAST data; and TLC feedback and survey data. These data points will be used to determine implementation and course correction decisions for PD. The **Mentors** will use formative data such as Beginning Educator (BE) logs, feedback, and survey information to determine PD needs. The **TLC Lead** will assist TLC personnel in the collection and analysis of data pertinent to professional development. The TLC will supervise how and when to collect data, when and what PD will be delivered, and the analysis of each data set.

Element 2: Goal Setting

The **Model Educators** will use data from PD to write their own Professional Learning Plans and model how to use data to write goals. The **Instructional Lead and Supporting Coaches** will assist the District Leadership Team (DLT), other TLC roles, and administration in determining goals for professional development based on data and district priorities. **Mentors** will work with the TLC Lead and administration to determine goals for the Mentor program to impact BEs in the Atlantic. In addition, the Mentors and TLC Lead will examine the current program to develop goals around the continuance of the AEA mentor program. The **TLC Lead** will work closely with administration and all TLC roles to help determine program goals for each TLC area and the overall TLC direction.

Element 3: Selecting Content

The **TLC Lead** with all **Teacher Leaders** will work collectively with district administration and DLT to examine the data and goals to select evidence-based PD. The PD will align with current district/building initiatives -- addressing student achievement gaps, instructional support, and integration of technology.

Element 4: Design Professional Development

All **Teacher Leaders'** expertise will be utilized when determining the format for PD, time allotted for PD, and educator collaboration. Professional development design needs to include considerations for theory, demonstration, and practice, with implementation methodology planned for each PD initiative. Formative data will determine if any adjustments need to be made to strengthen the PD design.

Element 5: Training/Learning Opportunities

All **Teacher Leaders** will provide learning opportunities to Atlantic educators through in-class support and modeling, mentoring, collaboration, feedback opportunities, and implementation methods. Teacher leaders will provide learning, resources, strategies, and support through PD.

Element 6: Collaboration/ Implementation

All **Teacher Leaders** will practice and engage in collaboration and collegial teaming, providing fellow educators with opportunities to develop and improve lessons, explore new strategies, and implement PD learning into their instruction. Collaborative PD will allow educators the opportunity to learn from peers and TLC personnel alike.

Element 7: Ongoing Data Collection and Formative Evaluation

All **Teacher Leaders** will use current tools available to collect PD data, examine new collection methods, and select organizational processes for collecting formative evaluations. Data will determine the fidelity of the PD, the implementation of PD, and the impact of PD on student achievement and educator instruction. Collection and analysis of the data will occur throughout the year in order to continually evaluate PD/TLC efficacy.

Element 8: Summative Evaluation of Program

All **Teacher Leaders** will use formative data to evaluate the TLC program. Student achievement data, PD implementation data, and any other pertinent data points will be utilized to complete a program evaluation and determine success.

Data is only effective if it is collected, shared, and acted upon. Transparency during the data-driven decision-making process is paramount in the Atlantic school system. Administration and current leadership teams consistently share data with the staff to include them in making decisions that

impact their work. Following the IPDM cycle with fidelity is a natural part of doing business in Atlantic, while keeping improved student achievement at the forefront.

Using Part 8 application narrative from Year 1? No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Atlantic Community School District (ACSC) has established four goals for the Teacher Leadership and Compensation system. Listed below are the measures that will be used to determine the impact and effectiveness of each goal along with plans for corrective action if the goal is not being met.

Goal #1: Attract, develop, and retain educators maintaining Atlantic's high level of expectation for quality education.

Measures to Monitor Impact and Effectiveness:

- Collect and monitor the data concerning new hires, retention, and rationale for leaving ACSD.
- Survey Beginning Educators (BEs) at the end of each semester during their first and second year to determine the job satisfaction and effectiveness of mentoring.
- Collect Mentor/BE logs for qualitative data about the Atlantic Mentor program.
- Monitor educator turn-over to find trends about retention.
- Examine effectiveness of the current mentoring program and determine if a new program should be designed and implemented the following year (2015-16).
- Collect and analyze exit surveys to determine why educators leave the district.

Adjustments to TLC Plan Based on Data Points:

New staff interviews and mentor/mentee logs, along with survey data, will be reviewed by administration and the TLC personnel to determine retention numbers. Atlantic's goal is to raise retention rate for new teachers to meet or exceed the state average (92.5%). If year-end data from mentors and mentees indicate that the current program is not effective, the Mentors and TLC Lead will begin exploring and designing a Mentor/Mentee program to be in place by Fall 2016-17.

Goal #2: To enhance Atlantic's professional learning and leadership opportunities for teachers to ensure that 25% of Atlantic teaching staff are in teacher leadership roles.

