



Application

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

139278 - Ballard TLC Application 2015

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/07/2015 3:48 PM

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## Primary Contact

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## Organization Information

<b>Organization Name:</b>	Ballard Community Schools
<b>Organization Type:</b>	K-12 Education
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<b>Organization Website:</b>	www.ballard.k12.ia.us

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**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Katie Claeys  
**Title** Director of Teaching and Learning  
**Organization** Ballard Community Schools

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

**Address** 509 N. Main Ave.

**City/State/Zip\*** Huxley Iowa 50124  
City State Zip

**Telephone Number** 515-597-2811

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### Fiscal Officer/Agent

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

**Name** Patricia Townsend  
**Title** Director of Business Services  
**Organization** Ballard Community Schools

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County(ies) Participating, Involved, or Affected by this Proposal	Polk County, Story County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R), 4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	3, 4, 15, 23, 25
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	30, 45, 49
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **No**

If YES, present the rationale for determining no impact.

### Certification

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

Name of Person Submitting Certification. **Katie Claeys**

Title of Person Submitting Certification **Director of Teaching and Learning**

## Recipient Information

District **Ballard Community School District**

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

County-District Number 85-0472

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.

Name of Superintendent Ottie Maxey

Telephone Number 515-597-2811

E-mail Address omaxey@ballard.k12.ia.us

Street Address 509 N. Main Ave

City Huxley

State Iowa

Use the drop-down menu to select the state.

Zip Code 50124

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## TLC Application Contact

Honorific Ms.

Name of TLC Contact Katie Claeys

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City Huxley

State Iowa

Use the drop-down menu to select the state.

Zip Code 50124

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## Demographic Profile

October 2014 Certified Enrollment 1641

October 2014 Free/ Reduced Lunch % 17

AEA Number 11

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

TLC Model Number Model 3 Comparable Plan

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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)

Ballard's Teacher Leadership and Compensation plan was created by a team of teachers, parents, administrators, and other key stakeholders. Ballard's TLC goals align to Ballard's vision and mission, as well as statewide TLC goals. Primarily, the goals of the plan focus on improved student learning through building capacity in teachers. Ballard is excited to submit this plan as we are confident these leadership positions will support our current and future work in the District. All positions will support the initiatives currently underway at Ballard. These are: early literacy, Multi-tiered Systems of Support, Iowa Core implementation, technology integration, and improved instruction through professional learning. All initiatives exist to support Ballard's vision and mission, which is foundational to all we do.

Improved entry into the profession is critical to retaining quality teachers. To that end, the plan addresses areas for improvement in our mentoring program using data obtained from new teachers and mentors. Addressing the gaps between our current program and desired program will be the focus of this area of our plan.

The Ballard TLC plan provides multiple, differentiated teacher leadership roles strategically aligned to support current and future initiatives. The key role is the Instructional Coach (IC), which is assigned one per building. This person is the hub of all improvement activities and will work with all other teacher leaders in some relevant capacity. The IC will support all levels of the system from the District to individual teachers in efforts to improve instruction, assessment and curriculum. Ballard's continuous improvement structure is the Professional Learning Community (PLC) framework. To support highly effective teams, PLC Lead Teachers will be selected to facilitate content area and grade level teams in their improvement efforts. Curriculum Lead Teachers will be selected for two year terms to support vertical alignment and the cyclical curriculum review process. Technology Lead Teachers will provide professional development in technology integration in support of our 1:1 Chromebook initiative. Finally, mentors will support new teachers with improved entry into the profession.

These key leadership roles will be selected using a rigorous process involving reflection and self-assessment, portfolio evidence aligned to Teacher Leader Model Standards, and an interview. In addition, the process is differentiated to the uniqueness of the leadership role to ensure a good fit between the qualities of the candidate and the requirements of the position.

Program evaluation and implementation go hand in hand in establishing a successful TLC plan at Ballard. Surveys, observations, and student achievement data will provide the necessary information to improve the plan going forward. Gathering data and having the ability to modify the plan will support successful implementation of TLC at Ballard. Critical to successful implementation is a sustainable budget. The Ballard plan exceeds the threshold of 25% of the total teaching staff serving in a leadership role. In doing so, the budget provides ample funding for professional development of teacher leaders and set-aside to account for increasing expenses over time.

The hard work of many individuals has resulted in a plan that is overwhelmingly supported by stakeholder groups at Ballard. We look forward to the next step in implementing this impactful initiative at Ballard.

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

**TLC Model Number**

**Model 3 Comparable Plan**

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## **Narrative**

**Using Part 1 application narrative from previous application?      No**

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**
  
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**
  
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).**

The Ballard Community School District utilized a thorough and comprehensive process in developing the TLC plan. The planning process included four phases: learning, development, writing, and feedback. All phases utilized the expertise of the TLC Planning Committee and included feedback from stakeholder groups. The committee consisted of six elementary teachers, six secondary teachers, four building principals, the Superintendent, the Director of Teaching and Learning, the Ballard Education Association President, the Ballard Board of Education Vice-President, a representative of Heartland AEA, and four parents, representing each of four buildings. The planning grant was used to compensate committee members for their time at a cost of \$6,820. The committee met seven times for approximately two hours per meeting. The meetings occurred from March 2015 to September 2015 and were very well attended. The remaining balance of the planning grant will be used for professional development of instructional coaches during the spring of 2016.

The learning phase consisted of many activities. The committee studied the TLC Guidance issued by the Iowa Department of Education. The group read and discussed articles on instructional coaching, teacher leadership, and mentoring. Presentations were made by a Heartland AEA coach and trainer, as well as two coaches from Saydel. Members of the team attended visits to Central Decatur, North Polk, Gilbert, Roland-Story, and Humboldt. All site visits were debriefed and key learnings were shared. The final activity of the learning phase was the administration of a survey to all teachers to identify beliefs about coaching, mentoring, professional development, and a framework for instruction. The survey revealed a large majority of teachers:

- believe in and support an effective mentoring program for new teachers,
- believe instructional coaching is valuable,
- would willingly partner with a coach,
- believe an effective TLC system will improve student outcomes, and
- support the goals of Teacher Leadership and Compensation identified in the Governor's Education Reform Plan.

