

BONDURANT-FARRAR
COMMUNITY SCHOOL DISTRICT

Teacher Leader Plan
2021-2022



Rich Powers
Superintendent

Jodi Brogan
Director of Instructional Services

Bondurant – Farrar TLC Grant Executive Summary

Part 1: Use of Planning Grant & Stakeholder Engagement and Commitment

The Bondurant-Farrar Community School District began implementing the TLC program in the fall of 2016 after State approval of our TLC Plan. Bondurant-Farrar established a TLC committee composed of a planning team and core team. The TLC core team attended training sponsored by Heartland Area Education Agency. Bondurant-Farrar documented approximately 450 hours spent researching and working through the grant writing process to develop a clear and concise grant. Details regarding the origins of this plan can be found in the [original draft of the plan](#).

Current Plan Overview

Vision: *Provide a support system of teacher leaders to improve student achievement and learning outcomes.*

Outcome: If we effectively compensate, recruit and promote excellent teachers while providing support as they collaborate, reflect and refine their practice, we will enhance and elevate the teaching profession and provide opportunities for teacher and student growth and learning.

The Teacher Leadership Committee (TLC), made up of community members, teachers, and administrators, spent over 450 hours researching and working through the grant writing process to develop a clear and concise plan that fulfills the requirements of the TLC grant while meeting the needs and goals of the District. Committee members attended AEA trainings and teacher survey data was used to guide the development of our plan. We chose The Comparable Model Plan.

Goal 1: We will attract and retain promising new teachers by offering competitive starting salaries (\$33,500+), mentoring & induction, high-quality professional development, rewarding leadership opportunities while monitoring teacher retention rates for teachers new to the profession, after three years of teaching.

- To determine TLC's effectiveness of Goal 1, B-F will monitor retention rates, percentage of teachers completing the mentoring and induction program, and reasons for teachers leaving the profession.

Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning and increasing student achievement.

- To determine effectiveness of Goal 2, B-F will monitor the number of peer review opportunities teachers will complete, allow time for school visits, provide professional development training & implementation, and annually review and revise protocols.

Goal 3: We will reward excellence in teaching by providing career pathways that include increased leadership responsibilities and compensation.

- To determine the effectiveness of Goal 3, B-F will monitor teacher leadership responsibilities and compensation using a survey of staff and comparison data from other districts.

Goal 4: We will transform the nature of leadership and influence in the educational system to improve teaching and learning and increase student achievement.

- To determine the successful implementation of Goal 4, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, Individual Career Development Plans, staff survey results, and Iowa Statewide Assessment of Student Progress data.

Goal 5: We will strengthen the capacity of teachers to align curriculum, instruction and assessment with the Iowa Core and professional development

- To determine the successful implementation of Goal 5, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, Individual Career Development Plan results, staff survey results, and Iowa Statewide Assessment of Student Progress data.

Teacher Leadership Positions

Building Leadership Team (100% teaching and stipend)

- Review data, establish student achievement goals, and plan for building level professional development in conjunction with their building level principals.
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building
- Facilitate PLC team meetings
- Report to principals
- Earn a Stipend / No release time

Beginning Teacher Class Instructor Year 1 & Year 2 (100% teaching & stipend)

- Teach seven 2 hour classes throughout the school year
- Independently develop and lead a book study based class
- Maintain attendance and record of completed assignments
- Report attendance to Building Principals and the Director of Instructional Services

Mentor Teachers (100% teaching & stipend)

- Mentor teachers new to B-F
- Problem solve, model effective strategies, and provide coaching
- Develop collaborative and supportive relationships

Building Level School Improvement Leader (4 full time equivalent - 1.0 FTE per building with 100% teacher leadership duties)

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building
- Participate in school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training
- Member of the Building Leadership Team
- Contract includes ten additional days
- Report to principals

Technology Teacher Leader (2 full time equivalent - 0.50 FTE with 50% teacher leadership duties)

- Participate in coaching and content specific professional development and trainings
- Work collaboratively with teachers and Teacher Leaders
- Support curriculum development, textbook and materials adoptions aligned to the Iowa Core, including strengthening 21st Century Skills for Technology and technology integration
- Lead Tech Cadres in each building
- Contract includes ten additional days
- Other duties/special projects as assigned
- Report to the Director of Instructional Services

Tech Cadre Team (100% teaching and stipend)

- Assist with facilitating district technology plan
- Facilitate scheduled technology professional development for building staff
- Assist with pre-viewing software and piloting tools
- Assist in district long-range planning
- Communicate information to and from the teachers within your building
- Meet on a monthly basis to discuss building needs, learn new skills in a “train-the-trainer” model, and troubleshoot issues.

