

Treynor Community Schools

Teacher Leadership and Compensation System



Treynor Community School will provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.

**Treynor Community Schools
TLC Grant**

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Treynor TLC Grant

Application Update – April 9, 2018

Grant Application Directions in Blue

Directions:

Before completing this application, please ensure that you have read the Iowa Department of Education's Guidance on the Teacher Leadership and Compensation System and that your plan aligns with this guidance. Your responses should be approximately one to two pages (5000 characters w/o spaces) for the Abstract and each of the 10 parts, with the exception of Part 5, which will allow approximately 4 pages (10,000 characters w/o spaces)

Please provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another.

The Treynor Community School District serves a rural area of 100 square miles in southwest Iowa with a growing student body of over 830 students in K-12. Open enrollment accounts for about 30% of the student body. A staff of over 100, including 54 teachers and four administrators, provides services to the students.

The district is fortunate in having excellent facilities, both from the standpoint of equipment and buildings. All classrooms are air conditioned and connected to the Internet via wired and wireless technology. A high priority is given to providing instructional materials and equipment. The district has supported a one-to-one Chromebook for its students in grades 3-12 and one-to-one iPads in grades K-2.

Treynor is updating the TLC grant in order to achieve their district vision: "To provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future." While Treynor students have high achievement scores and multiple successes in extra-curricular activities, there are challenges: 1) lack of consistent growth in all students across the grade levels, 2) curriculum gaps across and within the grade levels/courses, 3) uneven coverage and demonstration of achievement of the intended learning of the standards, 4) inconsistent level of rigor for the top tiers of students, 5) needs of students, 6) minimal consistent and district-wide use of teaching high-leverage teaching strategies, and 7) support for the consistent use of a framework for teaching for learning to align teaching for learning, hiring of new staff, curriculum review as well as evaluation of staff.

Implementing the TLC system has enabled the Treynor Community School District to rely on the expertise of staff to step into leadership roles that have enhanced learning for our students, strengthened current instructional practices, and provided insight and training of new teaching methodologies. This revised edition allows us to achieve even higher levels of enhanced learning for those students.

The TLC vision of the Treynor Community School District continues to be to "Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement." The teacher leadership program in the Treynor Community School District will continue to support the larger, district-wide vision to expect and achieve excellence.

Teacher Leaders have created a comprehensive system of support for all teachers in the district. This support allows teachers to collectively work towards implementing the Iowa Core, create rigorous and relevant curriculum, use high-leverage strategies and support each other in working towards individual career goals and furthering student achievement.

The Treynor TLC Goals identified in the original plan are as follows:

TLC Goal #1: Attract and retain new teachers who will be afforded additional support beyond our current system. The district originally used the TLC funding to supplement the 2017-2018 new-teacher wages in order to meet the TLC base salary requirement for new teachers of \$34,000. (Note that the base salary increase for 2018-2019 will be part of the 4.7% package all teachers will receive.) We will have only one teacher for whom we will supplement with TLC funding in the amount of \$1,414.48.

The TLC teacher mentors are given additional time to work with new teachers to keep the current low rate of attrition stable and to help identify factors which could strengthen the current mentor-mentee system.

TLC Goal #2: Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to strong practitioners. Through the TLC, Treynor added 18 leadership positions to the staff initially and will have 20 positions in 2018-2019, more than one third of the staff. The teacher leaders have been compensated both financially and professionally with the opportunities afforded them through the TLC system, helping to retain strong teachers in the system and giving them opportunities to impact student achievement.

TLC Goal #3: Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff collaborate regularly in PLC teams (Professional Learning Communities) and classrooms to discuss current academic expectations, explore research-based strategies, and plan implementation of instructional practices that impact student learning.

TLC Goal #4: *Focus on improving student achievement through improved targeted instruction.* All staff members have been involved in quality professional development provided at their building and/or district level. That will definitely continue with a focus on curriculum and high-leverage instructional strategies. A district-wide focus will be provided at the first “early out” of each month, with a building-specific focus during the second “early out” of each month. The district leadership team will work with the administrators and the curriculum/professional development lead to provide a year-long action plan to achieve the goal of increased student success. The building leadership team, the instructional coaches, and the administrators will develop the building action plan aligned with the district action plan – again, with the ultimate goal of impacting student success. Both plans will address the focus on curriculum and high-leverage instructional strategies and will be implemented through the early-out opportunities for professional learning and professional learning communities (PLC).

The TLC positions for 2018-2019 and beyond include the following:

- 1 TLC Curriculum and Professional Learning Lead (formerly called TLC Coordinator)
- 2 Instructional coaches – one at the elementary (K-5) and one at the middle/high school (6-12)
- 4 mentors – two at the elementary (K-5), one at the middle school (6-8), and one at the high school (9-12)
- 5 classroom strategists (formerly called Model Teachers)– two at the elementary (K-5), one at the middle school (6-8) and two at the high school (9-12)
- 3 district leadership team members – one at the elementary , one at the middle school , and one at the high school
- 6 building leadership team members – two at the elementary, two at the middle school, and two at the high school

Treynor's TLC vision and four goals align with Iowa's five TLC goals. All teachers **are** paid at least \$34,000 (with an additional increase in 2018-2019 with a 4.7% package). Only one teacher's salary will be supplemented with TLC funds equating \$1,414.45. The incentives of opportunities for leadership roles, extra pay, and multiple opportunities to collaborate with peers has increased the likelihood of veteran teachers staying in the district. Extended opportunities for all teachers through professional development aligned with Iowa Core and Treynor's identified initiatives has resulted in greater student achievement – the ultimate intent of the state's TLC program.

Through the TLC grant and teacher leadership efforts, the district continues to allocate time, resources, professional learning, and stipends to identify and address areas of need, align professional development, and support new and veteran teachers, ensuring that all students are provided a rigorous education at Treynor Community School District.

Part 1- Describe the planning process used by the district to develop your TLC plan. 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 member of another stakeholder group)

Committee Formation, Participation, and Model

The Treynor TLC Committee began meeting in the fall of 2014 to consider if the district would apply for the TLC funding. The committee **was** comprised of 4 administrators, 4 teachers, 1 board member, and 3 parents. While considering their options, the committee gathered information by attending AEA workshops and communicating with stakeholders to address concerns associated with the system. As team members attended work sessions at the AEA, it became apparent that, with proper planning, the district could develop a plan that would enhance instruction at Treynor and, in turn, impact student learning. The committee, supported by the school board, hired a coordinator to organize agendas, assign research areas, and coordinate the writing of the proposal. The committee submitted information, wrote mission and goals, edited the proposal, and approved all documents. Planning funds were used to reimburse the TLC committee for their time and efforts and to hire the planning coordinator.

The TLC Committee chose to structure their original proposal on Model 3 (Comparable Plan).

Support for Pursuing the TLC at Treynor

Teachers' input was sought and incorporated into the original TLC plan. Sessions were held by building administrators to inform teachers about the goals of the TLC system, in addition to the roles that could be developed for Treynor staff. Teachers expressed concerns about taking on more responsibilities, detrimental effects of removing strong teachers from the classroom, and what support systems would be in place for the new teacher leaders. A survey was given to quantify the support that teachers would give to the TLC effort.

During April, 2015, the Treynor staff answered a survey indicating support. From 1-5, staff members were asked to indicate their level of support for continuing with the TLC proposal.

Sixty-two percent of the staff indicated that they were supportive or very supportive of submitting a proposal. Thirty-five percent were neutral concerning the proposal, and one person noted that he was questioning the participation.

34 staff members responded as follows:

- 5 - Very supportive: 11 responses
- 4 - Supportive: 10 responses
- 3- Neutral: 12 responses
- 2 - Questioning participation: 1 response
- 1- Will not support: 0 responses

Multiple questions and concerns were expressed via the survey. The TLC committee compiled both state and district responses to the expressed concerns and gave those to the staff before issuing a survey, *Interested in Applying for a TLC Position*. In addition to the staff being given a handout that addressed their questions and concerns as expressed in the survey, they also had opportunities during staff meetings to discuss options and give opinions about roles and support.

The Positions Interest Survey was administered in the spring of 2015. While 50% of the staff were ineligible to apply or not interested in applying at the time, the committee noted that the other 50% of the staff indicated they were interested in multiple positions, meaning that there were multiple candidates for each proposed TLC role.

Information from the Position Interest Survey for the TLC Positions

Following are the numbers of teachers who showed interest in applying for each Treynor TLC position:

- Model Teacher: 9
- Mentor: 14
- DLT: 14
- Instructional Coach: 10
- (TLC Coordinator) Curriculum and Professional Development Leader: 4

- 42 people responded to the survey
- 21 were not interested in applying or were ineligible for TLC – 50%

Time and Support for the TLC: Teachers, Administration, School Board, and Stakeholders

	Number of hours spent in the TLC grant-planning process	Commitment to the TLC program
Teachers	150 hours	97% (First TLC survey responses)
Administration	140 hours	100% committed to TLC
School Board	25 hours	100% committed to TLC
Stakeholders on TLC Committee	75 hours	100% committed to TLC
Stakeholder	Not Available	No negative responses

The board, stakeholders, teachers, and administration were given multiple opportunities to address their concern or support of the TLC system as designed by the TLC Committee. Support for seeking the Teacher Leadership and Compensation funding was clear through the survey information and meetings with all stakeholders. The Treynor Community School District envisioned a positive impact on student achievement and educator instruction through implementation of their TLC plan.

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 goal.) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; and improve student achievement).

The mission of the Treynor Community School District is "To provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future."

The following chart shows that Treynor students are academically doing well, responding to the instruction that occurs in the district.

However, the staff has been concerned about adding rigor to the curriculum, while meeting the needs of all students. They recognized that the assessment scores could be improved by adding instructional coaches and model teachers to the staff through the TLC funding. Those coaches and model teachers identified strategies and instructional practices that increased rigor while supported striving learners

State Assessment Data (at time of original writing of the TLC Grant):

Iowa Assessment Data	2014-15 District 1st-11th	3-5 Collapsed	6-8 Collapsed	9-11 Collapsed
Reading	91%	90%	90%	94%
Math	91%	85%	93%	93%
Science	90%	89%	94%	95%
2015-16	3rd-11th	3-5	6-8	9-11
Reading	92%	92%	89%	97%
Math	91%	91%	90%	91%
Science	94%	96%	92%	94%
2016-17	3rd-11th	3-5	6-8	9-11
Reading	91%	92%	86%	95%
Math	92%	95%	88%	94%
Science	93%	93%	92%	94%

The original TLC Committee reviewed the district data, analyzed the purpose and goals of the state TLC system, and devised the district's TLC vision: *The TCSD will empower highly effective teachers to strengthen their leadership skills and expertise in curriculum and instruction to improve student achievement. To ensure high quality instruction, teachers will have opportunities to collaborate, reflect, and improve their professional practice.*

That vision has been implemented since the beginning of TLC in the district. Teachers serving in the TLC roles have received professional training in both leadership and teaching for learning. All teachers have participated in professional learning during early-out opportunities, in their PLC (Professional Learning Community), and in all-day professional learning both in the district and with their counterparts in the Western Iowa Conference (WIC).

The Treynor TLC Goals originally identified are these:

TLC Goal #1: Attract and retain new teachers who will be afforded additional support beyond our current system.

The district originally used the TLC funding to supplement the 2017-2018 new-teacher wages in order to meet the TLC base salary requirement for new teachers of \$34,000. (Note that the base salary increase for 2018-2019 will be part of the 4.7% package all teachers will receive.) Only one teacher's salary will be supplemented with TLC funding in the amount of \$1414.45.

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Through the TLC, Treynor added 18 leadership positions to the staff initially and will have 20 positions in 2018-2019, more than one third of the staff. The teacher leaders have been compensated both financially and professionally with the opportunities afforded them through the TLC system, helping to retain strong teachers in the system and giving them opportunities to impact student achievement.

TLC Goal #3: Enhance a culture based on teacher collaboration for the benefit of student learning.

Teacher leaders and staff collaborate regularly in PLC teams (Professional Learning Communities) and classrooms to discuss current academic expectations, explore research-based strategies, and plan implementation of instructional practices that impact student learning.

TLC Goal #4: Focus on improving student achievement through improved targeted instruction.

All staff members have been involved in quality professional development provided at their building and/or district level. The focus has been on K-5 literacy and math at the elementary level, higher-order thinking in grades 6-12, assessment across the district, and mentoring for the new teachers and the new-to-the district teachers.

Professional learning will definitely continue with a focus on curriculum aligned with the Iowa Core and state/national standards and high-leverage instructional strategies. A district-wide focus will be provided at the first “early out” of each month, with a building-specific focus during the second “early out” of each month. The district leadership team will work with the administrators and the curriculum/professional development lead to provide a year-long action plan to achieve the goal of increased student success. They will also assess the implementation of the plan for its impact on teachers as well as student learning. The building leadership team, the instructional coaches, and the administrators will develop, assure implementation, and assessment of impact of the building action plan aligned with the district action plan – again, with the ultimate goal of impacting student success. Both plans will address the focus on curriculum and high-leverage instructional strategies and will be implemented through the early-out opportunities for professional learning and professional learning communities (PLC).

The TLC positions for 2018-2019 and beyond include the following:

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- 5 model teachers (classroom strategists)– two at the elementary (K-5), one at the middle school (6-8) and two at the high school (9-12)
- 3 district leadership team members – one at the elementary , one at the middle school , and one at the high school
- 6 building leadership team members – two at the elementary, two at the middle school, and two at the high school

Treynor's TLC vision and four goals continue to align with Iowa's five TLC goals. All teachers were paid at least \$34,000 in 2017-2018 and will receive an increase in 2018-2019 through a 4.7% package. The opportunities for the identified leadership roles to develop their skills/expertise, the incentives of extra pay, and multiple opportunities to collaborate with peers continue to impact the likelihood of veteran teachers remaining in the district. Extended opportunities for all teachers through professional development aligned with Iowa Core and Treynor's identified initiatives will continue to strive for and result in greater student achievement – the ultimate intent of the state's TLC program.