To initiate the development phase, the committee identified elements they would like included in the plan. Those were collected, and members were invited to share their respective elements during the development of the plan's contents. Beginning with the fifth meeting, the committee was divided into subcommittees to develop the critical elements of each part of the application. At the completion of each part, groups shared their content and sought feedback from the greater committee.

The content that resulted from the development phase was captured and incorporated into the writing of the application. Throughout the writing of the application, members of the committee were invited to provide feedback. The writing of the application was completed in July. In August, a draft of the application was shared with the Board of Education, and feedback was sought and incorporated. The same process occurred with the TLC Planning Committee and the School Improvement Advisory Committee (SIAC) when school resumed in late August. With support and approval from the Board, Administrators, the TLC Planning Committee, and the SIAC, the plan was presented to teachers in individual building meetings. Following the presentation, a survey was administered to the teachers to determine their support of the plan. The data from the survey indicates the plan is supported by 100% of teachers.

In summary, the plan included the expertise and input of key stakeholders, and the process resulted in a high level of commitment to the plan as it is approved. The input of stakeholders will not end with the submission of the application. The same stakeholder groups will be utilized for program evaluation purposes on a regular basis following implementation.

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## Narrative

Using Part 2 application narrative from previous submission? **No**

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The work of the Ballard TLC Planning Committee resulted in clear, meaningful goals the district can achieve through implementation of our TLC plan. Furthermore, the TLC goals align with the vision and goals of both the Ballard district and statewide TLC goals.

Beginning with the Ballard Vision, Mission, and Student Outcomes, it is evident student learning is the priority. Within the student outcomes, an emphasis is placed on core academics, 21st Century skills, and educating the whole child.

The Ballard Vision, Mission, and Student Outcomes appear below.

**Vision Statement**

Ballard empowers all learners.

**Mission Statement**

The Ballard Community School District will educate the whole child, providing the essential knowledge and skills necessary to be a successful and responsible citizen in the 21st Century.

**Student Outcomes**

- Students will demonstrate success in academics, activities, and the arts
- Students will be creative, collaborative thinkers who research and use information to achieve goals
- Students will demonstrate respect for themselves and the diversity of others
- Students will possess a strong work ethic and life skills that enable them to be adaptable, responsible members of society
- Students will be literate in the critical 21st Century Skills of employability, finance, health, civic responsibility, and technology

However, our Iowa Assessment student achievement data indicates a need to improve student learning. The number of students not achieving proficiency in the areas of math, reading, science and social studies points to an insufficient universal tier of instruction throughout the Ballard system. Iowa Assessment data appears below.

**2014-2015 Iowa Assessment Proficiency Data**

	Reading	Math
Science	Social Studies	2nd grade
80%	78%	83%
83%	3rd grade	78%
77%	78%	78%
4th grade	77%	73%
74%	78%	5th grade
79%	77%	69%
73%	6th grade	79%
82%	68%	75%
7th grade	83%	89%
73%	86%	8th grade
82%	74%	64%
86%	9th grade	85%
73%	87%	83%
10th grade	91%	80%
89%	87%	11th grade

79%

80%

77%

Improving student learning is both a priority and a need at Ballard. Ballard's Student Outcomes prioritize student learning and the above data indicate this is an area of improvement for our District. A District focus on student learning aligns to statewide TLC goals. On the other hand, a comparison of Ballard Vision, Mission, and Student Outcomes to statewide goals also reveals a gap in alignment. The statewide goals of TLC are:

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improve student achievement by strengthening instruction.

The alignment of the statewide TLC goals and the District Student Outcomes are found in TLC goal #5. The obvious gap exists in the absence of Ballard priorities regarding attracting, retaining, developing, and rewarding teachers. The Ballard TLC Planning Committee recognized both the seamless alignment of Ballard's context grounded in improved student learning, as well as the striking opportunity to dramatically and positively impact the profession of teaching at Ballard. The result was the creation of TLC vision and goals to capture the alignment and address the gap. The Ballard TLC vision and goals are:

**Vision:** By engaging teacher leaders with their peers in purposeful learning of proven practices in curriculum development, instruction, and assessment, student learning will improve.

**TLC Goals:**

1. Foster professional growth through:
  - Effective induction into the profession through professional learning and mentoring
  - Frequent and effective collaboration and coaching in the areas of curriculum, instruction, and assessment
  - Providing meaningful career and leadership opportunities for teachers
  - Improve student learning

The Ballard plan will accomplish these two goals through the establishment of strategic roles designed to improve entry into the profession, enhance the professional development of teachers, and improve meaningful collaboration facilitated by key teacher leaders. These roles and their subsequent functions will positively impact the instructional core, which is the intersection of the teacher, the student, and the curriculum.

By engaging teacher leaders with their peers in purposeful learning of proven practices in curriculum development, instruction, and assessment, student learning will improve. That said, we believe the positive impact of the Ballard TLC plan will transcend the aforementioned goals. It is the expectation that implementing this plan will build capacity in our entire system for continuous improvement grounded in the philosophical underpinnings of the Iowa Professional Development Model (IPDM). Anchoring the plan, the goals, and the leadership roles and responsibilities to the IPDM will strengthen and improve the alignment of the work in the District to statewide efforts. We believe this alignment is critical to the success of the Ballard plan and will enhance the likelihood of success.

Using Part 3 application narrative from previous submission? **No**

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

The Ballard TLC plan is designed to directly support existing school improvement structures, processes, and initiatives. This is accomplished in many ways. First, Ballard TLC goals are in direct alignment with statewide TLC goals and existing District goals. The plan reflects the local context of prioritizing student learning. Roles and responsibilities of teacher leadership coalesce with school improvement structures, processes, and initiatives. The plan is anchored in the Iowa Professional Development Model. Finally, there is capacity within the Ballard system to implement the TLC plan.