Special Education Teacher Leader (one per building - 100% teaching and stipend)

- Actively participate in bi-monthly meetings with the Director of Special Education
 - Discuss and receive clarification regarding district policies/procedures
 - Discuss and receive clarification on state requirements and changes to special education legislation
 - Share building specific information/concerns with the Director of Special Education
 - Communicate special education updates to team members from your building
- Knowledgeable and able to provide support to special education teachers with district documentation/eligibility of services (e.g. para matrix, specialized transportation eligibility form, enrollment form, caseload determination)
- Provide individual support and mentoring to special education teachers as appropriate/needed

PK-8 Behavior Interventions and Supports Teacher Leader (1.0 FTE with 100% teacher leadership duties)

- Work with teachers PK-8
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model and coach teachers in effective strategies for improving student behavior
- Observe students, assist with data collection and provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

PK-12 STEM Teacher Leader (1.0 FTE 100% teacher leadership duties)

- Supports teachers in implementing STEM curriculum within classroom instruction
- Facilitate teacher proficiency with research-based instructional strategies in STEM
- Focus on alignment of the Iowa Core and NGSS while meeting the needs of all students
- Provide support following collaborative meetings (observation/feedback, model teaching, demonstration lessons, and team teaching following meetings)
- Provide individual support and mentoring to teachers working in the area of STEM
- Coordinate and provide professional development in the area of STEM
- Collect, analyze, and monitor student academic data with administration and staff to guide school improvement and focus professional development
- Demonstrate a high level of educational knowledge and work with administration to plan coaching and STEM training opportunities designed to enhance skills and instructional strategies
- Contract includes ten additional days
- Report to Director of Instructional Services

PK-12 Career Readiness Teacher Leader (1.0 FTE with 100% teacher leadership duties)

- Work with teachers and Teacher Leaders
- Analyze district/school-wide student data (Examples: ACT., Post-Secondary Readiness Report, ISASP, District Performance Profiles) with administration and staff as the basis for developing academic improvement plans, establishing goals, implement action steps and monitoring success
- Participate in events with local business leaders
- Work with the PostSecondary committee to expand Internship and Apprenticeship opportunities for students
- Communicate with businesses to build partnerships
- Participate in coaching and content specific trainings
- Work collaboratively with BSILs, PK-12 STEM teacher leader, PK-12 SPED teacher leader, and the Elementary and Secondary Technology Teacher Leaders to strengthen the areas of teaching and learning, school improvement, the Iowa Core, MTSS, ESSA, and additional district/building initiatives.
- Work an extended calendar year (ten additional days)
- Report to the Director of Instructional Services

District Level School Improvement Leader (1.0 FTE with 100% teacher leadership duties)

Curriculum / Mentoring / TLC

- Work with teachers and Teacher Leaders
- Lead curriculum meetings and professional development
- Develop / facilitate professional development for paraeducators
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook, and materials adoptions aligned to the Iowa Core
- Lead mentoring and induction program for veteran teachers and teachers new to the profession to include classes, coaching, and peer observations of exemplary teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

TLC Committee (with 100% teaching)

The TLC Committee will assist with developing the following:

- Memorandum of Understanding with B-FEA
- Job descriptions - for new positions
- Interview questions - for new positions
- Evaluation process for teacher leaders
- Evaluation process for effectiveness of TLC
- Review and discuss any changes needed regarding the TLC Plan
- Participate in interviewing candidates for full time TLC positions

Part 2: Vision & Goals

Bondurant – Farrar Community School District’s TLC system is central to increasing the professional practice of teachers and increasing student achievement. We have developed a TLC vision aligned to our district and PLC vision.

TLC Vision: *Provide a support system of teacher leaders to improve student achievement and learning outcomes.*

PLC Vision: *The Bondurant-Farrar Community School District is a professional learning community focusing on the whole child through collaboration, data-driven decisions, and continuous professional improvement empowering all students and teachers to achieve at high levels.*

If we effectively compensate, recruit and promote excellent teachers while providing support and time to collaborate, reflect and refine their practice; we will enhance and elevate the teaching profession, provide opportunities for teacher and student growth and learning, and meet student achievement goals.