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, K-3 Literacy, and/or Iowa Core implementation.

Procuring the TLC funding has allowed the Treynor District to strengthen and broaden the district and building initiatives while improving instruction and learning. Those initiatives in the past have focused on K-5 Literacy and math, 6-12 Higher Order Thinking, and alignment of the district's learning opportunities with the Iowa Core.

This updated plan allows for a continued emphasis on curriculum, assuring alliance with the Iowa Core. There will also be a continued emphasis at the elementary of K-5 literacy and math. To assure we are meeting the needs of our diverse learners, there will be an emphasis on high-leverage instructional strategies K-12.

We will provide these learning opportunities in an updated format, using an increased number of early-out days as well as an all-day professional development day with our colleagues in the Western Iowa Conference (WIC). The latter will allow for school-wide learning in the morning; the afternoon is devoted to professional learning communities based on grade levels and/or content levels. In addition, we have implemented several "virtual" professional learning communities, allowing our "one-of-a-kind" teachers (e.g., chemistry, Spanish I, family and consumer science) to connect with job-alike educators in other districts.

We will be using a two-pronged approach beginning in 2018-2019 that will allow for the following at our early-out professional learning opportunities:

- District-wide (whole-school) professional learning at the first early out each month will focus on district-wide curriculum and high-leverage instructional strategies. An action plan developed by the administrators, the TLC district leadership team members, and the TLC curriculum/professional development lead will provide a map for the professional learning each year.
- School-wide (building-level) professional learning at the second early out each month will follow an action plan unique to each building and aligned with the district action plan. It will be developed by the building principal, the TLC building leadership team members, and the instructional coach for the building with assistance as needed/requested from the superintendent and/or the TLC curriculum/profession development lead.

This updated plan has created stronger connections with a district-wide framework and the district initiatives. The Teacher Leader Compensation program in the Treynor Community School has been using Charlotte Danielson's *Framework for Teaching in Enhancing professional Practice*. We see now

how that framework can easily tie together much of the work in the district focused on student learning, including 1) the professional learning guided by the TLC plan, 2) the curriculum review process, 3) the professional growth/evaluation plan, 4) teaching for learning, based on the Iowa Teaching Standards, and 5) human resources/hiring. With the strong connections based on Daniel's framework, we believe we can strengthen our culture for student-centered learning that is advocated and achieved by students, family, educators, and the community; forges paths for success for each and all; and assures a safe, responsive, and collaborative environment.

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, are as of improvement needed in the current program and how your TLC plan will address these gaps.

The Treynor district's mentoring program **was** originally aligned with Green Hills Area Education Agency and their program *Journey to Excellence*. Mentors and mentees attended training at the beginning of the **first** year and several times throughout that year. The TLC leaders worked with the administration to develop our “in-house” model which more closely aligns the support for new teachers – both new to the profession and new to the district – with the supports needed to assure their success and longevity in the district. Mentors are trained in the fall, receive continued support by their administrators and other TLC personnel, and meet with the mentees monthly to discuss and reflect on their teaching practices.

New Teacher and Teacher Retention Data

School Year	# of New Hires	Retained after Year 1	Continued to Teach at Treynor
2010-11	2	2	0
2011-12	1	1	1
2012-13	4	4	3
2013-14	4	4	3
2014-15	4	2	2
2015-16			
2016-17	12	9	9

When looking at retention after one year of service, of the 15 original hires in a five-year span, thirteen (13) returned for their second year of employment.

- Teacher A: Started her family and elected to stay home with her new baby.
- Teacher B: Was unsuccessful in the classroom and was replaced mid-year.

When looking at the longevity of teachers staying in the school district beyond two years, 9 of the 15 hires are still employed at Treynor. Those who left the district had opportunities to teach in their hometown, chose to follow a spouse who had a new position, and left for an administrative

job; these were in addition to the teacher addressed above.

Mentor program areas of need:

1. Additional release time, professional development, and coaching focused on instructional strategies and Treynor initiatives
2. More coaching on classroom expectations, procedures, and behavioral management
3. Coaching interventions for students who demonstrate gaps or deficiencies

The district understands that providing a strong mentoring and induction program for new teachers in the Treynor Community School District not only improves individual teacher development but also enhances learning.

Providing a strong mentoring and induction program continues to help new teachers become leaders in the classroom and in the district. The different roles, as laid out in the Treynor TLC system, have defined responsibilities in the mentoring and induction plan as shown below.

TLC Positions	Level(s)	How Role Will Support New Teachers and Address Identified Mentor Gaps
Instructional Coaches	K-5 6-12	<ul style="list-style-type: none"> ● Collaborate with mentors to coordinate support to new teachers ● Create opportunities for informal and formal coaching cycles and model teaching for new teachers ● Provide PD on curriculum alignment ● Provide resources to new teachers as needed
TLC Curriculum and Professional Development Lead	K-12	<ul style="list-style-type: none"> ● Facilitate the TCSD Mentoring and Induction Program ● Reflect on current research-based best practices ● Assist teachers in determining which data to use for what types of decisions ● Assist teachers in analyzing and interpreting the data ● Promotes communities of practice

Classroom Strategists (Model Teachers)	K-5 6-12	<ul style="list-style-type: none"> ● Provide lesson plans that incorporate research-based practices ● Model lessons for peers and mentees ● Collaborate on instructional practices
Mentors	K-12	<ul style="list-style-type: none"> ● Support new teachers with the implementation of district-specific teaching resources and materials ● Provide feedback and coaching to increase effective instructional practices and strategies ● Lead monthly meetings with mentees that will address building and district practices and procedures
District and Building Leadership Teams	PK-12	<ul style="list-style-type: none"> ● Collaborate with TLC roles as they support new teachers and teachers new to the district ● Partner with TLC roles to analyze mentor-mentee data as it applies to the district/buildings and TLC intent

With the support of our district’s TLC leaders, our new teachers continue to have opportunities to co-teach with highly skilled teachers, be a part of collaborative teams focused on teaching and learning, and have access to in-classroom supports. The TLC structures continue to assist the district and each building in assessing the mentee model, making adjustments to be most effective for finding and retaining strong teachers new to the profession of teaching and new to the district.

Part 5 - 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 original Treynor TLC committee, after researching other TLC systems around the state, identified five teacher leader roles that supported both the district goals and the TLC goals established to support teaching and learning in the district. Three of the positions were new to the district and two (i.e., mentors, leadership team members) existed already, but were adapted to the teacher leader system.

The chart below outlines the components of the teacher leader roles for the original TLC system.

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract & Compensation	Percent out of Classroom
TLC Coordinator	\$10,000	1	*15 days	100%
Instructional Coach	\$5,000	1 (K-5) 1 (6-12)	*5 Days	100%
Mentor	\$2000	2 at Elementary 2 at Secondary	*2 Days	0%
Model Educator	\$3000	2 at Elementary 2 at Secondary	*4 Days	0%
District Leadership Team	\$1,000	3 (K-5) 2 (6-8) 2 (9-12)	0 Days	0%

**Indicates that days may be taken incrementally*

This updated plan provides for the following roles:

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract & Compensation	Percent out of Classroom
Curriculum & Professional Development Lead (formerly TLC Coordinator)	\$10,000	1	*15 days	100%
Instructional Coach	\$5,000	1 (K-5) 1 (6-12)	*5 Days	100%
Mentor	\$2000	2 at Elementary 2 at Secondary	*2 Days	0%
Curriculum Strategist (Formerly Model Educator)	\$3000	2 at Elementary 3 at Secondary	*4 Days	0%
Building Leadership Team Member	\$1,000	2 (K-5) 2 (6-8) 2 (9-12)	*1 Day	0%
District Leadership Team Member	\$1,000	1 (K-5) 1 (6-8) 1 (9-12)	*1 Day	0%

District Leadership Team – Three members of the staff will hold positions on the District Leadership Team. The duties for each team member will include the following:

- In collaboration with the Superintendent and TLC Curriculum and Professional Development Lead, the DLT will develop and assure implementation and evaluation of a district leadership plan.
 - Serve as a voice for peers while working with the Superintendent and TLC Curriculum and Professional Development Lead.
 - Contribute expertise to examine initiatives and their effect on student learning
 - Provide insights into current practices to best serve student populations.
 - Support the TLC and professional learning efforts in the district to facilitate student

achievement.

- Serve and participate on the SIAC committee.

Building Leadership Team – Six members of the staff will hold positions on the Building Leadership Teams – two at the elementary, two at the middle school, and two at the high school. The duties for each team member will include the following:

- In Collaboration with the building principal, the BLT will develop a building leadership plan, assure implantation and evaluation of the plan that aligns with the district leadership plan.
 - Serve as a voice for peers while working with the administration.
 - Examine the impact of building initiatives and their effect on student learning.
 - Provide insights into current practices to best serve student populations.
 - Support the TLC efforts in the district to facilitate student achievement.
 - Create and gather the results of a building survey in her/his respective building on building leadership plan.

Mentors - Four mentors will work with teachers new to the profession or district. A “mentoring pool” will be established. If there are new teachers (new to the profession or new to the district), the mentor will be used. If there are no new teachers, the mentor will not be used this year and the dollars will be carried forward until the following year. Duties for a mentor will include:

- Acclimate new teachers to a new school environment.
- Advise new teachers on instruction, curriculum, procedures, and practices.
- Contribute time and expertise to make significant contributions to the development of new professionals.
- Serve as a role model for mentees
- Follow the TCSD Mentoring and Induction Program.
- Open classroom to new teacher for observation of best practices of instruction and classroom management.
- Work collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TCSD Mentoring and Induction Plan.
- Lead month meetings with mentee.

Classroom Strategists (Formerly Called Model Educators) - These TLC personnel will continue to fulfill 100% of their classroom duties. Model Educators will open their classroom to peers, providing exemplar lessons, effective teaching strategies, and lesson components that can be incorporated into other curriculum areas. Duties include:

- Model characteristics of effective instruction.
- Provide opportunities for other teachers to view and reflect together on exemplar lessons.
- Access professional reading, webinars and accepts opportunities to learn.
- Demonstrates effective strategies in planning, instruction, classroom management, data

management and student assessment.

- Tape lessons and share when requested by the TLC Curriculum and Professional Development Lead or administration with a focus on professional learning.
- Present during professional development.
- Model, support and give feedback on newly learned strategies and skills.
- Collaborate with Instructional Coach, TLC Curriculum and PD Lead and administration on building initiatives.
- Establish ongoing communication with teachers.

Instructional Coach – The instructional coach will work directly with staff to provide needed assistance to improve instruction and impact student learning. Duties include:

- Demonstrate high yielding instructional practices.
- Lead instructional meetings and coaching conversations.
- Increase the instructional capacity of teachers in math, reading, student engagement, classroom management, assessment and planning.
- Coach and train Classroom Strategists.
- Coordinate instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria.
- Provide resources as needed to educators.
- Manage the school-wide assessments and data for monitoring instructional practices.
- Facilitate collaborative meetings and keeps records.
- Support instruction and learning through the use of technology.
- Collaborate with Classroom Strategists, Building Leadership Team, and Principal to assure the implementation and evaluation of the building leadership plan.
- Conduct formal and informal coaching cycles using the Diane Sweeney Model.
- Participate in trainings designed to build professional skills and knowledge needed for success as an instructional coach.

Curriculum and Professional Development Lead (formerly called TLC coordinator) - This TLC person will be out of the classroom 100%, giving as-needed support to other TLC personnel, organization of the TLC efforts at the district level, and serve as the main contact for TLC activities. Other duties include:

- Ensures understanding and high-level implementation of adopted curriculum.
- Supports teachers in analyzing, interpreting and using a variety of data to improve decision making, performance, and results at the classroom, building, and district levels.
- Models, expects and monitors continuous learning of all educators through quality professional learning
- Effectively and efficiently leads change while developing the capacity of others to deal with change
- Serves as the TLC liaison to educators, administrators, school board, and community.
- Shares instructional and professional resources with colleagues to increase educator

capacity and impact student learning.

- Helps colleagues select and implement effective teaching strategies and analyze student responses.
- Leads conversations to engage peers in analyzing and using multiple sources of data to strengthen instruction.
- Guides teachers' discussion in analyzing student achievement data -trend, subgroups, individual, and disaggregated as well as analyzing student work.
- Facilitates alignment of Iowa Core and content standards, district curriculum and goals, learning progressions, and assessments.
- Utilizes a variety of data points to facilitate committee work to plan, implement, and assess district/building initiatives.
- Organizes and facilitates non-evaluative peer observations.
- Meets with Instructional Coaches and administration to collaborate on instruction
- Cultivates a collaborative culture and promote peer relationships that build on trust and a common educational goal of improving teaching and learning.
- Works collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the plan.

Part 6 -

Describe how teacher leaders will be selected. 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 district TLC committee has designed a rigorous selection process, in addition to building an evaluation system that monitors effectiveness and professional growth. As recommended by all stakeholder groups, the selection process to fill all leadership positions is clearly outlined, available to all who are eligible, and transparent to all stakeholders.

Selection of leader teachers for the Teacher Leadership program in the Treynor Community School District is rigorous. It includes the following steps to assure that all teachers involved are committed to the teacher leadership initiative and are willing to serve in the leadership position. All participants involved will have the same high level expectations, aimed at creating greater levels of student achievement for all students.