Measures to Monitor Impact and Effectiveness:

- Collect trend data the number of educators in teacher leader roles, retention of those educators, and application to renew those roles.
- AIW Innovation Configuration Maps administered three times a year to determine learning and leadership success.
- TLC self-evaluation of roles and achievement of individual goals.
- TLC Educator Survey to determine efficacy of TLC roles and impact of TLC.
- Evaluations for each TLC position directly aligned to their roles and responsibilities.

Adjustments to TLC Plan Based on Data Points:

The TLC Lead and administration will consider the measures of effectiveness listed for Goal #2 to determine if there are elements that are not being met. Those considerations will be given to the TLC Committee to reconsider and modify.

Goal #3: Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

Measures to Monitor Impact and Effectiveness:

- Administer AIW Innovation Configuration Maps (IC Maps). Maps are completed 3 times yearly to determine growth in learning and to identify and monitor individual learning goals.
- Collect and analyze Classroom Implementation Profile (CIP) walkthrough data concerning instructional practices to determine successes and areas for PD course correction.
- Evaluate the Curriculum Unit Plan Repository for the number and quality of each authentic unit submitted per individual.
- Examine tasks, student work, instruction, and unit plans for alignment with Iowa Core/National Standards and AIW criteria.
- Collect team logs and teacher leader logs to calculate collaborative time and compile types of work accomplished.

Adjustments to TLC Plan Based on Data Points:

TLC Committee, teacher leaders, and administration will monitor the data from each point to determine if the goal of increased time and learning has been met. Leadership will make adjustments to the plan increasing interaction expectations if goal objectives are not being met.

Goal #4: Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

Measures to Monitor Impact and Effectiveness:

- Analyze Iowa Assessment for annual achievement and growth data, also for trend data for individuals, grade levels, building, subgroups, and district.
- Use FAST data to identify students who have not reached proficiency, implement interventions to increase proficiency, and document progress monitoring.
- Collect and analyze ACT/SAT data including trends in number of students taking the test, average scores, and comparison to state data.

- Examine tasks, student work, instruction, and unit plans for alignment with Iowa Core/National Standards and AIW criteria.
- Collect and analyze Classroom Implementation Profile (CIP) walkthrough data concerning instruction practices to determine successes and areas for focused professional development.

Adjustments to TLC Plan Based on Data Points:

Atlantic educator teams collect student achievement data throughout the year to help make decisions about curriculum and assessment and evaluate progress monitoring and interventions -- adjusting professional development content and delivery when indicated. The TLC personnel will be added to those teams to ensure that the TLC goals match district goals and objectives.

The annual performance evaluations and pertinent data will measure the teacher leaders' growth and impact on peers and achievement of assigned goals and responsibilities. Those evaluations combined with feedback from surveys, conversations, and meetings with stakeholders will help the TLC personnel, administration, and TLC Committee measure the impact and efficacy of the teacher leadership program at Atlantic.

Using Part 9 application narrative from Year 1? No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's 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)

Atlantic Community School District's (ACSD) educational environment and school culture will ensure the district's capacity to implement and sustain the TLC initiative over time. Past initiatives, current practices, and stakeholder support all lead to success for the TLC program.

ACSD has a history of supporting teaching and learning initiatives and is fully committed to supporting the TLC roles after the financial supports are removed from the state. In the past five years, ACSD has invested money and personnel to its Authentic Intellectual Work (AIW) initiative. The district has supported 17 staff and administrative personnel in attending local coach institutes and AIW continuing education, building local capacity to continue their work to improve instruction and impact student learning. This was done despite limited AIW funding from the state the past two years.

The district has invested heavily in its technology efforts. Over \$250,000 was spent in a two-year period to develop an infrastructure to support a one-to-one laptop initiative. The initiative is currently in place for grades 9-12 for the 2014-15 school year, with the district employing a director of technology and two technology instructional coaches who work with staff to incorporate technology into the classroom. The director and coaches were hired pre-TLC and no TLC funds will be used to support those positions, showing that the district is committed to equitable technology education for all their students.

Sustainability is evident when examining the efforts of the administrative team and ACSD Board of Education, both supporting educational progress in a variety of ways. Administrators are part of the professional development initiatives -- actively participating, ensuring financial support, and providing time to successfully implement staff learning. ACSD administrators are participating on collaborative teams, serving as Authentic Intellectual Work local coaches, attending extended learning opportunities and academies, and promoting transformational technology in the classroom. The Board is also fully invested in finding the best educational opportunities for its students and supporting the faculty and administration as they promote student success. Both administration and Board are important factors in the district's success with students and will help the district implement the TLC plan.

In addition to support from the administration and Board, sustainability of the TLC plan will be achieved through implementation of the TLC leadership roles. The **Mentors, Model Educators, Lead and Supporting Instructional Coaches, and TLC Lead** will be held accountable to the duties and roles as outlined in the plan and for working with administration to determine the effectiveness of the plan in impacting student achievement and educator instruction. The administrative team and the TLC Committee will provide the support and oversight needed to sustain and refine teacher leadership and the newly created TLC roles at Atlantic CSD.