TLC Goals:

Paired with current district initiatives, structures and processes our TLC goals will make our vision become reality. Under the TLC system we will strengthen teacher leadership structures by providing tiered opportunities for teacher leaders with appropriate compensation, strengthen and enhance a collaborative culture through mentoring and induction, and focus on continual improvement of instructional practices by providing coaching and collaboration opportunities and professional development for teacher leaders.

State Goals for TLC:

1. Minimum salary of \$33,500

Since our current base is \$41,937 which is above the minimum requirement, we are able to use all grant funds to support our goals.

2. For new teachers: Additional coaching, mentoring and opportunities for observing instructional practice

B-F will promote collaboration by developing & supporting opportunities to learn from each other in-district & across the state, and will maintain a results-oriented focus on learning. Our current mentoring and induction program will continue to be strengthened and improved. Teacher leaders will attend professional development needed to serve as a mentor, coach, or trainer. Trainers, materials, and resources will be provided for teacher leaders responsible for mentoring and induction.

3. Differentiated, multiple, meaningful teacher leadership roles

B-F will reward excellence in teaching by providing career pathways that include increased leadership responsibilities & compensation. We have developed a comprehensive plan with tiered levels of leadership roles. (Building Leadership Team, Beginning Teacher Class Instructor Year 1 & 2, Mentor Teachers, Building Level School Improvement Leader, Technology Teacher Leader, Tech Cadre Team, PK-6 Behavior Interventions and Supports Teacher Leader, PK-12 Special Education Teacher Leader, PK-12 STEM Teacher Leader, PK-12 Career Readiness Teacher Leader, District Level School Improvement Leader, TLC Committee). Job descriptions are included in Part 1 of this document.

4. Rigorous selection process for leadership roles

B-F will transform the nature of leadership and influence in the educational system to improve teaching & learning. We have developed a structure for the selection and evaluating the effectiveness of teacher leaders along with the requirements to serve on these teams. The selection and hiring committee will be responsible to carry out these duties.

5. Aligned professional development

B-F will strengthen the capacity of teachers to align curriculum, instruction & assessment with the Iowa Core and professional development. The TLC plan budget includes funds to support professional development for teacher leaders including but not limited to registration fees, resources, materials, and substitute teachers costs.

Part 3: Connect to District School Improvement Structures

Professional Development and the Iowa Professional Development Model

Professional development is based on student learning outcomes. District-level & building-level student achievement goals (CSIP) drive professional development content as well as each building plan, which is aligned with the district plan. Both are designed with the intent that changes in teacher knowledge and skills will result in improved student achievement.

All initiatives are aligned to our goal of increasing student achievement as evidenced by the Iowa Assessment data. We use the Iowa Professional Development Model (IPDM) to develop site-based professional development plans utilizing collaborative teams focused on learning in a Professional Learning Community.

If we provide quality core instruction aligned to the Iowa Core along with a Multi-Tiered System of Supports, established goals will be met and student achievement will increase.

Building School Improvement Leaders and the District School Improvement Leader will support and strengthen the current work in the areas of professional development related to the Iowa Core, MTSS and building/district- level initiatives. In conjunction with administrators they will facilitate and assist with monitoring school improvement goals.

Iowa Core

All core content areas, textbook & materials, evidenced-based instructional routines & assessments are aligned to the Core. We continue to refine our work by providing professional development on research-based instructional strategies to improve teaching and learning that support the Iowa Core. Coaching/modeling are provided by teacher leaders.

Building School Improvement Leaders and the *District School Improvement Leader* will support and strengthen the current work in the area of school improvement and implement the Iowa Core with fidelity, using research-based strategies and aligning assessments to the Iowa Core.

Professional Learning Communities (PLC)

Building Leadership Teams will support and strengthen the current work in the area of Professional Learning Communities, Mentoring & Induction and building-level school improvement initiatives. Each grade level or content area has a representative on the BLT.

PLC Vision: *The Bondurant-Farrar Community School District is a professional learning community focusing on the whole child through collaboration, data-driven decisions, and continuous professional improvement empowering all students and teachers to achieve at high levels.*

Mentoring & Induction

We currently implement a mentoring and induction program. First year, new to the profession teachers complete the *Beginning Teacher Year 1* class and second year teachers complete the *Beginning Teacher Year 2* class. All new teachers are assigned a mentor.