Selection Process

- A. All leadership positions are posted, providing detailed information regarding the roles and responsibilities of each leadership position.
- B. Teacher nomination - Teachers self-nominate. Teacher application materials include an application form and two peer recommendations for full-time positions. The application addresses current qualifications that fit the TLC role, evidence of continuous learning opportunities in which the applicant has engaged, and efficacy in his/her current and past teaching or teacher-leader assignments.
- C. Selection committees, made up of members of the Treynor stakeholders, include administration, teachers, and community members who review all application documents and follow the selection process to make recommendations for each TLC position.
- D. The interview process provides educators the opportunity to share evidence and provide narrative that highlight career goals such as additional education, service on leadership committees, and teacher leadership roles and responsibilities they have assumed for the district or their building(s). Selection committee members for the Curriculum/Professional Development Lead includes four administrators, one board member, and three teachers - one from each building. Committees for instructional coaches will include the TLC Curriculum/Professional Development Lead, two building teachers, and the building administrator(s). A recommendation to the superintendent is made for each of the teacher leadership roles. Teacher committee members are

educators who are not applying for TLC positions.

- E. This selection process must occur annually for available leadership roles, including teachers currently serving in teacher leadership roles. The system includes feedback data from peers, a modified re-application form for current TLC staff who are reapplying, and informal interviews conducted by the administrator and TLC Curriculum/Professional Development Lead.

Both the initial application and renewal applications embed the criteria detailed in the Iowa Teaching Criteria and Leadership Standards. Applicants provide information regarding their knowledge and skills as related to the eight criteria.

This rigorous application process allows the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

A clear and equitable evaluation system, aligned to the areas of effective teaching and leadership, is in place for the Instructional Coaches and the TLC Curriculum/Professional Development Lead. The evaluation of the Instructional Coaches and TLC Curriculum/Professional Development Lead includes a set of clearly delineated performance indicators. All TLC personnel provide a self-assessment reflection with artifacts to support the self-assessment and an assessment by the TLC Curriculum/Professional Development Lead, to be conducted on an annual basis. The TLC Curriculum/Professional Development Lead's assessment will be conducted by the superintendent.

Teacher leaders have received initial and ongoing job-embedded training aligned to the roles and responsibilities of their leadership position. TLC personnel are provided time and resources to attend trainings and collaboration with other districts' TLC leaders to gain valuable information to bring back to staff and incorporate into professional development and small group/individual collaboration to improve student achievement.

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

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).

Treynor faculty assisted in the planning of professional development through their participation on a number of building leadership committees. The TLC plan enables teacher leaders to continue to contribute to the professional development efforts that the district has identified.

TLC Role	Role in PD	Planning Responsibility	Delivery Responsibility
TLC Curriculum/ Professional Development Lead	<ul style="list-style-type: none"> - Works with Supt. to provide job-embedded professional learning for all staff aligned with student needs and district goals. - Works with Supt. to assess the impact of professional development on teaching and learning. 	<ul style="list-style-type: none"> - Works with Supt. and principals to create and promote a vision for high expectations as well as build collective responsibility for that vision. - Utilizes theory, demonstration, practice, and feedback for professional learning that substantiates the improvement desired. 	<ul style="list-style-type: none"> - Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together. - Develops capacity in others to understand and increase knowledge of content and research-based best practices.
Instructional Coaches	<ul style="list-style-type: none"> - Collaborate with Classroom Strategists, Building Leadership Team, and Principal to assure the implementation and evaluation of the building leadership plan. 	<ul style="list-style-type: none"> - Collect and analyze implementation data - Participate in trainings designed to build professional skills - Determine and provide resources for effective PD 	<ul style="list-style-type: none"> - Facilitate collaborative meetings - Support teachers in implementing PD - Assist in delivery of PD

<p>Mentors</p>	<ul style="list-style-type: none"> - Assist TLC team in new hire PD trainings - Facilitate mentor/mentee meetings 	<ul style="list-style-type: none"> - Provide feedback and assistance to mentees 	<ul style="list-style-type: none"> - Provide guidance and support to mentees
<p>Classroom Strategists (formerly Model Teachers)</p>	<ul style="list-style-type: none"> - Model, support and give feedback on newly learned strategies. - Collaborate with Instructional Coach, TLC Curriculum and PD Lead, and Principal on building initiatives. 	<ul style="list-style-type: none"> - Collaborate with Instructional Coach, TLC Curriculum and PD Lead, and Principal on building initiatives. - Access professional reading, webinars and accept other opportunities to learn. 	<ul style="list-style-type: none"> - Model, support and give feedback on newly learned strategies. - Present during professional development.
<p>Building Leadership Team</p>	<ul style="list-style-type: none"> - Work with building principal and instructional coaches to oversee professional development 	<ul style="list-style-type: none"> - Represent the staff voice in planning for - Professional development and determining efficacy. 	<ul style="list-style-type: none"> - Participate and provide in PD as needed - Represent staff
<p>District Leadership Team</p>	<ul style="list-style-type: none"> - Work with superintendent and Curriculum/ Professional Development Lead to oversee professional development. 	<ul style="list-style-type: none"> - Represent the staff voice in planning for Professional development and determining efficacy. 	<ul style="list-style-type: none"> - Participate and provide in PD as needed. - Represent staff

TLC Roles Aligned to IPDM Elements

Element 1: Data Analysis

With the appointment of TLC personnel, analysis of student achievement data such as Iowa Assessments and FAST to determine effectiveness of programming and areas of student need. All TLC positions will collect and analyze data in collaboration with staff to focus on PD needs.

Element 2: Goal Setting

TLC Curriculum/Professional Development Lead, Instructional Coaches, and Mentors will work with teachers to develop Individual Career Development Plans based on district professional development goals. Mentor Teachers will work with new teachers to implement the Iowa Teaching Standards and work toward the district professional development goals.

Element 3: Selecting Content

All TLC roles will work collaboratively to select high-leverage instructional strategies tied to district initiatives. Teacher leaders, staff, and administration will select the professional development content based on analysis of data and building goals.

Element 4: Design Professional Development

Each TLC role helps facilitate the design of professional development. Planning for professional development may include working with AEA staff to align topics; research, plan, and deliver professional development sessions for staff; and document progress. TLC personnel will plan for alignment and implementation of the Iowa Core curriculum into classroom instructional practices.

Element 5: Training/Learning Opportunities

Teacher leaders will provide training aligned to district initiatives, engaging teachers in collaborative, job-embedded professional development. Duties encompass modeling, co-teaching, PLC facilitation, feedback, small group training, and full-staff professional delivery. Teacher leaders will provide resources, training, strategies, and guidance through their professional development efforts.

Element 6: Collaboration/Implementation

All teacher leaders will engage in collegial professional development centered on collaborative work — providing opportunities for teachers to implement new strategies, develop lessons, and solve problems. Model teachers will provide opportunities to observe implementation, share lesson plans, and discuss efficacy of their work which reflects professional development.

Element 7: Ongoing Data Collection

Collection, analysis, and discussion of formative data and artifacts occur throughout the year so adjustments can be made to professional development at each grade level. A variety of achievement data, including FAST and progress monitoring will be part of the data collected, in addition to professional development implementation data.

Element 8: Summative Evaluation

Teacher leaders collect and assess achievement data, share/analyze data, focus instruction to meet student needs, plan for professional development, and evaluate data. The TLC Curriculum/Professional Development Lead and Instructional Coaches will collaborate with the Building and District Leadership Teams to compile and share data with stakeholders. Summative evaluation will use data, TLC feedback, and artifacts to determine professional development's effectiveness and next steps.

By following the Iowa Professional Development Model, teacher leaders will be able to promote strong instructional practices, monitor professional development implementation, diagnose areas of need, and celebrate success.

Part 8 - Given the state and school district goals, please provide the following information:

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

Outcomes vary for teacher leaders and new and veteran teachers; however, the same data points can be used to measure impact on all groups.

Short-term data points:

- o Staff survey responses to determine the impact, influence, and efficacy of the teacher leaders on new and veteran teachers.
- o Walkthroughs to determine implementation of strategies demonstrated by model teachers and instructional coaches and those strategies studied in professional development.
- o Written reflections on professional development, strategy implementation, and peer collaboration, in addition to feedback about TLC efficacy.
- o Data walls to determine success of strategies/interventions for identified students.
- o Staff interviews to reveal perception of teacher leadership and to evaluate rigor, implementation, and efficacy.
- o Self-assessment reflections and personal goals from teacher leaders about their individual learning and impact on others.

Long-term data points:

- o Staff attendance and staff-retention trend data.
- o Achievement of annual academic goals.
- o Walkthrough data that collects evidence of professional development implementation.
- o Data on Individual Career Development Plan effectiveness.
- o Student achievement trends.

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

Monitoring and adjusting the TLC plan will be determined using a variety of data sources as indicated above. Scheduled collection and evaluation times will be set by the TLC personnel in order to provide prompt feedback and course correction, if needed.

Regularly scheduled TLC meetings will give those responsible for data collection time to examine what has been collected, present the data to staff, and recommend alterations to the plan or to continue the plan as is.

Changes in achievement and implementation will mandate that the TLC committee frequently check for alignment of district needs to the current TLC goals. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made. In addition, that documentation will provide historical perspective, which in turn can be used by the district and others to guide future actions.

Relevant feedback is a necessary part of the continuous improvement model. The district will monitor impact and effectiveness with a variety of tools and techniques. Continued communication with the staff, school board, School Improvement Advisory Committee, students, and community will provide feedback to the TLC committee and TLC personnel, also giving stakeholders a venue for voicing concerns and commenting on successes. Based on frequent formative assessments, the staff will have the opportunity to study the data, revise instruction practices, and improve the quality of their teaching.

As the TLC Committee and Building and District Leadership Teams implement the plan, they will continue to evaluate feedback, make adjustments, monitor change, and evaluate again-based on these guiding questions and the accompanying data points:

How has student achievement improved as a result of professional development aligned to instructional improvement?

1. How has implementation of the TLC plan benefitted our new and veteran teachers and teacher leaders?
2. How has student achievement data changed?
3. In what way has implementation of the TLC plan impacted the staff environment and outlook?

The Treynor School District will monitor and adjust its TLC plan based on the results of the above-mentioned short- and long-term outcomes and data points. Measures are in place that will closely monitor the work of teacher leaders.

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.

Treynor CSD has demonstrated in the past that it has the ability to implement and sustain initiatives, augmenting instructional skills and improving student learning before there was the possibility of TLC funding.

Transformational technology integration has been a Treynor initiative since its first 1:1 laptop program began in January 2012. The district initially issued laptops to grades 9-12 and then moved to iPads for all middle-school students. Elementary students were also supplied with iPads. During the April 2015 meeting, the Treynor Board of Education approved the purchase of Chromebooks for grades 6-12 with the elementary gaining additional iPads and upgrades made to charging carts. The investment for the technology initiative the 2015-16 school year alone exceeded \$160,000. Since then the district has assured Chromebooks for third – senior grades and have i-Pads in the early grades. In addition to the technology devices and infrastructure upgrades, the district has invested time and resources into professional development, conferences, and workshops for staff to gain skills and strategies to implement appropriate use of technology that will enhance learning in the district. Committing significant funding yearly for technology is one example of a sustained initiative in the Treynor district.

Input from parents, community, and staff members is gathered annually to identify needs and strengths of the district. The district has strong support for the practice of building on the expertise of staff members as teachers who take on additional leadership roles. The TLC roles have helped the district extend the current district initiatives. As the needs of the district change, the TLC system will enable personnel to meet those needs.

Specifically, the TLC leadership implements and sustains the teacher leadership initiative. Roles and responsibilities are described as follows:

- TLC Curriculum/Professional Development Lead - This position ensures understanding and high-level of implementation of adopted curriculum; supports teachers in analyzing, interpreting, and using a variety of data to improve decision making, performance, and results at the classroom, building, and district levels; models, expects, and monitors continuous learning of all educators through quality professional learning; and effectively and efficiently leads change while developing the capacity of others to deal with change.
- Instructional Coaches - These TLC personnel are responsible for coordinating efforts at the building level. The Coaches are able to determine needs for change or TLC program modification as they are in the classrooms and able to be on the frontline. They are responsible for delivering professional

development, determining content, and gathering implementation data, in addition to collaborating with teachers.

- Classroom Strategists (formerly Model Teachers) - These people help sustain the TLC program by providing modeling of instructional strategies. Opening their classrooms to peers gives these strategists the opportunity to not only improve their own practice but to also impact others' teaching.
- Mentors - TLC Mentors are the main connection between the district and new teachers. Their responsibilities include partnering with new teachers, helping them acclimate and bond with the district, students, and stakeholders. Mentors evaluate the current mentor program and work with other TLC staff and administration to determine the program's effectiveness and changes, if warranted.
- Building Leadership Team – These members work with the principal and instructional coaches to plan the building-based opportunities, aligned with the district plan. They analyze the impact of the plan on the teachers and the students. They also serve as a voice for the staff and work with administration to understand and support the work of the TLC program.
- District Leadership Team – These members work with superintendent and the Curriculum/Professional Development lead to plan the district-wide opportunities. They analyze the impact of the plan on the teachers and the students. They also serve as a voice for the staff and work with administration to understand and support the work of the TLC program.

The school board, administrators, and the TLC committee are responsible for ensuring the success of the TLC plan. The administrators and the TLC committee work closely with the TLC leaders to communicate needs and plan professional development, while continuously examining data to make informed decisions. The district also works closely with the Iowa Department of Education, Green Hills AEA, and other TLC districts to ensure that Treynor teacher leaders have the training they need to serve as leaders who will collaborate with staff to impact student achievement.