In this part of the application we will illustrate how the teacher leadership roles support school improvement structures, processes, and initiatives. Part 5 will provide details of the roles and responsibilities, and how they interact with one another. Therefore, this section will describe the structures, processes, and initiatives currently in place and connect the specific role(s) designed to support them.

#### **Professional Learning Communities (PLCs)**

The Ballard District is in its second year of implementation of PLCs. The structure of PLCs as a vehicle for improving student learning is grounded in the theoretical underpinnings of the Iowa Professional Development Model. Ballard implemented the DuFour framework and has sent approximately 25% of teachers and administrators to PLC institutes, and will continue to do so. All four buildings annually revisit the principles and practices of PLCs in the development of a culture of learning. Additionally, training in the PLC framework is a focus of orientation for teachers new to the District.

Organizing collaboration in the structure of a PLC is recognized as a practice that will improve student learning.

However, the implementation must adhere to specific principles. To ensure the improved implementation of this proven structure, the Ballard TLC plan includes two positions to support PLCs. Instructional Coaches will design and facilitate professional learning for teachers and PLCs that aligns to the Iowa Professional Development Model around best practices related to instruction, assessment and effective PLC practices. PLC Lead Teachers will carry out myriad functions that will ensure the application of effective practices, decision-making, and behaviors of high functioning PLCs.

#### **Instructional Leadership Teams (ILTs)**

Another structure that drives continuous improvement at Ballard are building-based ILTs. ILTs utilize student learning data and teacher data to plan and provide targeted professional learning for teachers in their respective buildings.

ILTs are facilitated by the building principal. The Ballard TLC plan provides support for the improved functioning of these teams by including PLC Lead Teachers, Technology Lead Teachers, and Instructional Coaches as members of the ILT. By including these leadership roles on ILTs, the alignment of professional learning needs of individual teachers, PLCs, and the entire building can be achieved.

#### **Curriculum Review and Iowa Core Implementation**

The curriculum review process at Ballard is critical to improving student learning. As is the case in most districts, curriculum and instructional materials are reviewed periodically. Ballard recognizes that curriculum is part of the instructional core, and quality curriculum that is guaranteed, viable, and properly aligned will positively impact student learning. Included in curriculum review is the practice of mapping, which ensures the content standards are vertically and horizontally aligned to avoid gaps and redundancies in student learning. Iowa Core implementation is directly connected to the curriculum review process. A priority of the review process is ensuring instructional resources and materials align to the Iowa Core. In doing so, Ballard will provide rigorous content standards to support improved student learning.

Curriculum Lead Teachers are included in the Ballard TLC plan to support this important work. Because review occurs periodically, teachers will serve in this role based on the review schedule. The Curriculum Lead Teacher will co-facilitate the review process, ensure alignment to the Iowa Core, coordinate and distribute resources, and support and monitor implementation.

#### **Early Literacy**

The statewide initiative of early literacy is a priority at Ballard. Through the curriculum review process, a new program is being implemented in the 2015-16 school year, and this plan will ensure successful implementation in year two and beyond. The Ballard TLC plan strengthens the District's existing actions supporting Early Literacy by the establishment three positions: Instructional Coaches, PLC Lead Teachers, and Curriculum Lead Teachers. Instructional Coaches will work with teachers, PLCs, and ILTs to provide systemic, evidence-based interventions

within our MTSS framework. PLC Lead Teachers will facilitate FAST data analysis to improve student learning through the use of protocols, and as a result of data analysis, lead the PLC through the collective inquiry process to improve pedagogical practices. Curriculum Lead Teachers will articulate, vertically align and facilitate unpacking and mapping of standards to ensure our literacy curriculum is aligned to the Iowa Core.

#### **Technology Integration**

2015-16 marks the first year of a three year implementation of a grades 3-12 one to one Chromebook initiative. Integrating technology in support of student learning better prepares students for college or career upon graduation. The Ballard TLC plan supports this initiative with a K-12 Technology Integration Coach and a Technology Lead Teacher in every building.

Using Part 4 application narrative from previous submission? **No**

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

Our current mentoring program supports first and second year teachers new to the profession. Mentors attend trainings on best practices related to supporting and mentoring new teachers to the profession. These mentors also work with their mentees for a minimum of an hour once per month, and they keep a log of those interactions. We currently do not collect those logs, so we do not know if these interactions are focusing on meaningful ways to improve collaboration, instruction, or assessment in order to best meet the needs of our students. Additionally, our mentees take a two-year induction class that supports their understanding of best practices related to pedagogy, classroom management, building positive relationships with students, families and colleagues, using student data, and being a reflective practitioner.

We surveyed mentors and mentees from the last three years, along with building principals, with the intent of identifying the gaps in our current mentoring and induction program. Additionally, we looked at retention data from the last five years. Our data indicated the following areas of effectiveness:

- 59% of those surveyed believe mentors and mentees receive professional learning related to effective peer observation and reflection
- 83% of those surveyed believe beginning teachers observe mentors and others teaching, collect information as a part of the visit, and then reflect on their observations with their mentors on a quarterly basis

Our data indicated these areas of desired improvement:

- Only 33% of those surveyed believe we provide the adequate, on-going support and training necessary for mentors to be effective
- Only 28% of those surveyed believe we provide enough time for mentors and mentees to meet, reflect and collaborate
- 78% of respondents indicate that their mentoring interactions never focused on the Iowa Teaching Standards

We feel as if our future work around mentoring and induction should seek to improve entry into the teaching profession by supporting new teachers in such a way that we improve student learning. Therefore, in response to our data, we have set three goals for how to utilize TLC to improve our mentoring and induction program.