Systematic use of data connects Atlantic's initiatives to student achievement. The district has invested in a comprehensive data support system (Assessment Solutions) that allows anyone from individual teachers to committees to the district at large to easily analyze achievement, behavioral, and systemic data to make informed decisions for the district. In addition, Atlantic's administration has put structures in place for staff to collaborate on district initiatives. This peer collaboration time will allow TLC personnel to work with fellow educators.

The district administration and TLC Committee will determine the viability of the newly-created teacher leader positions. Data will be used to determine successful components of the TLC. The TLC Committee and district leadership will determine how to realign district resources to maintain the gains made through the TLC grant.

At this time, the Atlantic District has no plans for partnering with another entity (other than Green Hills AEA for mentoring program) to implement the TLC Plan. Informally, the district will continue collaborating with other districts in their initiatives (specifically concerning AIW work) and will also rely on the expertise of the AEA and the Iowa Department of Education.

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* 1428.8

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

District Enrollment-Based Allocation \$441,242.02

Total Allocation \$441,242.02

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.	\$95,032.00
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).	\$330,230.00
Amount used to provide professional development related to the leadership pathways.	\$17,555.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$442,817.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$442,817.00

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 (\$1,574.98)

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

TLC Goal #1 - Attract, develop, and retain educators maintaining Atlantic's high level of expectation for quality education.

Initial Educator: Budget: \$0

According to the 2014-15 Salary Schedule for Certified Personnel in the ACSD, it exceeds the \$33,500 minimum salary for new teachers, so no TLC funds have been allocated for this purpose.

Mentor: Budget: \$50,860

The district will provide Mentors an annual stipend of \$2,500 (10 Mentors) and an additional 6 days above their annual contract to be utilized before/after/during the school day to work with first and second year teachers. These Mentors will work with mentees, providing professional development aligned to individual needs. Mentors who may be assigned more than one mentee will also receive an additional \$1,000 added to their annual stipend.

TLC Goal #2 - To enhance Atlantic's professional learning and leadership opportunities for teachers to ensure that at minimum 25% of Atlantic teaching staff are in teacher leadership roles.

Model Educator: Budget: \$30,000

The district will provide Model Educators (20) an annual stipend of \$1,500 to work with Lead Instructional Coaches and TLC Lead to develop, model, and record lessons that incorporate best practices, district initiatives, and building practices that will increase student achievement.

Supporting Instructional Coach: Budget: \$14,172

The district will provide Supporting Instructional Coaches (3) an annual stipend of \$3,000, in addition to 4 days above their annual contract to be utilized to work with K-3, 4-8 or 9-12 Lead Instructional Coach (depending on assignment), TLC Lead, and Mentors to meet the needs of their building, initiatives, and enrollment.

Lead Instructional Coach: Budget: \$239,583

The district will provide Lead Instructional Coaches an annual salary of \$79,861 (3) which will include 5 additional days above their annual contract to analyze building needs, collaborate to deliver instructional coaching to all staff, co-plan and co-deliver PD, and work with all TLC roles to strengthen TLC efforts.

TLC Lead: Budget: \$90,647

The district will provide to the TLC Lead an annual salary plus fixed costs of \$82,199. In addition, the TLC Lead will receive an annual stipend of \$5,000 and 8 days above the annual contract to coordinate all TLC activities, supervise TLC personnel, and collaborate with TLC and district leadership to promote teaching and learning.

TLC Goal #3 - Increase collaborative learning opportunities for teachers utilizing curriculum and professional development teams and TLC personnel - providing time and resources for educators to align instruction to district goals.

Professional Development: Budget: \$17,555

Research regarding teacher leadership initiatives have demonstrated that professional development is critical. The proposed TLC plan for the ACSD will ensure that all teacher leaders have the skills to coach all educators. The amount budgeted for PD will be utilized to provide training for personnel, provide allowance for travel to professional development opportunities focusing on the goals of the TLC initiative, and will provide for substitute teachers when warranted. In addition, all district Teacher Quality funds will be focused on supporting the TLC program.

TLC Goal #4 - Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

ACSD has utilized general funds, Iowa Core funding, and Teacher Quality PD funds to assure teachers have opportunities to continue their personal professional learning. Funding from these sources will continue to be utilized throughout the implementation of the teacher leadership system. Additional funding will be used to provide necessary professional development, payment of substitute teachers, materials, and resources. The district will continue to use general and other categorical funding to assure teachers are able to attend PD opportunities, collaborate with one another, and observe each other's instruction. Approximately 50% of the ACSD Iowa Core PD allocation will be added to the TLC funding.

All of TLC allotted monies, through the positions and programs described above, will assist in meeting the goal of increasing student achievement.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan. Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes

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