Part 10-Budget Details:

Please provide an estimated budget for the use of the Teacher Leadership Supplement (TLS) Funds to support the TLC plan:

Updated Plan

TLC Leadership Positions	Compensation Beyond Contract	Number of TLC Positions	Days Beyond Contract & Compensation	Percent out of Classroom
Curriculum & Professional Development Lead (formerly TLC Coordinator)	\$10,000	1	*15 days	100%
Instructional Coach	\$5,000	1 (K-5) 1 (6-12)	*5 Days	100%
Mentor	\$2000	2 at Elementary 2 at Secondary	*2 Days	0%
Curriculum Strategist (Formerly Model Educator)	\$3000	2 at Elementary 3 at Secondary	*4 Days	0%
Building Leadership Team Member	\$1,000	2 (K-5) 2 (6-8) 2 (9-12)	*1 Day	0%
District Leadership Team Member	\$1,000	1 (K-5) 1 (6-8) 1 (9-12)	*1 Day	0%

TLC – Projected Budget for 2018-2019

Allocation based on Funding Formula

(\$326.50 per pupil x 608.3 pupils/certified count) \$ 198,610.00

Estimate through Open Enrollment based on Funding Formula

Open Enrollment In = 275 students
 Open Enrollment Out = 69 students

(\$319.72 per pupil x 206 pupils) \$ 65,862.00
 Working Budget \$264,472.00

Projected Costs

<ul style="list-style-type: none"> • Curriculum & Professional Development Lead \$ 71,966.03 <ul style="list-style-type: none"> ○ Regular Contract - \$60,257.03 ○ Stipend - \$11,709.90 ○ 100% out of classroom + 15 extra days 	
<ul style="list-style-type: none"> • K-5 Instructional Coach \$ 77,340.67 <ul style="list-style-type: none"> ○ Regular Contract - \$71,486.17 ○ Stipend - \$5854.50 ○ 100% out of classroom + 5 extra days 	
<ul style="list-style-type: none"> • 6-12 Instructional Coach \$ 76,051.51 <ul style="list-style-type: none"> ○ Regular Contract - \$70,197.01 ○ Stipend - \$5854.50 ○ 100% out of classroom + 5 extra days 	
<ul style="list-style-type: none"> • 5 Curriculum Strategists - \$3000 x 5 + benefits = \$3,512.70 \$ 17,563.50 	
<ul style="list-style-type: none"> • 4 Mentors - \$2000 x 4 + benefits = \$2341.80 \$ 9,367.20 	
<ul style="list-style-type: none"> • 6 Building Leadership Team Members - \$1000 x 6 + benefits = \$1170.90 \$ 7,025.40 	
<ul style="list-style-type: none"> • 3 District Leadership Team Members - \$1000 x 3 + benefits = \$1170.90 \$ 00.00 Paid out of district funding, not TLC - \$3512.70 	
<ul style="list-style-type: none"> • TLC Supplement to Salary Schedule (1 teacher) \$ 1,414.45 	
<ul style="list-style-type: none"> • Professional Learning – Substitutes and PD Registrations <u>\$ 3,743.24</u> 	<u>\$264,472.00</u>

Appendices

TLC Roles and Evaluations

Job Title: TLC Curriculum and Professional Development Lead/Specialist (Formerly called TLC Coordinator)

Stipend: \$10,000

Number of Personnel: 1

Days Beyond Contract: 15

Reports to: Superintendent or Designee

Status: Full Time Part Time

Hourly Salary

Date Developed: February, 2018

Basic Functions: Develops the collective capacity of the district to assure that all students are successful by 1) ensuring understanding and high-level implementation of adopted curriculum; 2) supporting teachers in analyzing, interpreting and using a variety of data to improve decision making, performance, and results at the classroom, building, and district levels; 3) modeling, expecting and monitoring continuous learning of all educators through quality professional learning; and 4) effectively and efficiently leading change while developing the capacity of others to deal with change.

Essential Functions:

- **Curriculum Specialist:**
 - Works with superintendent/designee to . . .
 - Build curriculum using the four phases of the Curriculum Review Process.
 - Support the collaborative, inquiry-based approach for the design and implementation of building and district plans informed by data and addressing root causes of strengths and challenges.
 - Assure the scaffolding of content from grade to grade and course to course.
 - Develop and implement processes for monitoring, coaching, and evaluation of programs and initiatives.
 - Support the development and maintenance of a district-wide culture that is characterized by collegiality and collaboration.
 - Provide regular communications (e.g., newsletters, tweets, emails) that promote best practices and accomplishments to support increased learning.
 - Supports teachers in . . .
 - Deepening teachers' content knowledge.
 - Developing teachers' understanding of the structure or organization of the curriculum.
 - Aligning the written, taught, and tested curriculum – “the what, the how, and the how well.”
 - Understanding the distinction between standards and the curriculum.

- Dissecting/Unpacking standards to identify the essential knowledge and skills students need to achieve the standards.
 - Using the standards to identify learning outcomes/targets for units and lessons.
 - Developing units and lessons to achieve learning outcomes.
 - Writing benchmarks to measure progress toward the standards.
 - Identifying what to assess.
 - Accessing and/or writing screening, diagnostic, pre-, formative, and summative assessments.
 - Analyzing curricular materials to determine which parts of those materials support achievement of the standards.
 - Integrating content-specific knowledge and skills within multiple disciplines to provide additional opportunities for students to practice and apply their learning.
- **Professional Learning Lead**
 - Works with superintendent and principals to create and promote a vision for high expectations as well as build collective responsibility for that vision.
 - Works with the superintendent/designee to provide for collaborative, sustained, job-embedded professional learning for all staff aligned with student needs and district goals.
 - Works with the superintendent/designee to ensure continuous learning, reflection, and improvement of professional skills of all staff.
 - Works with the superintendent/designee to develop and implement processes for monitoring, coaching, and evaluation of professional learning and programs/initiatives.
 - Works with the superintendent/designee to assess the impact of professional development on teaching and learning.
 - Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together.
 - Utilizes theory, demonstration, practice, and feedback for professional learning that substantiates the improvement desired.
 - Develops capacity in others to understand and increase knowledge of content and research-based best practices.
 - Supports teachers to . . .
 - Continuously learn, reflect, and improve their professional skills.
 - Participate in collaborative, sustained, job-embedded professional development aligned with student needs and district goals.
 - Informed by data.
 - Reflecting current research-based best practices.
 - Differentiated to meet individual and group needs.
 - Aligned with the Iowa Professional Development Model (IPDM).
 - Monitored for implementation.
 - Evaluated for impact.
 - Communicates and models ideals and beliefs about teaching and learning.

- **Data Coach:**
 - Assists the superintendent/designee in analyzing, interpreting, and sharing data.
 - Presents collected information to the School Improvement Advisory Committee (SIAC) and the curriculum committees.
 - Ensures the ethical collection and use of data.
 - Shares summaries of data that support staff effort.
 - Supports teachers one-on-one, team, or in whole-school professional learning in analyzing, interpreting, and using a variety of data to improve decision making, performance, and results in the classroom, at the building level, and at the district level.
 - Assists teachers in determining which data to use for what types of decisions.
 - Assists teachers in accessing multiple forms of data (e.g., achievement, perceptual, processes, demographic, financial) and ensuring the most appropriate data to inform the improvement process.
 - Assists teachers in analyzing and interpreting the data.
 - Assists teachers in using the analyzed and interprets data in decision making and acting on their decisions.
 - Facilitate team, school-wide, and district-wide data meetings where teachers are working collaboratively to engage in analyzing and interpreting data to inform decisions that are results oriented for students' achievement.
- **Change Agent**
 - Works with the superintendent/designee to foster a culture when productive relationships among stakeholders charged with learning or supporting targeted change results in intended improvements/changes consistent with the district's vision and goals.
 - Supports distributive leadership.
 - Provides coaching.
 - Participates in co-learning while modeling willingness to change.
 - Promotes communities of practice.
 - Works with the superintendent/designee to create, sustain, and support a sense of urgency to address changing conditions.
 - Engages staff in use of data to understand learning, teaching, and organizational needs.
 - Crafts an understandable message about how the proposed changes will lead to improvement.
 - Articulates change efforts that lead to improvement in ways that result in achievement of the students and the shared vision.
 - Articulates a theory of action/change that involves understanding by all staff and recognizes the nature of first- and second-order change.

Essential Job Requirements/Qualifications:

- **Education:**
 - Bachelor of Arts/Science degree in education

- Master of Educational Leadership and/or Curriculum, Instruction, Assessment (preferred)
- **Experience:**
 - Minimum of two years of teaching within the district.
- **Knowledge, Skills, and Abilities:**
 - *Knowledge of . . .*
 - *Curriculum, Instruction, and Assessment*
 - Adopted curriculum to define expectations for students.
 - Demonstrative and procedural knowledge.
 - Developmental needs of students.
 - Development and use of assessments, including screening, diagnostic, pre-, formative, and summative.
 - Viable and guaranteed curriculum.
 - Multiple resources to achieve the intended curriculum.
 - *Data:*
 - Various types and sources of data (e.g., assessment data, perception data, process and system data, demographic and community-based data).
 - What each data source assesses.
 - What conclusions can be validly drawn from any data set?
 - *Professional Learning*
 - Iowa Professional Development Model
 - Best practices of each content area
 - Best practices of high-leverage instructional practices
 - *Change Process*
 - First-order and second-order change
 - *Skills to . . .*
 - Model and demonstrate strong facilitation.
 - Use tools to develop and share data summaries.
 - Lead data conversation/dialogues.
 - Unpack standards.
 - Reinforce and build knowledge and skills of teachers in content areas.
 - Plan and lead appropriate professional learning.
 - Design assessments.
 - Model high-leverage instructional practices.
 - Communicate information.
 - *Abilities to . . .*
 - Demonstrate strong facilitation.
 - Promote a “can-do” culture in which all educators believe they can improve instruction so all kids can learn.
 - Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.

- Interpret and apply policies, procedures, laws, codes, and regulations pertaining to the assigned program and functions.

Treynor Community School District
Summative Performance Assessment Form - TLC Curriculum and Professional
Development Lead

TLC Curriculum and PD Lead: _____

Administrator: _____

Date: _____

The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:

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

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 1: *Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.*

The teacher:

- Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- Implements strategies supporting student, building, and district goals.
- Uses student performance data as a guide for decision making.
- Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- Creates an environment of mutual respect, rapport, and fairness.
- Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately.

The TLC Curriculum and PD Lead:

Rating	
	Works with the superintendent/designee to support the collaborative, inquiry-based approach for the design and implementation of building and district plans informed by data and addressing root causes of strengths and challenges.
	Supports teachers in continuously learn, reflect, and improve their professional skills.
	Supports teachers in developing understanding of the structure organization of the curriculum.
	Supports teachers in deepening content knowledge.
	Supports teachers in aligning the written, taught, and tested curriculum.
	Supports teachers in analyzing curricular materials to determine which parts of those materials support achievement of the standards.
	Supports teachers in writing benchmarks to measure progress toward the standards.
	Supports teachers in continuously learn, reflect, and improve their professional skills.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 2: *Demonstrates competence in content knowledge appropriate to the teaching (coaching) position.*

The teacher:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content

The TLC Curriculum and PD Lead:

Rating	
	Works with the superintendent/designee to build curriculum using the four phases of the Curriculum Review Process.
	Utilizes theory, demonstration, practice, and feedback for professional learning that substantiates the improvement desired.
	Develops capacity in others to understand and increase knowledge of content and research-based best practices.
	Facilitates team, school-wide, and district wide data meetings where teachers are working collaboratively to engage in analyzing and interpreting data to inform decisions that are results oriented for students' achievement.
	Assists teachers in using the analyzed and interpreted data in decision making and acting on their decisions.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 3: *Demonstrates competence in planning and preparing instruction.*

The teacher:

- Uses student achievement data, local standards, and the district curriculum in planning for instruction. Iowa Department of Education
- Sets and communicates high expectations for social, behavioral, and academic success of all students.
- Uses student’s developmental needs, backgrounds, and interests in planning for instruction.
- Selects strategies to engage all students in learning.
- Uses available resources, including technologies, in the development and sequencing of instruction.

The TLC Curriculum and PD Lead:

Rating	
	Support teachers in developing units and lessons to achieve learning outcomes.
	Works with the superintendent/designee to ensure continuous learning, reflection, and improvement of professional skills of all staff.
	Analyzes school wide assessments and data for monitoring instructional practices.
	Monitor and ensure the District’s mentoring program aligns with the Iowa Department of Education and Inductions of Beginning Educators requirements.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 4: *Uses strategies to deliver instruction that meets the multiple learning needs of students (teachers).*

The teacher:

- Aligns classroom instruction with local standards and district curriculum.
- Uses research-based instructional strategies that address the full range of cognitive levels.
- Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- Connects students’ prior knowledge, life experiences, and interests in the instructional process.
- Uses available resources, including technologies, in the delivery of instruction.

The TLC Curriculum and PD Lead:

Rating	
	Works with the superintendent/designee to assure the scaffolding of content from grade to grade and course to course.
	Supports teachers in understanding the distinction between standards and the curriculum.
	Supports teachers in dissecting/unpacking standards to identify the essential knowledge and skills students need to achieve the standards.
	Supports teachers in using the standards to identify learning outcomes/targets for units and lessons.
	Supports teachers in integrating content-specific knowledge and skills within multiple disciplines to provide additional opportunities for students to practice and apply their learning.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 5: *Uses a variety of methods to monitor student learning (teacher success).*

The teacher:

- Aligns classroom assessment with instruction.
- Communicates assessment criteria and standards to all students and parents.
- Understands and uses the results of multiple assessments to guide planning and instruction.
- Guides students in goal setting and assessing their own learning.
- Provides substantive, timely, and constructive feedback to students and parents.
- Works with other staff and building and district leadership in analysis of student progress.