**Goal #1: Ensure that each mentor is trained in highly effective mentoring and coaching strategies and routines**

Our data indicates that mentors did not feel as if they were offered enough on-going professional development in mentoring and coaching skills to provide appropriate support to mentees around best practices related to collaboration, instruction, and assessment. As such, part of our funding will be utilized to have mentors attend Cognitive Coaching training. Additionally, we contend that the mentor teacher role would be a supplemental role to other teacher leadership roles in our TLC system. In other words, every mentor teacher will also be serving as either an instructional coach, a tech integration coach, a PLC lead teacher, a technology lead teacher, or a curriculum lead teacher. By utilizing teacher leaders who have been trained in effective coaching and communication strategies, we are ensuring that a foundation has been built to be a highly effective mentor. Teacher leaders also serving as mentors will receive the \$1,500 mentoring stipend in addition to the stipend specific to their TLC role.

**Goal #2: Provide and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning.**

Our survey data also indicated that finding time, whether during or outside of the school day, for mentors to work with and support mentees was a barrier in our current mentoring and induction program. Due to the fact that many of our teacher leadership roles have 100% responsibility to serve students in the classroom, part of our TLC funding will be used to provide release time for mentors and mentees, to engage in monthly non-evaluative observation cycles focused on improving instructional practice and student learning. This could also be an opportunity for the mentor to co-teach or model in the mentee's classroom. Additionally the mentor, mentee, and the building Instructional Coach will meet to engage in some collective study related to best practices in collaboration, instruction or assessment practices. This on-going, job-embedded professional development will support closing the gap between our current

reality and our desire to increase the mentee's implementation of the Iowa Core, use of effective instructional practices, and perceptions of self-efficacy in meeting the needs of their students.

**Goal #3: Provide multiple layers of support (Instructional Coaches and Mentors) to ensure that novice teachers receive the collaboration necessary to build confidence, competence and reflective practice.**

Additionally, we will utilize our instructional coaches as another layer of systemic, on-going support. Coaches will meet with mentees a minimum of three times a semester, engaging in a learning-focused interaction. The intent of these interactions is to provide the mentee with a variety of learning experiences focused on collaboration, instruction and assessment. Potential ways in which the coach and mentee might engage in learning would include observing a veteran teacher or the mentor, the mentee observing the coach teaching a lesson, or the two work collaboratively to plan a lesson. Regardless of the type of interaction, the coach and mentee will engage in reflective conversation intended to move the mentee's instructional practices forward.

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## **Narrative**

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

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

**Please include the following information in your narrative:**

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
  
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Ballard’s TLC system includes five primary positions intended to empower 38 teacher leaders (approximately 30% of Ballard teachers) by focusing on improving student achievement through job-embedded, multi-faceted professional learning. Each role has unique goals and responsibilities based on its intended purpose.

TLC Role	Responsibilities and Duties	Time Percentages
Instructional Coach	<ul style="list-style-type: none"> <li>•Foster the belief that all children can learn at high levels</li> <li>•Design and facilitate professional learning for teachers and PLCs that aligns to the Iowa Professional Development Model around best practices related to instruction, assessment and effective PLC practices</li> <li>•Model or co-teach demonstration lessons aligned to professional development initiatives</li> <li>•Engage in observation cycles with teachers intended to provide non-evaluative feedback and to improve instructional practice</li> <li>•Support teachers’ growth and reflective practice around planning, delivering and assessing student learning through coaching conversations</li> <li>•Work with building and district leadership to support building-level Instructional Leadership Teams (ILT)</li> <li>•Work with teachers, PLCs, and ILTs to provide systemic, evidence-based interventions within our MTSS framework</li> <li>•Regularly participate in personal professional growth related to both effective pedagogical and effective coaching practices</li> </ul>	<p>100% coaching</p> <p>15 additional contract days</p>

<p><b>Technology Integration Coach</b></p>	<ul style="list-style-type: none"> <li>•Design and facilitate professional learning that aligns to the Iowa Professional Development Model around best practices related to technology integration</li> <li>•Model or co-teach demonstration lessons to facilitate job-embedded technology professional development</li> <li>•Engage in observation cycles with teachers intended to provide non-evaluative feedback and to improve technology integration practices</li> <li>•Support teachers in integrating technology into instruction and assessment</li> <li>•Collaborate with district and building level leadership to support implementation of 1:1 technology integration</li> <li>•Regularly participate in personal professional growth related to developments in technology innovation and effective coaching practices</li> </ul>	<p>100% coaching</p> <p>10 additional contract days</p>
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<p>Professional Learning Community Lead Teacher</p>	<ul style="list-style-type: none"> <li>• Foster the belief that all children can learn at high levels</li> <li>• Lead a subject, course or grade-level team in achieving its PLC goals</li> <li>• Lead team in developing and adhering to norms around professionalism and effective team practices</li> <li>• Lead the creation of common formative assessments related to Iowa Core standards</li> <li>• Facilitate PLC-level data analysis to improve student learning through the use of protocols</li> <li>• As a result of student work or data analysis, lead the PLC through the collective inquiry process to improve pedagogical practices</li> <li>• Collaborate with building principals and instructional coaches to improve instructional and assessment practices and student achievement results</li> <li>• Collaborate with building principals and instructional coaches to foster individual and collective accountability for student, building and district-level student achievement results</li> <li>• Maintain PLC agendas and minutes</li> </ul>	<p>100% teaching 8 additional contract days</p>
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<p><b>Technology Lead Teacher</b></p>	<ul style="list-style-type: none"> <li>• Design and facilitate professional learning that aligns to the Iowa Professional Development Model around best practices related to technology integration</li> <li>• Support teachers in integrating technology into instruction and assessment</li> <li>• Collaborate with district and building-level leadership, including the Technology Integration Coach, to support technology integration implementation</li> <li>• Engage in on-going professional growth related to current and future trends in instructional technology</li> </ul>	<p>100% teaching</p> <p>5 additional contract days</p>
<p><b>Mentor</b></p>	<ul style="list-style-type: none"> <li>• Foster the belief that all children can learn at high levels</li> <li>• Provide training and assistance in analyzing student data to inform instruction</li> <li>• Model effective teaching practices</li> <li>• Engage in a minimum of monthly (four per semester) non-evaluative observation cycles focused on improving instructional practice and/or to facilitate the development of content expertise</li> <li>• Help design and support the mentee's goals in the Iowa Teacher Professional Development Plan</li> <li>• Support the mentee's development of a body of evidence (portfolio) for standard licensure</li> <li>• Improve entry into the profession by fostering competency, confidence, and reflection</li> <li>• Provide support for teachers in dealing with the demands of the profession</li> <li>• Log and document time spent engaged in mentoring and learning-focused interactions</li> </ul>	<p>100% teaching</p> <p>4 additional contract days</p>