The TLC Curriculum and PD Lead:

Rating	
	Works with the superintendent/designee to develop and implement processes for monitoring, coaching, and evaluation of programs and initiatives.
	Supports teachers in accessing and/or writing screening, diagnostic, pre-, formative, and summative assessments.
	Works with the superintendent/designee to assess the impact of professional development on teaching and learning.
	Works with the superintendent/designee to develop and implement processes for monitoring, coaching and evaluation of professional learning and programs/initiatives.
	Assists teacher in accessing multiple forms of data and ensuring the most appropriate data to inform the improvement process.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 6: *Demonstrates competence in classroom management.*

The teacher:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- Establishes, communicates, models, and maintains standards of responsible student behavior.
- Develops and implements classroom procedures and routines that support high expectations for student learning.

The TLC Curriculum and PD Lead:

Ratings	
	Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together.
	Communicates and models ideals and beliefs about teaching and learning.
	Works with the superintendent/designee to foster a culture when productive relationships among stakeholders charged with learning or supporting targeted change results in intended improvements/changes consistent with the district's vision and goals.
	Works with the superintendent/designee to create, sustain, and support a sense of urgency to address changing conditions.
	Works with the superintendent/designee to support the development and maintenance of a district-wide culture that is characterized by collegiality and collaboration.
	Articulates change efforts that lead to improvement in ways that result in achievement of the students and the shared vision.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 7: Engages in professional growth.

The teacher:

- Demonstrates habits and skills of continuous inquiry and learning.
- Works collaboratively to improve professional practice and student learning.
- Applies research, knowledge, and skills from professional development opportunities to improve practice.
- Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
- Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

The TLC Curriculum and PD Lead:

Rating	
	Supports teaching in deepening teachers’ content knowledge.
	Works with superintendent/designee to provide collaborative, sustained, job-embedded professional learning for all staff aligned with student needs and district goals.
	Supports teachers one-on-one, team, or in whole-school professional learning in analyzing, interpreting, and using a variety of data to improve decision making, performance, and results in the classroom, at the building level, and at the district level.
	Supports teachers in participating in collaborative, sustained, job-embedded professional development aligned with student needs and district goals.
	Works with the superintendent/designee to engage staff in the use of data to understand learning, teaching and organizational needs.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 8: *Fulfills professional responsibilities established by the school district.*

The teacher:

- Adheres to board policies, district procedures, and contractual obligations.
- Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- Contributes to efforts to achieve district and building goals.
- Demonstrates an understanding of and respect for all learners and staff.
- Collaborates with students, families, colleagues, and communities to enhance student learning.

The TLC Coordinator:

Ratings	
	Provide regular communications (e.g., newsletters, tweets, emails) that promote best practices and accomplishments to support increased learning.
	Works with superintendent and principals to create and promote a vision for high expectations as well as build collective responsibility for that vision.
	Assists the superintendent/designee to ensure the ethical collection and use of data.
	Articulates a theory of action/change that involves understanding by all staff and recognizes the nature of first- and second-order change.
	Reports out to the Department of Education on our Mentoring and TLC program.
	Assists the superintendent/designee in analyzing, interpreting, and sharing data.
	Presents collected information to the School Improvement Advisory Committee and curriculum committees.
	Creates, maintains, and implements the Assessment System for the TLC program and its teacher leaders.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Position: Instructional Coach 6-12

Stipend: \$5000

Total Number of Personnel: 1

Days Beyond Contract: 5

Reports to: Building principal

Job Description - The Instructional Coach will work directly with staff to increase teacher capacity and impact student learning through student centered coaching.

Primary duties include:

- Demonstrate high yielding instructional practices.
- Lead instructional meetings.
- Increase the instructional capacity of teachers in math, reading, student engagement, classroom management, assessment and planning.
- Coach and train Classroom Strategists.
- Coordinate instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria.
- Provide resources as needed to educators.
- Manage the school-wide assessments and data for monitoring instructional practices.
- Facilitate collaborative meetings and keeps records.
- Support instruction and learning through the use of technology.
- Collaborate with Classroom Strategists, Building Leadership Team, and Principal to assure the implementation and evaluation of the building leadership plan.
- Conduct formal and informal coaching cycles using the Diane Sweeney Model.

Expectations Include:

- Manage and update data walls
- Perform duties and attend meetings as a member of the 6-12 SAT Team.
- Complete, share and post a weekly schedule.
- Provide documentation of duties performed using district forms.
- Establish and maintain a system of ongoing communication with teachers.
- Attend leadership meetings at least 2 times per year with all TLC Leadership positions.
- Meet weekly with the K-5 Instructional Coach and TLC Curriculum and Professional Development Lead.
- Meet weekly or biweekly with building principal(s).
- Participate in trainings designed to build professional skills and knowledge needed for success as an Instructional Coach.
- Promote the expectations of the school district in a positive way.

Position: Instructional Coach K-5

Stipend: \$5000

Number of Personnel: 1

Days Beyond Contract:

Reports to: Building principal

Job Description - The Instructional Coach will work directly with staff to increase teacher capacity and impact student learning through student centered coaching.

Primary duties include:

- Demonstrate high yielding instructional practices.
- Lead instructional meetings.
- Increase the instructional capacity of teachers in math, reading, student engagement, classroom management, assessment and planning.
- Coach and train classroom strategists.
- Coordinate instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria.
- Provide resources as needed to educators.
- Manage the school-wide assessments and data for monitoring instructional practices.
- Facilitate collaborative meetings and keeps records.
- Collaborates with Classroom Strategists, Building Leadership Team, and Principal to assure the implementation and evaluation of the building leadership plan.
- Conduct formal and informal coaching cycles using the Diane Sweeney Model

Expectations Include:

- Manage and update data walls
- Perform duties and attend meetings as a member of the K-5 SAT Team.
- Complete, share and post a weekly schedule.
- Provide documentation of duties performed using district forms.
- Establish and maintain a system of ongoing communication with teachers.
- Attend leadership meetings at least 2 times per year with all TLC Leadership positions.
- Meet weekly with the 6-12 Instructional Coach and TLC Curriculum and Professional Development Lead.
- Meet weekly or biweekly with building principal.
- Help to develop, present and implement school-wide Professional Development.
- Participate in trainings designed to build professional skills and knowledge needed for success as an Instructional Coach.
- Promote the expectations of the school district in a positive way.

Treynor Community School District
Summative Performance Assessment Form - Instructional Coach

Instructional Coach: _____

Administrator: _____

Date: _____

The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:

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

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 1: *Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.*

The teacher:

- Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- Implements strategies supporting student, building, and district goals.
- Uses student performance data as a guide for decision making.
- Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- Creates an environment of mutual respect, rapport, and fairness.
- Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately.

The instructional coach:

Rating	
	Positively impacts the building culture that aligns with the District Vision.
	Exhibits high standards of ethical conduct, confidentiality, honesty, integrity, and a commitment to students.
	Maintains a positive tone when communicating and collaborating with colleagues and administrators.
	Actively implements and promotes District supported, research-based instructional strategies with integrity.
	Serves on building level SAT teams supporting classroom teachers on the implementation of instructional strategies to support student learning.
	Conducts formal and informal coaching cycles following the Diane Sweeney model.
	Maintains courteous and authentic oral and written communication with administrators and colleagues.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 2: *Demonstrates competence in content knowledge appropriate to the teaching (coaching) position.*

The teacher:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content

The instructional coach:

Rating	
	Actively participate as a leader in my school’s professional growth.
	Provides resources to educators as needed.
	Collaborates with TLC personnel and administration to assist with the planning and support of the district’s needs for MTSS, Iowa Core alignment and implementation that will improve student achievement.
	Leads teachers in setting goals for coaching cycles that are standards-based.
	Models, supports, and gives feedback on newly learned strategies or skills.
	Supports teachers in implementing Professional Learning.
	Participates in PLCs focusing on student data.
	Delivers professional development for teachers that aligns with building initiatives and can be implemented across all content areas.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 3: *Demonstrates competence in planning and preparing instruction.*

The teacher:

- Uses student achievement data, local standards, and the district curriculum in planning for instruction. Iowa Department of Education
- Sets and communicates high expectations for social, behavioral, and academic success of all students.
- Uses student’s developmental needs, backgrounds, and interests in planning for instruction.
- Selects strategies to engage all students in learning.
- Uses available resources, including technologies, in the development and sequencing of instruction.

The instructional coach:

Rating	
	Shares professional and instructional resources with colleagues to increase educator capacity and impact student learning.
	Maintains a system of ongoing communication with teachers, administrators and TLC Coordinator.
	Embeds learning targets into coaching conversations.
	Analyzes school wide assessments and data for monitoring instructional practices.
	Provides coaching in goal setting and analyzing student data to increase teachers’ capacity in making informed instructional decisions.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 4: *Uses strategies to deliver instruction that meets the multiple learning needs of students (teachers).*

The teacher:

- Aligns classroom instruction with local standards and district curriculum.
- Uses research-based instructional strategies that address the full range of cognitive levels.
- Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- Connects students’ prior knowledge, life experiences, and interests in the instructional process.
- Uses available resources, including technologies, in the delivery of instruction.

The instructional coach:

Rating	
	Considers K-12 perspective while engaging with other Teacher Leaders, classroom teachers, and administrators.
	Actively implements and promotes District supported, research-based instructional strategies.
	Works with the administrative team and TLC leads to facilitate PD and instructional supports to meet the district’s needs for MTSS, Iowa Core alignment and implementation, and improved student achievement.
	Participates in PLCs to identify student learning needs, teacher’s current knowledge and skill levels, and types of learning opportunities for teachers.
	Through coaching cycles, helps colleagues select and implement effective teaching strategies and analyze student responses.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 5: *Uses a variety of methods to monitor student learning (teacher success).*

The teacher:

- Aligns classroom assessment with instruction.
- Communicates assessment criteria and standards to all students and parents.
- Understands and uses the results of multiple assessments to guide planning and instruction.
- Guides students in goal setting and assessing their own learning.
- Provides substantive, timely, and constructive feedback to students and parents.
- Works with other staff and building and district leadership in analysis of student progress.

The instructional coach:

Rating	
	Uses District forms to maintain accurate records.
	Uses school-wide assessments and data for monitoring instructional practices.
	Uses a system for monitoring teacher participation in coaching cycles.
	Uses District tools and templates to document the impact of coaching cycles.
	Provides coaching in assessment for learning.
	Partners with teachers to develop formative assessments for coaching cycles.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 6: *Demonstrates competence in classroom management.*

The teacher:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- Establishes, communicates, models, and maintains standards of responsible student behavior.
- Develops and implements classroom procedures and routines that support high expectations for student learning.

The instructional coach:

Ratings	
	Enrolls teachers to participate informal and informal coaching cycles.
	Makes themselves accessible to staff when needed.
	Sets a tone that we are all learners.
	Through coaching cycles, models and provides support in behavior and classroom management strategies.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 7: Engages in professional growth.

The teacher:

- Demonstrates habits and skills of continuous inquiry and learning.
- Works collaboratively to improve professional practice and student learning.
- Applies research, knowledge, and skills from professional development opportunities to improve practice.
- Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
- Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

The instructional coach:

Rating	
	Participates in Teacher Leader trainings.
	Supports teachers in implementing Professional Learning.
	Collaborates with TLC personnel and administration to assist with the planning of District-wide Professional Development.
	Participates in and leads Professional Development provided by the district.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Standard 8: *Fulfills professional responsibilities established by the school district.*

The teacher:

- Adheres to board policies, district procedures, and contractual obligations.
- Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- Contributes to efforts to achieve district and building goals.
- Demonstrates an understanding of and respect for all learners and staff.
- Collaborates with students, families, colleagues, and communities to enhance student learning.

The instructional coach:

Ratings	
	Attends and leads Professional Development provided by the district.
	Manages and updates data walls.
	Submits required reports in a timely manner.
	Strives to maintain a positive tone when communicating and collaborating with colleagues and administrators.
	Designs coaching cycles using the Sweeney model to include time in classrooms on a regular basis.
	Uses logs and District templates to document work as a coach.
	Performs duties and attends meetings as a member of the SAT Team.

_____ **Meets Standard**

_____ **Does Not Meet Standard**

Include documentation/artifacts applicable to this standard:

Trey nor Community School District Instructional Coach Peer Evaluation - Confidential

Name (optional): _____

Instructional Coach Evaluated: _____

Briefly describe how the Instructional Coach supported you. Check mark anything the Instructional Coach worked with you on.

- Formal Coaching Cycle (3-6 weeks of co-teaching)
- Goal setting
- Lesson planning
- Assessments
- Analysis of student work
- Classroom behavior
- Lesson resources
- Data Collection
- Other: _____

Please respond to all the statements by selecting one number from the rating scale. Respond from your own knowledge about this Instructional Coach.

NA Not Applicable	1 Rarely	2 Occasionally	3 Often	4 Consistently
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Rating	
	This Instructional Coach communicates with me regularly.
	This Instructional Coach communicates information clearly.
	This Instructional Coach leads me in evaluating my instruction.
	This Instructional Coach assists in developing appropriate student assessments.
	This Instructional Coach uses information about student performance to help us improve programs and instruction.
	This Instructional Coach helps to identify and solve problems.
	This Instructional Coach models research-based instructional strategies.
	This Instructional Coach communicates the importance of focusing on the needs of students.
	This Instructional Coach has a positive impact on the building culture.

	This Instructional Coach creates a strong environment for learning.
	This Instructional Coach makes themselves accessible.
	This Instructional Coach is courteous and authentic in oral and written communication.
	This Instructional Coach strives to maintain a positive tone when collaborating and communicating.
	This Instructional Coach maintains confidentiality.

Please answer all that apply.

During my coaching cycle, one thing I appreciated about the Instructional Coach is:

One thing that could have gone better during my coaching cycle was:

How likely is it that you will consult the Instructional Coach in the future?