Our TLC plan is intended to provide systemic, targeted, and differentiated roles, each supporting improved curriculum implementation and instructional and assessment practices that lead to improved student learning. Instructional coaches are the foundation of our plan. They guide improved practice by ensuring professional development is job-embedded and teachers are engaging in on-going inquiry and reflection through their work in leading professional learning, modeling effective instruction, observing teachers, and providing constructive, targeted feedback. The

lead teachers provide additional coaching at the team level in order to maintain a focus on learning, results, and collaboration. Our curriculum lead teachers will provide on-going leadership and focus on best practices related to curriculum, instruction, and assessment in order to facilitate implementation of a guaranteed and viable curriculum. The technology integration coach models, supports, and collaborates with teachers around best practices related to technology integration to increase both student engagement and learning. Lastly, our mentor teachers will support an on-going inquiry cycle by engaging in non-evaluative observation and feedback loops with 1st and 2nd year teachers to foster competency, confidence, and reflection with their mentees.

The intent of our TLC plan is to provide many tiers of support. Our teacher leaders will work with building-level instructional leadership teams, district-level curriculum leadership teams, content or grade-level PLCs, and individual teachers in making the Iowa Professional Development Model come to life through data analysis, setting targeted adult learning goals, and studying research and evidenced-based instructional strategies intended to close student achievement gaps. In order to make this a meaningful process, our teacher leaders must plan and facilitate differentiated professional learning at the school, team, and individual teacher level. Additionally, they will engage in cycles of peer coaching that ensure constructive, targeted feedback and reflection that will truly impact instruction and student achievement.

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

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

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

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

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

Teachers applying for our TLC roles will also be asked to submit artifacts to support five of the domains of the Teacher Leader Model Standards, developed by the Teacher Leadership Exploratory Consortium, as evidence of their experiences in various teacher leadership capacities. Each role has specific standards to which they should align their artifacts, and they need to submit a minimum of two per domain. These are intended to serve two purposes: help teachers better understand the expectations for each role and to aid the review councils in evaluating artifacts to assess applicants' previous teacher leadership effectiveness and commitment to professional growth. Please see the chart below that delineates the Teacher Leader Model Standards that align to each role in our TLC plan.

All teacher leaders applying for a TLC role will also provide a written response to the following prompt: *Read through the job responsibilities for the specific role for which you are applying. In writing, please describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and other professionals in this role.*

TLC Role	Application Responsibilities	Teacher Leader Model Standards Alignment
Instructional Coach	<ul style="list-style-type: none"> <li>•Teacher Leadership Self-Assessment</li> <li>•Written Reflection</li> <li>•Interview</li> <li>•Through artifacts</li> <li>•demonstrate instructional expertise and effectiveness</li> <li>•demonstrate effectiveness in facilitating adult learning</li> </ul>	Domain 1: Standards 1a, 1b, 1c, 1d Domain 2: Standards 2a, 2b, 2d Domain 3: All Standards Domain 4: All Standards Domain 5: All Standards
Tech Integration Coach	<ul style="list-style-type: none"> <li>•Teacher Leadership Self-Assessment</li> <li>•Written Reflection</li> <li>•Interview</li> <li>•Through artifacts</li> <li>•demonstrate technology integration expertise and effectiveness</li> <li>•demonstrate effectiveness in facilitating adult learning</li> </ul>	Domain 1: Standards 1a, 1b, 1c Domain 2: Standards 2a, 2b, 2d Domain 3: Standards 3a, 3b, 3c, 3d, 3f, 3g Domain 4: Standards 4a, 4b, 4c, 4e, 4f Domain 5: Standards 5a, 5b

<p>PLC Lead Teacher</p>	<ul style="list-style-type: none"> <li>•Teacher Leadership Self-Assessment</li> <li>•Written Reflection</li> <li>•Interview</li> <li>•Through artifacts</li> <li>•demonstrate effectiveness as a member of a collaborative team</li> <li>•demonstrate differentiation and assessment expertise</li> </ul>	<p>Domain 1: Standards 1a, 1b, 1c, 1d  Domain 2: Standards 2a, 2b, 2d  Domain 3: All Standards  Domain 4: Standards 4a, 4b, 4c, 4d  Domain 5: All Standards</p>
<p>Curriculum Lead Teacher</p>	<ul style="list-style-type: none"> <li>•Teacher Leadership Self-Assessment</li> <li>•Written Reflection</li> <li>•Interview</li> <li>•Through artifacts</li> <li>•demonstrate content, curriculum, and assessment expertise</li> <li>•Demonstrate knowledge of the Iowa Core</li> </ul>	<p>Domain 1: Standards 1a, 1b, 1c, 1d  Domain 2: Standards 2a, 2b  Domain 3: Standards 3a, 3b, 3c, 3d, 3e, 3f  Domain 4: Standards 4a, 4b, 4c, 4d  Domain 5: All Standards</p>
<p>Technology Lead Teacher</p>	<ul style="list-style-type: none"> <li>•Teacher Leadership Self-Assessment</li> <li>•Written Reflection</li> <li>•Interview</li> <li>•Through artifacts</li> <li>•demonstrate technology integration expertise and effectiveness</li> <li>•demonstrate effectiveness in facilitating adult learning and working collaboratively with colleagues</li> </ul>	<p>Domain 1: Standards 1a, 1b, 1c, 1d  Domain 2: Standards 2d  Domain 3: Standards 3c, 3d, 3f, 3g  Domain 4: Standards 4c, 4d, 4e  Domain 5: Standard 5a</p>