- Very Likely
- Likely
- Unlikely
- Unsure

Additional comments:

Position: Classroom Strategist

Stipend: \$3000

Total Number of Personnel: 5 (2-Elem., 1-MS, 2-HS)

Days Beyond Contract: 4

Reports to: Building Principal

Job Description: Classroom Strategists will open their classroom to peers, providing exemplar lessons, effective teaching strategies, and lesson components that can be incorporated into other curricular areas. Classroom Strategist will continue to fulfill 100 % of their classroom duties.

Primary duties include:

- Models characteristics of effective instruction.
- Provides opportunities for other teachers to view and reflect together on exemplar lessons.
- Accesses professional reading, webinars and accepts other opportunities to learn.
- Demonstrates effective strategies in planning, instruction, classroom management, data management, and student assessment.
- Tape lessons and share when requested by the TLC Curriculum and Professional Development Lead or administration with a focus on professional learning.
- Present during professional development.
- Model, support and give feedback on newly learned strategies and skills.
- Collaborate with Instructional Coach, TLC Curriculum and PD Lead and administration on building initiatives.
- Establish ongoing communication with teachers.

Expectations Include:

- Participate in leadership meetings at least 2 times per year with all TLC Leadership positions.
- Be available to meet with staff before or after school if needed.
- Participate in all Professional Development sessions and present when needed.
- Participate in trainings when offered on model teaching and instructional strategies.
- Serve on or lead curriculum/PLC/grade level team as assigned.
- Provide documentation on duties performed.
- Have an open door for those wanting to visit their class to see effective teaching practices in action.
- Promote the expectations of the school district in a positive way.
- Works collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TLC plan.

Treynor Community School District Classroom Strategist Performance Assessment

Teacher: _____

Grade Level/Content Area: _____

Date: _____

- The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:
- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Self-Assessment

1 Rarely	2 Occasionally	3 Often	4 Consistently
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	I strive to have a positive impact on the building culture and align with the District Vision.
	I strive to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	I strive to maintain a positive tone when communicating collaborating with colleagues and

	administrations
	I strive to be courteous and authentic in oral and written communication with administrators and colleagues.

Provide a brief reflection to support ratings:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	I actively participate as a leader in my school's professional growth.
	I actively participate and have a positive impact on my PLC team.
	I actively implement and promote with integrity District supported, research-based instructional strategies.
	I consider K-12 perspective by looking beyond my own classroom as I engage with other Teacher Leaders, peers, and administrators.

Provide artifacts to support ratings:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District's expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	I participate in building, TLC, and district meetings when requested.
	I seek out and work with an Instructional Coach.
	I maintain a system of ongoing communication with teachers.
	I participate and present during Professional Development provided by the district.
	I make my lesson plans accessible for my peers.

	I participate in Teacher Leader trainings and seeks out other opportunities to learn.
	I make myself accessible to staff and have an open door for those wanting to visit my classroom.
	I model, support and give feedback on newly learned strategies or skills.
	I collaborate with other TLC members.
	I videotape and share myself modeling research-based strategies.

Provide artifacts to support ratings:

Building Principal Performance Assessment

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Culture: *The Treynor Community School District strives to have Teacher Leaders who positively influence the District culture.*

Rating	
	He/she has a positive impact on the building culture and aligns with the District Vision.
	He/she strives to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	He/she strives to maintain a positive tone when communicating and collaborating with administrators and colleagues.
	He/she strives to be courteous and authentic in oral and written communication with administrators and colleagues.

Comments:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	He/she actively participates as a leader in our school’s professional growth.
	He/she actively implements and promotes with integrity District supported, research-based instructional strategies.
	He/she considers K-12 perspective by looking beyond his/her own classroom as he/she engages with other Teacher Leaders, peers, and administrators.

Comments:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District’s expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	He/she participates in building, TLC and district meetings when requested.
	He/she seeks out and works with an Instructional Coach.
	He/she maintains a system of ongoing communication with teachers.
	He/she participates and presents during Professional Development provided by the district.
	He/she participates in Teacher Leader trainings and seeks out other opportunities to learn.
	He/she makes lessons plans accessible to peers.
	He/she makes themselves accessible to staff and has an open door for those wanting to visit his/her classroom.
	He/she models, supports and gives feedback on newly learned strategies or skills.
	He/she collaborates with other TLC members.
	He/she videotapes and shares themselves modeling research-based strategies.

Comments:

TLC Coordinator Assessment

Yes/No	
	He/she participates in Teacher Leader trainings throughout the school year.
	He/she has completed the number of additional days required as part of job description.
	He/she communicates and collaborates regularly with TLC personnel.
	He/she attends TLC meetings.
	He/she has completed specific requirements for this position.

Comments:

**Treynor Community School District
Classroom Strategist Peer Evaluation - Confidential**

Name (optional): _____

Classroom Strategist Evaluated: _____

Please respond to all the statements by selecting one number from the rating scale. Respond from your own knowledge about this Model Teacher.

NA Not Applicable	1 Rarely	2 Occasionally	3 Often	4 Consistently
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Rating	
	This Classroom Strategist has an open door policy.
	This Classroom Strategist maintains a system of communication with teachers.
	This Classroom Strategist has a positive impact on our building culture.
	This Classroom Strategist is courteous and authentic in oral and written communication.
	This Classroom Strategist has a positive impact on PLCs.
	This Classroom Strategist makes themselves accessible.

	This Classroom Strategist models research-based instructional strategies and maintains a positive classroom environment.
	This Classroom Strategist creates a strong environment for learning.
	This Classroom Strategist strives to maintain a positive tone when collaborating and communicating.

Comments:

Position: Mentor

Stipend: \$2000

Total Number of Personnel: 4 (2-Elem., 1-MS, 1-HS)

Days Beyond Contract: 2

Reports to: Building Principal

Job Description - Mentor teachers will be assigned and work with teachers new to the profession and/or our district. Mentors will be assigned as needed by the building principal. Mentors will be placed into a mentoring pool and only be assigned and compensated if services are needed. Mentors will continue to fulfill 100% of their classroom duties.

Primary duties include:

- Acclimate new teachers to a new school environment.
- Advise new teachers on instruction, curriculum, procedures, practices and the political context.
- Contribute time and expertise to make significant contributions to the development of new professionals.
- Serve as a role model for mentees.
- Follow the TCSD Mentoring and Induction Program.
- Open classroom to new teachers for observation of best practices in instruction.
- Work collaboratively with all TLC teacher leaders and administration to provide seamless implementation of the TCSD Mentoring and Induction Plan.
- Lead monthly meetings with mentee.

Expectations Include:

- Participate in all Professional Development sessions.
- Work with an instructional coach.
- Participate in building and/or district observation days.
- Participate in leadership meetings at least 2 times per year with all TLC Leadership positions.
- Provide documentation of duties performed.
- Serve on or lead curriculum/PLC/grade level team as assigned.
- Promote the expectations of the school district in a positive way.

Treynor Community School District Mentor Performance Assessment

Teacher: _____

Grade Level/Content Area: _____

Date: _____

The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:

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

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Self-Assessment

1 Rarely	2 Occasionally	3 Often	4 Consistently
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	I strive to have a positive impact on the building culture that aligns with the District Vision.
	I strive to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	I strive to maintain a positive tone when communicating collaborating with colleagues and

	administrations
	I strive to be courteous and authentic in oral and written communication with administrators and colleagues.

Provide a brief reflection to support ratings:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	I actively participate as a leader in my school's professional growth.
	I actively implement and promote with integrity District supported, research-based instructional strategies.
	I consider K-12 perspective by looking beyond my own classroom as I engage with other Teacher Leaders, peers, and administrators.

Provide artifacts to support ratings:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District's expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	I attend building, TLC, and District meetings when requested.
	I seek out and work with an Instructional Coach.
	I have taken advantage of opportunities to observe Classroom Strategists.
	I participates in trainings required to be a Mentor teacher.
	I communicate and collaborate regularly with my mentee.
	I participate in Professional Development provided by the District.

	I share my expertise and make myself available to meet the needs of my mentee.
	I acclimate new teachers to a new school environment.
	I advise new teachers on instruction, curriculum, procedures, practices and the political context.
	I open my classroom to new teachers for observation of best practices.
	I lead monthly meetings.

Provide artifacts to support ratings:

Building Principal Assessment

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	He/she has a positive impact on the building culture and align with the District Vision.
	He/she strives to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	He/she strives to maintain a positive tone when communicating and collaborating with administrators and colleagues.
	He/she strives to be courteous and authentic in oral and written communication with administrators and colleagues.

Comments:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	He/she actively participates as a leader in our school’s professional growth.
	He/she actively implements and promotes with integrity District supported, research-based instructional strategies.
	He/she considers K-12 perspective by looking beyond his/her own classroom as he/she engages with other Teacher Leaders, peers, and administrators.

Comments:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District’s expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	He/she attends building, TLC, and District meetings when requested.
	He/she seeks out and works with an Instructional Coach.
	He/she has taken advantage of opportunities to observe Classroom Strategists.
	He/she participates in trainings required to be a Mentor teacher.
	He/she communicates and collaborates regularly with his/her mentee.
	I participate in Professional Development provided by the District.
	He/she shares his/her expertise and make themselves available to meet the needs of the mentee.
	He/she acclimates the new teachers to a new school environment.
	He/she advises new teachers on instruction, curriculum, procedures, practices and the political context.

	He/she opens his/her classroom to new teachers for observation of best practices.
	He/she leads monthly meetings.

Comments:

TLC Coordinator Assessment

Yes/No	
	He/she attends Teacher Leader trainings throughout the school year.
	He/she has completed the number of additional days required as part of job description.
	He/she communicates and collaborates regularly with TLC personnel.
	He/she attends TLC meetings.
	He/she has completed specific requirements for this position.
	He/she follows the TCSD Mentoring and Induction Program.

Comments:

**Treynor Community School District
Mentor Peer Evaluation - Confidential**

Name (optional): _____

Mentor Evaluated: _____

Please respond to all the statements by selecting one number from the rating scale. Respond from your own knowledge about this Mentor Teacher.

NA Not Applicable	1 Rarely	2 Occasionally	3 Often	4 Consistently
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Rating	
	This Mentor has an open door policy.
	This Mentor communicates and collaborates with me regularly.

	This Mentor has a positive impact on our building culture.
	This Mentor is courteous and authentic in oral and written communication.
	This Mentor makes themselves accessible to me.
	This Mentor has helped me in a variety of ways.
	This Mentor creates a strong environment for learning.
	This Mentor strives to maintain a positive tone when collaborating and communicating.

Comments:

Position: District Leadership Team

Stipend: \$1000

Total Number of Personnel: 3 (1-Elem., 1 MS, 1 HS)

Days Beyond Contract: 1 (2 hours SIAC and 6 hours to be schedule after school hours during the school year)

Reports to: *Superintendent*

Job Description — These members will collaborate with the Superintendent and TLC Curriculum and Professional Development Lead to analyze the impact of district leadership plan on student achievement. The DLT will continue to fulfill 100% of their classroom duties.

Primary duties include:

- In collaboration with the Superintendent and TLC Curriculum and Professional Development Lead, the DLT will develop and assure implementation and evaluation of a district leadership plan.
 - Serve as a voice for peers while working with the Superintendent and TLC Curriculum and Professional Development Lead.
 - Contribute expertise to examine initiatives and their effect on student learning.
 - Provide insights into current practices to best serve student populations.
 - Support the TLC and professional learning efforts in the district to facilitate student achievement.
 - Serve and participate on the SIAC committee.

Expectations Include:

- Participate in leadership meetings at least 2 times per year with all TLC Leadership positions.
- Participate in all Professional Development sessions.
- Participate in building and/or district observation days.
- Serve on or lead curriculum/PLC/grade level team as assigned.
- Provide documentation of duties performed.
- Promote the expectations of the school district in a positive way.

Treynor Community School District District Leadership Team Performance Assessment

Teacher: _____

Grade Level/Content Area: _____

Date: _____

The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:

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

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Self-Performance Assessment

1 Rarely	2 Occasionally	3 Often	4 Consistently
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	I strive to have a positive impact on the building culture and align with the District Vision.
	I strive to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.

	I strive to maintain a positive tone when communicating collaborating with colleagues and administrations
	I strive to be courteous and authentic in oral and written communication with administrators and colleagues.

Provide a brief reflection to support ratings:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	I actively participate as a leader in my district’s professional growth.
	I actively participate and have a positive impact on my PLC team.
	I actively implement and promote with integrity district supported, research-based instructional strategies.
	I consider K-12 perspective by looking beyond my own classroom as I engage with other Teacher Leaders, peers, and administrators.

Provide artifacts to support ratings:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District’s expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	I participate in district and TLC meetings when requested.
	I have taken advantage of opportunities to observe Classroom Strategists.
	I participate in Professional Development provided by the district.
	I contribute expertise to examine district initiatives and their effect on student learning.

	I serve as a voice for peers while working with the Superintendent and TLC Curriculum and Professional Development Lead on the district leadership plan.
	I provide insights into current practices and support the TLC and professional learning efforts in the district to facilitate student achievement.
	I serve and participate on the SIAC committee.

Provide a brief reflection to support ratings:

Superintendent Performance Assessment

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	He/she has a positive impact on the building culture and aligns with the District Vision.
	He/she strives to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	He/she is a contributing member and has a positive impact on his/her PLC team.
	He/she strives to be courteous and authentic in oral and written communication with administrators and colleagues.

Comments:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	He/she actively participates as a leader in our school’s professional growth.
	He/she actively implements and promotes with integrity district supported, research-based instructional strategies.
	He/she considers K-12 perspective by looking beyond his/her own classroom as he/she engages with other Teacher Leaders, peers, and administrators.

Comments:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District’s expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	He/she participates in district and TLC meetings when requested.
	He/she has taken advantage of opportunities to observe Classroom Strategists.
	He/she participates in Professional Development provided by the district.
	He/she contributes expertise to examine district initiatives and their effect on student learning.
	He/she serves as a voice for peers while working with the Superintendent and TLC Curriculum and Professional Development Lead on the district leadership plan.
	He/she provides insights into current practices and support the TLC and professional learning efforts in the district to facilitate student achievement.
	He/she serves and participates on the SIAC committee.

Comments:

TLC Coordinator Assessment

Yes/No	
	He/she attends Teacher Leader trainings throughout the school year.
	He/she has completed the number of additional days required as part of job description.
	He/she communicates and collaborates regularly with TLC personnel.
	He/she attends TLC meetings.
	He/she has completed specific requirements for this position.

Comments:

Position: Building Leadership Team

Stipend: \$1000

Total Number of Personnel: 6 (2-Elem., 2-MS, 2-HS)

Days Beyond Contract: 1 day (8 hours will be spread across the school year)

Reports to: *Building Principal*

Job Description — The BLT will collaborate with building principal to evaluate the impact of professional learning on student achievement. These TLC personnel will continue to fulfill 100% of their classroom duties.

Primary duties include:

- In collaboration with the building principal, the BLT will develop a building leadership plan, assure implementation and evaluation of the plan that aligns with the district leadership plan.
 - Serve as a voice for peers while working with the administration.
 - Examine the impact of building initiatives and their effect on student learning.
 - Provide insights into current practices to best serve student populations.
 - Support the TLC efforts in the district to facilitate student achievement.
 - Create and gather the results of a building survey in his/her respective building on building leadership plan.

Expectations Include:

- Participates in leadership meetings at least 2 times per year with all TLC Leadership positions.
- Participates in all Professional Development sessions.
- Participate in building and/or district observation days.
- Serve on or lead curriculum/PLC/grade level team as assigned.
- Provide documentation of duties performed.
- Serve as the grade-level or building-level contact for support when teachers need or request assistance.
- Promote the expectations of the school district in a positive way.

Treynor Community School District Building Leadership Team Performance Assessment

Teacher: _____

Grade Level/Content Area: _____

Date: _____

The State of Iowa Teacher Leader & Compensation System identifies the following goals for all districts:

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

Treynor Community School District TLC goals:

- Attract and retain new teachers who will be afforded additional support beyond current system.
- Provide and reward career opportunities for veteran teacher who have specific job-embedded expertise unique to strong practitioners.
- Enhance a culture based on teacher collaboration for the benefit of student learning. Teacher leaders and staff will collaborate in PLC teams.
- Focus on improving student achievement through improved targeted instruction. TLC personnel and the administration will collaborate to plan, deliver, and evaluate the efficacy of professional development in the district.

Self-Performance Assessment

1 Rarely	2 Occasionally	3 Often	4 Consistently
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	I strive to have a positive impact on the building culture and align with the District Vision.
	I strive to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	I strive to maintain a positive tone when communicating collaborating with colleagues and

	administrations
	I strive to be courteous and authentic in oral and written communication with administrators and colleagues.

Provide a brief reflection to support ratings:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	I actively participate as a leader in my district’s professional growth.
	I actively participate and have a positive impact on my PLC team.
	I actively implement and promote with integrity district supported, research-based instructional strategies.
	I consider K-12 perspective by looking beyond my own classroom as I engage with other Teacher Leaders, peers, and administrators.

Provide artifacts to support ratings:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District’s expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	I participate in building and TLC meetings when requested.
	I have taken advantage of opportunities to observe Classroom Strategists.
	I participate in Professional Development provided by the district.
	I contribute expertise to examine building initiatives and their effect on student learning.
	I serve as a voice for peers while working with the administration on the building leadership

	plan.
	I provide insights into current practices and support the TLC and professional learning efforts in the building to facilitate student achievement.
	I collaborated with other BLT members to create and gather the results of a building survey on the building leadership plan.

Provide a brief reflection to support ratings:

Building Principal Performance Assessment

Not Observed	1 Inadequate to fulfill present assignment	2 Does not completely meet expectations	3 Consistently meets expectations	4 Consistently exceeds expectations
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Culture: *The Treynor Community School District strive to have Teacher Leaders who positively influence the District culture.*

Rating	
	He/she has a positive impact on the building culture and aligns with the District Vision.
	He/she strives to exhibit high standards of ethical conduct, confidentiality, honesty, integrity and a commitment to students.
	He/she is a contributing member and has a positive impact on his/her PLC team.
	He/she strives to be courteous and authentic in oral and written communication with administrators and colleagues.

Comments:

Systems Thinking: *Teacher Leaders need to be able to consider how to do the best work for not only our students, but for all the students in the District. Consider your work in the following areas: PLCs, content team, implementation of District Professional Development, and a commitment to increasing knowledge in curriculum, research-based instructional strategies, and assessment.*

Rating	
	He/she actively participates as a leader in our school's professional growth.
	He/she actively implements and promotes with integrity district supported, research-based instructional strategies.
	He/she considers K-12 perspective by looking beyond his/her own classroom as he/she engages with other Teacher Leaders, peers, and administrators.

Comments:

Professional Growth and Responsibilities: *Teacher Leaders must recognize that continuous professional growth is essential. The District's expectation is that all Teacher Leaders seek out and engage in learning opportunities. This includes attending trainings, district meetings, and working with Instructional Coaches.*

Rating	
	He/she participates in building and TLC meetings when requested.
	He/she has taken advantage of opportunities to observe Classroom Strategists.
	He/she participates in Professional Development provided by the district.
	He/she contributes expertise to examine building initiatives and their effect on student learning.
	He/she serves as a voice for peers while working with the administration on the building leadership plan.
	He/she provides insights into current practices and support the TLC and professional learning efforts in the building to facilitate student achievement.
	He/she collaborated with other BLT members to create and gather the results of a building survey on the building leadership plan.

Comments:

TLC Coordinator Assessment

Yes/No	
	He/she attends Teacher Leader trainings throughout the school year.
	He/she has completed the number of additional days required as part of job description.
	He/she communicates and collaborates regularly with TLC personnel.
	He/she attends TLC meetings.
	He/she has completed specific requirements for this position.

Comments:

Application Requirements

TLC Application Requirements – TLC Curriculum and Professional Development Lead and Instructional Coach

Any Treynor teacher interested in submitting an application for either the TLC Curriculum and Professional Development Lead (formerly TLC Coordinator) position or an Instructional Coach position must compose a letter of application containing the following:

- A statement of interest outlining why he or she believes he or she would make a strong candidate for the position.
- A summary of the candidate's professional development efforts in the past five years, specifically identifying professional growth that has been aligned with teacher leadership.
- A summary of the candidate's leadership experience, including leadership in subject area curriculum teams, PLC teams, Authentic Intellectual Work (AIW) teams, professional development leadership, etc.
- Provide examples of data used to set and measure goals.
- Provide information on opportunities for leadership in which the employee has either led adults or students outside of the school setting.
- Provide a one-page reflection on why he or she believes he or she should be considered for the specific leadership position. This will include both professional and personal experiences as well as information on unique skills that align with the position.

Application submission:

- Submit a letter of application containing the items listed above and two peer recommendations to:

Lou Howell, Superintendent
Treynor Community Schools
P.O. Box 369
Treynor, IA 51575

Electronic submissions can be sent to: lhowell@treynorcardinals.org

**Peer recommendations must come from current Treynor teachers. Peer recommendation forms for each position are available on the District website. If interested in applying for both the TLC Coordinator position and an Instructional Coach position, please submit just one peer recommendation form for each position.*

Jobs will remain open until filled. AA /EOE

Peer Recommendation Form ~ TLC Curriculum and Professional Development Lead (formerly TLC Coordinator)

Thanks for taking time to complete a peer recommendation on behalf of your colleague. Below, please find a list of the essential functions for the TLC Coordinator position.

Job Description: The TLC Curriculum and Professional Development Lead develops the collective capacity of the district to assure that all students are successful by

- 1) Ensuring understanding and high-level implementation of adopted curriculum.
 - Deepening teachers' content knowledge.
 - Developing teachers' understanding of the structure or organization of the curriculum.
 - Aligning the written, taught, and tested curriculum – “the what, the how, and the how well.”
 - Understanding the distinction between standards and the curriculum.
 - Dissecting/Unpacking standards to identify the essential knowledge and skills students need to achieve the standards.
 - Using the standards to identify learning outcomes/targets for units and lessons.
 - Developing units and lessons to achieve learning outcomes.
 - Writing benchmarks to measure progress toward the standards.
 - Identifying what to assess.
 - Accessing and/or writing screening, diagnostic, pre-, formative, and summative assessments.
 - Analyzing curricular materials to determine which parts of those materials support achievement of the standards.
 - Integrating content-specific knowledge and skills within multiple disciplines to provide additional opportunities for students to practice and apply their learning.

- 2) Supporting teachers in analyzing, interpreting and using a variety of data to improve decision making, performance, and results at the classroom, building, and district levels.
 - Assists teachers in determining which data to use for what types of decisions.
 - Assists teachers in accessing multiple forms of data (e.g., achievement, perceptual, processes, demographic, financial) and ensuring the most appropriate data to inform the improvement process.
 - Assists teachers in analyzing and interpreting the data.

- Assists teachers in using the analyzed and interprets data in decision making and acting on their decisions.
- Facilitate team, school-wide, and district-wide data meetings where teachers are working collaboratively to engage in analyzing and interpreting data to inform decisions that are results oriented for students' achievement.

3) Modeling, expecting and monitoring continuous learning of all educators through quality professional learning.

- Continuously learn, reflect, and improve their professional skills.
- Participate in collaborative, sustained, job-embedded professional development aligned with student needs and district goals.
 - Informed by data.
 - Reflecting current research-based best practices.
 - Differentiated to meet individual and group needs.
 - Aligned with the Iowa Professional Development Model (IPDM).
 - Monitored for implementation.
 - Evaluated for impact.

4) Effectively and efficiently leading change while developing the capacity of others to deal with change.

- Works with the superintendent/designee to create, sustain, and support a sense of urgency to address changing conditions.
- Engages staff in use of data to understand learning, teaching, and organizational needs.
- Crafts an understandable message about how the proposed changes will lead to improvement.
- Articulates change efforts that lead to improvement in ways that result in achievement of the students and the shared vision.

Peer Recommendation Form ~ TLC Curriculum and Professional Development Lead

Applicant: _____ Date: _____

Peer recommendation completed by: _____

Please review the essential functions associated with the position and describe why you believe the applicant is best qualified to be hired for the position. (Use multiple forms if more space is necessary.)

Peer recommendation submission:

- Submit your peer recommendation to:

Lou Howell, Superintendent
Treyner Community Schools
P.O. Box 369
Treyner, IA 51575

Electronic submissions can be sent to: lhowell@treynorcardinals.org

**Peer recommendations must come from current Treyner teachers. Peer recommendation forms for each position are available on the District website. If interested in applying for both the TLC Coordinator position and an Instructional Coach position, please submit just one peer recommendation form for each position.*

Peer Recommendation Form ~ Instructional Coach

Thanks for taking time to complete a peer recommendation on behalf of your colleague. Below, please find a list of the essential functions for the Instructional Coach position.

Job Description - The Instructional Coach will work directly with staff to increase teacher capacity and impact student learning through student centered coaching.

Primary duties include:

- Demonstrate high yielding instructional practices.
- Lead instructional meetings.
- Increase the instructional capacity of teachers in math, reading, student engagement, classroom management, assessment and planning.
- Coach and train Classroom Strategists.
- Coordinate instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria.
- Provide resources as needed to educators.

- Manage the school-wide assessments and data for monitoring instructional practices.
- Facilitate collaborative meetings and keeps records.
- Support instruction and learning through the use of technology.
- Collaborate with Classroom Strategists, Building Leadership Team, and Principal to assure the implementation and evaluation of the building leadership plan.
- Conduct formal and informal coaching cycles using the Diane Sweeney Model.

Peer Recommendation Form ~ Instructional Coach

Applicant: _____ Date: _____

Peer recommendation completed by: _____

Please review the essential functions associated with the position and describe why you believe the applicant is best qualified to be hired for the position. (Use multiple forms if more space is necessary.)

Peer recommendation submission:

- Submit your peer recommendation to:

Lou Howell, Superintendent
 Treynor Community Schools
 P.O. Box 369
 Treynor, IA 51575
Electronic submissions can be sent to: lhowell@treynorcardinals.org

**Peer recommendations must come from current Treynor teachers. Peer recommendation forms for each position are available on the District website. If interested in applying for both the TLC Coordinator position and an Instructional Coach position, please submit just one peer recommendation form for each position.*

TLC Application Requirements

[Classroom Strategist (formerly Model Teacher) ~ Mentor Teacher ~ District Leadership Team ~ Building Leadership Team]

*Any Treynor teacher interested in submitting an application for the Classroom Strategist, Mentor Teacher, District Leadership Team, or Building Leadership positions must compose a **letter of application** containing the following:*

- Identify which TLC role(s) you are interested in fulfilling;
- Describe why you would make a strong candidate for the TLC position;
- Provide a current resume.
- *If interested in more than one of the TLC roles [classroom strategist, mentor, DLT, BLT] please note your interest in your letter of application.*

Application submission:

- Submit your letter of application and resume to:

Lou Howell, Superintendent
Treynor Community Schools
P.O. Box 369
Treynor, IA 51575

Electronic submissions can be sent to: lhowell@treynorcardinals.org

Jobs will remain open until filled. AA /EOE

Treynor Community School District TLC Reapplication Process

March - early April 2018:

TLC Curriculum and PD Lead, Instructional Coaches, DLT, Mentors, and Model teachers will re-apply for TLC positions. The Self-Evaluation, modified application and Peer-Evaluation form will be due for review.