**District and Building Review Councils**

The district will have three review councils who will make recommendations for various positions to the Superintendent. Each will be comprised of an equal number of administrators and teachers from across the district. The first review council will review applications and conduct interviews for the instructional coaches, including the tech integration coach. The second review council will review applications and conduct interviews for technology lead teachers. The third district review council will review applications and conduct interviews for curriculum lead teachers.

Each building council will have a review council comprised of the building administrator, Director of Teaching and Learning, the building instructional coach and at least one other teacher. These review councils will review applications, conduct interviews for the PLC lead teachers and make recommendations to the Superintendent.

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**Narrative**

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

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

**Please include the following information in your narrative:**

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

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

*Click here To access the Iowa Professional Development Model page.*

### Creating Job-Embedded Professional Development

The IPDM cycle begins and ends with analyzing student achievement data to determine a targeted focus for teacher learning. Each of our TLC roles will work collaboratively with instructional leadership teams (ILT), curriculum review teams, PLCs, and individual teachers in this data analysis process in order to set targeted learning goals. Teacher leaders will then study evidence-based instructional practices that best align to the learning goals in order to ensure that professional development is relevant and meaningful to the buildings, PLCs and individual teachers.

### Delivering Job-Embedded Professional Development

Joyce and Showers' foundational research on which the IPDM was built emphasizes four essential components necessary for teachers to transfer their own learning into practice: theory, demonstration, practice with feedback, and coaching. Traditional professional learning often only goes as far as theory or demonstration; most often, we fail to see transfer into meaningful classroom practice because the feedback and reflective coaching is missing. Each of the roles outlined in Ballard's TLC plan is specifically designed to work collaboratively with administrators and teachers to provide the four components of high-quality professional learning for buildings, PLCs and individual teachers.

### Ballard's TLC Plan and the Iowa Professional Development Model

Components of the IPDM	Ballard's TLC Plan Alignment
Collecting and Analyzing Data	<ul style="list-style-type: none"><li>• At the system level, the instructional coaches will work with building ILTs to analyze student achievement data. This data will include benchmarking and external summative data from sources such as Iowa Assessments, MAP, FAST, ACT and AP.</li><li>• Our curriculum lead teachers will engage in analysis of formative district benchmark data to determine the effectiveness of our programming as well as identify areas of student need.</li><li>• Our tech integration coach and tech lead teachers will analyze feedback from our annual Clarity Survey as well as analyze quarterly tech integration implementation data.</li><li>• Finally, our PLC lead teachers will lead their PLCs in analyzing student work to identify areas of collective professional inquiry. Therefore, professional learning at each level—district, building and team—is data-driven and targeted to improving student learning.</li></ul>

<p><b>Goal Setting</b></p>	<ul style="list-style-type: none"> <li>• Instructional coaches and curriculum lead teachers will work with ILTs and curriculum review teams to define student achievement goals that align to our district's annual improvement goals.</li> <li>• Our tech integration coach and tech lead teachers will utilize data to set student engagement goals around technology use.</li> <li>• PLC lead teachers will collaborate with their peers to set SMART goals and facilitate a continued focus on formative assessment data in order to drive a continuous collective inquiry into evidence-based teaching practices.</li> <li>• Additionally, mentors will support our new teachers in the development of their Iowa Teacher Professional Development Plans.</li> </ul>
<p><b>Selecting Content</b></p>	<ul style="list-style-type: none"> <li>• Instructional coaches will work with building ILTs and individual teachers to research evidence-based instructional strategies that best meet their needs as they work towards building level goals and those outlined in ITPDPs.</li> <li>• Curriculum lead teachers will engage in research around effective curriculum and assessment design in their work to develop and implement a guaranteed and viable curriculum aligned to the Iowa Core.</li> <li>• Our tech coach and tech lead teachers will continue to research and design learning around best practices related to technology integration that improves student engagement and learning.</li> <li>• At the team level, PLC lead teachers will facilitate action research by identifying and implementing effective instructional strategies to improve student learning.</li> <li>• Lastly, mentors will work with their mentees to build capacity in analyzing student formative data and in responding to student needs through targeted, evidence-based instruction.</li> </ul>
<p><b>Designing Process</b></p>	<p>All of our teacher leader roles will facilitate learning during designated collaborative times inside and outside the school day. This includes our Wednesday early dismissals, designated full days of professional learning, ten 40-minute technology sessions, and common planning times when applicable. Additionally, our coaches and mentor teachers will have flexibility within their schedules to meet with individual teachers during their planning times or model/co-teach within the school day.</p>

<p>Ongoing Cycle</p>	<p>All of our teacher leadership roles will engage in ongoing training and learning opportunities that are intended to grow their capacity in content, pedagogy, and working with adult learners. As a direct result of that work, they will support the on-going cycle of learning, collaboration, implementation, feedback, and coaching at the building, PLC and individual teacher level to improve PD implementation with increased student learning as a result.</p>
<p>Summative Program Evaluation</p>	<p>All teacher leaders will collect and study student data to monitor implementation of professional learning:</p> <ul style="list-style-type: none"> <li>•Coaches will work with building ILTs to study data that aligns to their building student achievement goals, such as MAP or FAST data.</li> <li>•Curriculum lead teachers will use data from their curriculum implementation monitoring tools and district benchmarking data to analyze student progress towards mastery of content area Iowa Core standards.</li> <li>•Our tech integration coach and tech lead teachers will analyze their implementation data to determine how students are engaging in their use of technology.</li> <li>•Additionally, PLC lead teachers will work with team members to analyze student work and common formative data to ensure all students meet the agreed upon learning targets.</li> </ul>

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

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

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

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

Ballard's TLC Planning Committee generated the following goals, directly aligned to the state's TLC goals:

1. Foster professional growth through:

- Effective induction into the profession through professional learning and mentoring
- Continuous improvement as a result of frequent and effective collaboration and coaching in the areas of curriculum, instruction, and assessment
- Providing meaningful career and leadership opportunities for teachers
- Improve student learning

Measuring Effectiveness and Impact

In order to initially measure the effectiveness of our comprehensive teacher leadership system, we will determine fidelity of implementation of the structures and processes established by TLC. In essence, we are determining if we met the first goal listed above. We recognize that implementing the TLC system is as much about supporting teacher leadership as it is about supporting the change process. Knowing that it may take a few years for initial concerns to be resolved, relationships to be built and trust to be fostered in the system, we want to make sure each of our roles are functioning in full capacity in order to meet the needs of as many teachers as possible. We will measure each teacher leadership role individually, as well as the system as a whole. Below is a table that outlines what measure we will use to determine initial implementation effectiveness. The Director of Teaching and Learning will work with teacher leaders routinely to analyze data and collaborate in determining implications for appropriate next steps in the continuous improvement of our TLC system.

Components of TLC Program	Measures of Effectiveness
Instructional Coach	<ul style="list-style-type: none"> <li>•Monthly data collection to analyze types of supports being provided to teachers</li> </ul>
Tech Integration Coach	<ul style="list-style-type: none"> <li>•Monthly data collection to analyze types of supports being provided to teachers</li> <li>•Quarterly tech integration walk through data</li> <li>•Annual Clarity survey</li> </ul>
PLC Lead Teacher	<ul style="list-style-type: none"> <li>•Annual analysis of PLC goals</li> </ul>
Curriculum Lead Teacher	<ul style="list-style-type: none"> <li>•Annual analysis of mapping tool to determine vertical and horizontal alignment of Iowa Core implementation</li> </ul>
Technology Lead Teacher	<ul style="list-style-type: none"> <li>•Quarterly tech integration walk through data</li> <li>•Annual Clarity survey</li> </ul>
Mentors	<ul style="list-style-type: none"> <li>•Monthly logs to determine how time is utilized to support mentees</li> <li>•Annual survey of mentees and mentors to analyze new teacher confidence, competence and collaborative skills</li> </ul>
All TLC roles	<ul style="list-style-type: none"> <li>•Annual teacher perception survey to discern teachers' perceptions and beliefs around teacher leadership positively impacting what happens in their classrooms</li> </ul>

Our long-term measures will focus on determining if we met our second goal: improve student learning. We understand student achievement data is the most powerful measure of the effectiveness of our TLC system. We will analyze multiple sources of achievement data to determine progress of our TLC system and more importantly, of our students. By using a variety of measures, we ensure that our decision-making data is valid and reliable. Indicators we will use include the following: Iowa Assessments (grades 2-11), ACT, MAP for reading and math (grades 3-8), and FAST for reading (grades (K-5). If our TLC system is achieving its goals, we will see an increase in student achievement on multiple measures of student performance. Some of these data points, such as MAP and FAST, can be analyzed multiple times a year to assess student growth over time. Others will be analyzed on an annual level with

teacher leaders and with building instructional leadership teams to determine next steps in professional learning and in improving our teacher leadership system overall.

#### **Monitoring and Adjusting our TLC System**

Ballard will engage in annual analysis of our TLC system to review results of multiple measures and, when necessary, make adjustments to our TLC plan. This process will engage several leadership teams at both building and district levels in the process of analyzing data to monitor the system. First, building-level instructional leadership teams will analyze their student achievement results to identify student learning gaps that our TLC system can support with job-embedded professional learning. Additionally, we will create and utilize a district-level instructional leadership team that will analyze student achievement data from a district perspective, in conjunction with many of the data sources outlined in the chart above to determine a) the effectiveness of our TLC system in supporting teacher growth and b) whether we are improving student learning throughout our entire school system. All recommended changes to the TLC system as a result of these reviews will be made to the Superintendent.

Using Part 9 application narrative from previous submission? **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 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)**

### **Current System Capacity for Implementation**

The Ballard District is positioned to implement and sustain this TLC plan systemically. For reasons presented below, Ballard has the capacity for TLC to positively impact the growth of teachers and student learning.

- The past two years have seen a renewed focus on collaboration using the Professional Learning Community framework. We are certain this structure is a critical piece to implementing and sustaining the TLC plan, and positions are established in the plan to support and improve teacher collaboration at Ballard using PLCs.
- In addition to reestablishing PLCs at Ballard, leadership teams at each building have been established to plan and deliver professional learning for teachers and teams. Shared decision-making among the leadership teams and principals have resulted in relevant, meaningful learning that reflects the needs of the teachers in support of improved student learning.
- In addition to teachers' support for PLCs and building leadership teams, Ballard benefits from a cohesive, supportive, and knowledgeable administrative team. The principals in the two elementary centers, the middle school, and the high school have worked diligently and collaboratively to advance teacher leadership at Ballard. All are supportive of formal teacher leadership roles and have engaged enthusiastically in the creation of this plan. Finally, Ballard recently hired a Director of Teaching and Learning who will be responsible for implementation of TLC.

### **Future System Capacity for Implementation**

The Ballard TLC plan is aligned with both the state and local system, and teacher leadership roles function in support of one another. What follows are the primary reasons this plan will strengthen school improvement efforts in the future.