Mentor/Classroom Strategists (formerly Model Teachers)

Any Treynor teacher interested in reapplying for a Classroom Strategist or Mentor Teacher positions must compose a letter of application containing the following:

- Identify which TLC role(s) you are reapplying for.
- Describe why you would like to continue in your TLC role.
- Include one positive you experienced this year in the role and one thing you would like to improve on next year.

If interested in more than one of the TLC roles [classroom strategist, mentor, DLT, or BLT] please note your interest in your letter of application.

Submit your letter of application and resume to:

Lou Howell, Superintendent
Treynor Community Schools
P.O. Box 369 Treynor, IA 51575

Electronic submissions can be sent to: lhowell@treynorcardinals.org

Instructional Coach/TLC Curriculum and Professional Development Lead (formerly TLC Coordinator)

Any Treynor teacher interested in re-applying for either the TLC Coordinator position or an Instructional Coach position must compose a letter of application containing the following:

- A statement of interest outlining why he or she would like to continue in his or her TLC role.
- A summary of the candidate's professional development efforts and training in the past year.
- A summary of candidate's successes this year in current TLC role and areas in which the candidate would like to improve upon next year.

Submit your letter of application and resume to:

Lou Howell, Superintendent
Treynor Community Schools

P.O. Box 369 Treynor, IA 51575

Electronic submissions can be sent to: lhowell@treynorcardinals.org

Treynor: Mentoring & Induction Program

Vision:

The vision of our program is to enhance student achievement by promoting excellence in teaching in the areas of planning/preparation, classroom environment, professional responsibilities, and instruction.

Goals:

- Promote effective instruction and assessments through collaborative planning and use of best practice.
- Provide training and support for creating a positive classroom environment through effective classroom management.
- Support continuous growth through reflection and networking.
- Encourage effective communication skills and create positive relationships with students, parents, community, and colleagues.

Role of the Mentor:

- Based on the Charlotte Danielson framework for mentoring, the role of the mentor is to support his/her mentee by:
 - Creating a quality classroom with high student achievement.
 - Creating a standards-aligned classroom with differentiated learning for all students.
 - Creating a positive home/school connection.
 - Encouraging teacher reflection for growth.
 - Encouraging continued education, professional growth, and a positive outlook for the future.
- From TLC Plan, the mentor teacher will:
 - Help to clarify goals and areas of growth.
 - Provide constructive feedback of teaching practices.
 - Coordinate opportunities to observe and collaborate with other teachers in their content area.
 - Focus on improving weaknesses of current mentoring program by building opportunities for professional development.
 - Work closely with model teachers to promote instructional improvement.
 - Ensure teachers are supported by working closely with other members of the TLC team.
 - Assist teachers in adapting to the school environment and culture.
 - Meet with Instructional Coach as needed.

Mentor Training/Selection of Mentors:

- Mentors will be trained in-district with training days occurring both during the summer and during the school year.
- Many of our mentors have previously been trained in the Journey to Excellence Mentoring and Induction program and their expertise will be utilized throughout the training process.
- Mentor Teachers will be selected according to criteria in our Teacher Leadership Compensation (TLC) Plan:
 - Requirements for teacher leaders:

- Minimum of 1 year teaching experience with Treynor
- Valid Iowa teaching license
- Application Process:
 - Interested candidates must submit a cover letter and resume stating interest in the position.
 - Additionally, the *Teacher Leadership Skills Framework* will be used to review and select teacher leaders.

Placement of Mentors

- Mentors will be assigned mentees by building administrators.
- The following areas will be considered when deciding mentor/mentee assignments:
 - Grade level
 - Content area
 - Compatibility

Process for Dissolving Partnership

- If the mentor/mentee partnership is not working, either person can request the partnership be dissolved. This dissolution request can be directed to the building administrator or TLC Coordinator. If a partnership is dissolved, a new mentor will be assigned to the mentee by the building administrator as soon as possible.

Description of Organizational Support

- 1. Released time for Mentor/Mentees**
 - Mentees will meet at least three times per semester for one-half day for professional development, instructional rounds, and reflection time.
 - Mentors/mentees will meet once per month or as needed to discuss ongoing instructional strategies, classroom procedures, successes, areas of concern, etc...
- 2. Support the demonstration of successful/effective classroom practices**
 - Model teacher classroom observations will be offered at all times through coordination with TLC Coordinator or Instructional coaches.
 - Model teacher classroom demonstrations of instructional strategies can also be made available if needed.
- 3. Allows for beginning teachers to observe successful/effective teachers' practices and receive feedback.**
 - This will occur through the instructional rounds process.
- 4. Allows for mentors to observe beginning educators' classrooms and provide feedback.**
 - Release time will be provided for mentors to observe mentees' classrooms. Feedback forms will be utilized to guide observation.
- 5. Determines who will be in the mentor/mentee partnership.**
 - Mentors will be assigned by building administrator.
 - Mentors/mentees will be supported by teacher leaders (TLC Coordinator, Instructional Coaches, Model Teachers)
- 6. Supports the roles and responsibilities of the mentor.**
 - The district will have a program facilitator (TLC Coordinator), mentor training days, and at least 1 day of mentor/mentee training together.

7. Allows for the dissolution of the mentor/mentee partnership.

- Dissolution of partnership can be requested at any time by either mentor or mentee. Dissolution request can be directed to either the building administrator or the TLC Coordinator. A new mentor will be assigned as soon as possible.

2 Year Sequence of Program

Link for mentor/mentee meeting log form:

https://docs.google.com/forms/d/e/1FAIpQLSdwn95yB9fvDW2NgrqIXIsnun0ePJyU_eXVvNsJV4NH9aYmhw/viewform?usp=sf_link

Year 1

Month:	Topic:	Activities/Topics:	Resources:
August	Program Introduction and Goals	<ul style="list-style-type: none"> • Discuss self-assessment with mentor • Set goals • JMC training • People/Places in the district • Mandatory Reporter Training (GHAEA) • Emergency procedures (Fire, tornado, ALICE) • Green Hills AEA services • Open house procedures • Technology or google drive questions - computer lab time • Lesson plans - Planbook • Daily procedures - lunch count, attendance, pledge • School website use • Building and district policies and procedures - ex: sick and personal leave • Building tour • Review roster and IEPs 	<ul style="list-style-type: none"> - Self Assessment - Beginning of the Year Checklist - Hopes/Goals - Iowa Teaching Standards
September and October	Classroom Management	<ul style="list-style-type: none"> • Classroom observation by mentor • Classroom management checklist/reflection 	<ul style="list-style-type: none"> - Lesson plan template - Walkthrough Simple Format - Peer Observation Form

		<ul style="list-style-type: none"> • Lesson Planning • Instructional rounds with other mentees and TLC Coordinator <p>September Meeting Topics:</p> <ul style="list-style-type: none"> • Substitute plans • Career Development Plan • Office referrals and student discipline • iReady and FAST testing • Document parent communication • Discuss when to save student work (conferences, struggling student) • SAT process <p>October Meeting Topics:</p> <ul style="list-style-type: none"> • Getting ready for P/T Conferences • How to fill out report cards • Report card comments • Tips for stress and time management 	<ul style="list-style-type: none"> - Classroom management self-assessment and reflection to discuss with mentor - Instructional Rounds Template - Stress management article - Time management tips
November and December	Lesson Planning	<ul style="list-style-type: none"> • Collaborative lesson plan with mentor • Instructional rounds with other mentees and TLC Coordinator • Interviews with other classroom teachers <p>November Meeting Topics:</p> <ul style="list-style-type: none"> • Classroom management and flow • Holiday Celebrations and procedures <p>December Meeting Topics:</p> <ul style="list-style-type: none"> • End of the semester procedures • Report cards and comments • Schedule changes for next semester • Brainstorm a list of what 	<ul style="list-style-type: none"> - Collaborative Lesson Planning Template - Instructional Rounds Template - Semester Reflection Form

		worked and didn't work 1st semester	
January and February	Content and Instruction	<ul style="list-style-type: none"> • Content discussion/areas of concern • Instructional strategies article • Instructional rounds with other mentees and TLC Coordinator <p>January Meeting Topics:</p> <ul style="list-style-type: none"> • Review Career Development Plan • Teacher evaluation procedures • iReady and FAST Testing <p>February Meeting Topics:</p> <ul style="list-style-type: none"> • Analysis of individual student data to assist in identifying students who need intervention • Brainstorm intervention ideas • Professional development ideas outside of the district • Iowa Assessment procedures 	<ul style="list-style-type: none"> - ORID Questions - Content Reflection - Instructional Strategies Reading to prompt discussion - Instructional Rounds Template
March and April	Instructional Strategies and Differentiation/ Modifications/ Accommodations	<ul style="list-style-type: none"> • Instructional rounds with other mentees and TLC Coordinator • Using formative assessments <p>March Meeting Topics:</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences • Career Development Plan • Report Cards and Comments <p>April Meeting Topics:</p> <ul style="list-style-type: none"> • Student motivation towards the end of the year • School policy on failing 	<ul style="list-style-type: none"> - Instructional Rounds Template - Formative Assessments Article and List (from 60 <i>Formative Assessment Strategies</i> © 2012 Reg. Educational Resources.)

		and retention	
May	Year End Reflection	<ul style="list-style-type: none"> Go over Career Development Plan with building administrator. <p>May Meeting Topics:</p> <ul style="list-style-type: none"> Brainstorm a list of things that worked and didn't work 2nd semester Summer expectations (Professional Development days) How to get room ready for summer End of the year check out List priorities for the next school year Celebrate the end of first year 	- Semester Reflection form

Year 2

Month:	Topic:	Activities/Topics:	Resources:
August	Program Refresher and Goals	<ul style="list-style-type: none"> Discuss self-assessment with mentor Set goals JMC training Mandatory Reporter Training (GHAEA) Emergency procedures (Fire, tornado, ALICE) Green Hills AEA services Open house procedures Technology or google drive questions - computer lab time Lesson plans - Planbook School website use Review roster and IEPs 	<ul style="list-style-type: none"> - Self Assessment - Hopes/Goals - Iowa Teaching Standards
September and October	Classroom Management	<ul style="list-style-type: none"> Classroom observation by mentor Classroom management 	<ul style="list-style-type: none"> - Lesson Plan Template - Walkthrough templates: - Simple Format

		<p>checklist/reflection</p> <ul style="list-style-type: none"> • Lesson Planning • Instructional rounds with other mentees and TLC Coordinator <p>September Meeting Topics:</p> <ul style="list-style-type: none"> • Substitute plans • Career Development Plan • Office referrals and student discipline • iReady and FAST testing • Document parent communication • Discuss when to save student work (conferences, struggling student) • SAT process <p>October Meeting Topics:</p> <ul style="list-style-type: none"> • Getting ready for P/T Conferences • How to fill out report cards • Report card comments • Tips for stress and time management 	<ul style="list-style-type: none"> - Detailed Format - Classroom management self-assessment and reflection to discuss with mentor - Instructional Rounds Template - Stress management article - Time management tips
<p>November and December</p>	<p>Lesson Planning/ Content</p>	<ul style="list-style-type: none"> • Collaborative lesson plan with mentor • Instructional rounds with other mentees and TLC Coordinator • Interviews with other classroom teachers <p>November Meeting Topics:</p> <ul style="list-style-type: none"> • Classroom management and flow • Holiday Celebrations and procedures <p>December Meeting Topics:</p> <ul style="list-style-type: none"> • End of the semester procedures • Report cards and comments • Schedule changes for 	<ul style="list-style-type: none"> - Collaborative Lesson Planning Template - Instructional Rounds Template - Semester Reflection Form

		<p>next semester</p> <ul style="list-style-type: none"> Brainstorm a list of what worked and didn't work 1st semester 	
January and February	Instruction and Differentiation	<ul style="list-style-type: none"> Content discussion/areas of concern Instructional strategies article Instructional rounds with other mentees and TLC Coordinator Rate your daily differentiation <p>January Meeting Topics:</p> <ul style="list-style-type: none"> Review Career Development Plan Teacher evaluation procedures iReady and FAST Testing <p>February Meeting Topics:</p> <ul style="list-style-type: none"> Analysis of individual student data to assist in identifying students who need intervention Brainstorm intervention ideas Professional development ideas outside of the district 	<ul style="list-style-type: none"> - ORID Questions - Instructional Strategies Reading to prompt discussion - Instructional Rounds Template - "Rate My Differentiation"
March and April	Instructional Strategies and Modifications / Accommodations	<ul style="list-style-type: none"> Instructional rounds with other mentees and TLC Coordinator Using formative assessments <p>March Meeting Topics:</p> <ul style="list-style-type: none"> Parent-Teacher Conferences Career Development Plan Report Cards and Comments <p>April Meeting Topics:</p> <ul style="list-style-type: none"> Student motivation towards the end of the 	<ul style="list-style-type: none"> - Formative Assessments Article and List (from 60 <i>Formative Assessment Strategies</i> Copyright © 2012 Reg. Educational Resources. - Collaborate with Special Education teacher about planning a differentiated lesson (example template)

		<p>year</p> <ul style="list-style-type: none"> • School policy on failing and retention 	
May	Year End Reflection	<ul style="list-style-type: none"> • Go over Career Development Plan with building administrator. <p>May Meeting Topics:</p> <ul style="list-style-type: none"> • Brainstorm a list of things that worked and didn't work 2nd semester • Summer expectations (Professional Development days) • How to get room ready for summer • End of the year check out • List priorities for the next school year • Apply for Standard License 	- Semester Reflection form