- All of the teacher leadership roles coalesce in the PLC structure. This is critical for a number of reasons. The roles, by virtue of their functions, strengthen the collaborative work of the PLCs. Each role supports the PLC in a different manner, which builds capacity in the system exponentially.
- Because the Ballard plan was aligned to the larger statewide system, Ballard will be able to take advantage of the critical training and learning opportunities for teacher leaders and administrators to successfully improve the system going forward. Ballard enjoys and benefits from an outstanding partnership with Heartland AEA and will utilize training opportunities provided through the Agency, in addition to those provided by the Iowa Department of Education and other affiliated organizations.
- Included in this plan is rigorous evaluation of its success. This is a critical factor in sustainability because with every iteration the plan will improve as we continue what works and change what does not.

### **Key Personnel Responsible for Sustainability of the Plan**

To prepare for implementation of the TLC plan, teacher leaders will participate in the following professional development opportunities:

- Instructional Coaches: Cognitive Coaching I and II, Professional Learning Communities at Work Institute
- PLC Lead Teachers: Professional Learning Communities at Work Institute
- Curriculum Lead Teachers: AEA and state-level trainings around best practices related to content and instruction
- Technology Coach: Cognitive Coaching I and II, AEA technology integration trainings
- Technology Lead Teachers: AEA technology integration trainings
- Mentors: AEA mentoring trainings

In addition to the various personnel responsible for sustaining the plan, processes and protocols will be utilized to address problems that challenge implementation. Instructional coaches will meet as a PLC weekly to continue learning about best practices related to coaching, engage in studying problems of practice, and offer feedback and support to one another around planning building and district professional development. In their respective buildings, PLC Lead Teachers will serve on the Instructional Leadership Teams, which also includes the building principal and Instructional Coach, to study building-level data, collaboratively plan professional development, and reflect upon and continuously grow their leadership capacity. Curriculum Lead Teachers will meet with one another in collaboration with the Director of Teaching and Learning on a frequent basis to study best practices related to their content area, plan curriculum review and implementation time, and reflect on their leadership capacity. The Technology Coach and the Technology Lead Teachers will work with one another, with support from the Director of Technology, to plan facilitation of technology integration professional development, as well as reflect on their leadership growth with guidance from the Director of Teaching and Learning.

The following are a list of key personnel and their specific duties as it relates to implementation of the Ballard TLC plan:

**Superintendent**

- Receive recommendations from the Selection Committee on teacher leaders
- Receive recommendations from the TLC Committee and the DLT to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the Board of Education and other stakeholders regarding the TLC plan
- Monitor and supervise the use of the TLC funds

**Building Principals**

- Serve on hiring committees for the selection of teacher leaders
- Facilitate Instructional Leadership Teams
- Support teacher leaders in their work
- Participate in professional development and training related to teacher leadership

**Director of Teaching and Learning**

- Coordinate the selection of teacher leaders
- Direct the Ballard TLC program
- Plan and coordinate training for teacher leaders
- Administer the TLC budget
- Participate in professional development and training related to teacher leadership

## Assurances

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

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

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

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

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

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

## Part 10 - Budget Items

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

Amount designated to fund the salary supplements for teachers in leadership roles.	\$157,400.00
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).	\$335,551.00
Amount used to provide professional development related to the leadership pathways.	\$20,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$512,951.00</b>

## Grant Allocation

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

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

Certified Enrollment Number	1640.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$512,951.54
Total Allocation	\$512,951.54

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$512,951.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.54

## Budget Alignment

Using Part 10 application narrative from previous application? **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)

The Ballard TLC budget aligns directly with the district goals for TLC, which appear below.

1. Foster professional growth through:

- Effective induction into the profession through professional learning and mentoring
- Continuous improvement as a result of frequent and effective collaboration and coaching in the areas of curriculum, instruction, and assessment
- Providing meaningful career and leadership opportunities for teachers

1. Improve student learning

100% of the TLC funds support positions and professional development designed to improve entry into the profession through a robust mentoring program, promote meaningful collaboration, increase teacher leadership, and improve student achievement by strengthening instruction.

The Ballard TLC budget also supports existing district structures, processes, and initiatives. This is accomplished by connecting all TLC-funded positions to the Professional Learning Communities (PLCs) structure, as well as the Iowa Professional Development Model. The PLC structure drives our district improvement initiatives, specifically Iowa Core implementation, technology integration, MTSS, and early literacy. By designing the responsibilities of the teacher leader positions to support our local context, we are ensuring the funds are budgeted to strengthen Ballard improvement efforts and align to TLC and statewide goals.

The following information represents the estimated budget for the Ballard TLC plan.

1. Because the minimum salary of teachers on an initial license at Ballard exceeds the minimum of \$33,500 set forth in the TLC guidance, no funds will be budgeted for this expense.
2. The table below reflects the estimated number of positions, the salary supplement for each position, a total for each position, and a total for all salary supplements.

Position	# of Positions	Supplement	Total by Position
Instructional Coach	4	\$7,000	\$28,000
Technology Coach	1	\$5,000	\$5,000
PLC Lead Teacher	21	\$3,500	\$73,500
Curriculum Lead Teacher	8	\$2,000	\$16,000
Technology Lead Teacher	4	\$2,000	\$8,000
Mentor	3*	\$1,500	\$4,500
<b>Total Salary Supplement</b>	<b>38</b>		<b>\$135,000</b>
<b>Total Salary &amp; Benefits</b>			<b>\$157,400</b>

\*denotes estimated number of positions. Actual number of positions depends on number of first and second year teachers in the district.

1. The table below reflects the estimated cost of salaries and benefits for the positions released from classroom duties. All positions listed are released 100% of the time from classroom duties.

Position	# of Positions	Salary and Benefits	Total by Position
Instructional Coach	4	\$72,000	\$288,000
Technology Coach	1	\$72,500	\$72,500
<b>Total</b>			<b>\$360,500</b>

1. The amount budgeted for professional development related to the leadership pathways is \$20,000.
2. There are no other costs budgeted for the Ballard TLC plan.