The District School Improvement Leader will facilitate and monitor the mentoring and induction program along with strengthening the program to develop highly qualified, experienced teachers as they move from an initial to a standard license or career teacher.

Beginning Teacher Year 1 & 2 Class Instructor Requirements

- Minimum of five years of teaching experience
- Experience leading adult professional development/training preferred
- Excellent communication skills
- Superior evaluations reflecting the teacher exceeds or meets district standards

Peer Review

B-F currently utilizes the peer review model to enhance teacher instruction. Teachers are given time outside of their classroom to observe and collaborate with teachers in the same content area. During these times, they are able to observe, communicate, reflect, and explain current practices and strategies while honing their skills. This time assists in fostering common language used in the content area, connecting to students' prior learning, and holistically improving the content area through a proactive, supportive approach.

The *Building School Improvement Leader* will coordinate and facilitate the peer review process to ensure all teachers have quality peer review experiences and opportunities to observe peers both in and out of the district.

Multi-Tiered System of Support

Bondurant-Farrar began the Instructional Decision Making (IDM) process 9 years ago at the elementary and 5 years ago our MS & HS and transitioned to MTSS. We have improved processes and protocols each year to meet student needs. The *Building Leadership Team, Beginning Teacher Class Instructor Year 1 & 2, Mentor Teachers, Building Level School Improvement Leader, Technology Teacher Leader, Tech Cadre Team, PK-6 Behavior Interventions and Supports Teacher Leader, PK-12 Special Education Teacher Leader, PK-12 STEM Teacher Leader, PK-12 Career Readiness Teacher Leader, District Level School Improvement Leader, TLC Committee* will support and strengthen the current work in the area of MTSS and building level initiatives.

PBIS: Elementary Class Meetings, Middle School NEST and HS Homeroom/Advisory

Positive behavior initiatives, advisory support and anti-bullying curriculum are delivered using an age-appropriate model at each school. These programs vary in detail and content within each building. Elementary, MS and HS students meet in grade-alike groups.

All schools implement various components of Positive Behavior Intervention Supports (PBIS). (Ex: Bondurant's BEST, Second Step PK-5, Anti-bullying Curriculum, Digital Citizenship, Anti-Cyber Bullying & Citizenship and Character Counts)

District Behavior Interventionist will strengthen the current work in the area of Positive Behavior Intervention Supports (PBIS), Functional Behavior Assessments, student behavior plans to assist teachers of students with challenging behaviors.

1:1 Learning Environment

We are now 1:1 in three buildings (Anderson, MS, and HS).

Tech Cadre Members, Technology Teacher Leader, and Building School Improvement Leaders will support and strengthen the current work in the area of 21st Century Skills for Technology and technology integration.

Part 4: Improve Teachers' Entry into the Profession

Lipton & Wellman (*Mentoring Matters Third Edition*, 2018) state, "For beginning teachers, the benefits of a mentoring experience include:

- Increased efficacy as problem solvers and decision makers
- Higher engagement in collaborative exchanges
- Increase the likelihood of remaining teaching."

Bondurant-Farrar Community School District's TLC system is central to creating a high quality mentoring and induction program to enable B-F to attract high quality teachers, provide support in their first two years and beyond, retain excellent teachers, provide consistency in the classroom and increase student achievement.

Established guidelines for teachers to serve as a mentor include three years of successful teaching experience with B-F and completing the *Mentoring Matters* class. All new teachers to the district are paired with a trained mentor for two years. This partnership includes reviewing the B-F *Mentoring Handbook*, problem solving, coaching, modeling, and developing a collegial relationship. The mentoring process takes place throughout the school year/day before, during, after school and during Monday early dismissals for PLC's.

First-year, new to the profession teachers attend the *Beginning Teacher Year 1* class and second-year, new to the profession teachers attend the *Beginning Teacher Year 2* class. Each class is taught by a B-F teacher who applied and met the needed requirements.

We complete an annual evaluation / survey to evaluate our mentoring program. Results show the need to increase ongoing support for mentors and mentees, use B-F teachers as trainers and provide more opportunities for new teachers to collaborate with B-F colleagues. The TLC system will allow us to make these changes and meet the needs of our teachers. The TLC system will allow us to develop and grow quality internal mentors and trainers, hire a district level school improvement / teacher leader to facilitate and monitor the mentoring and induction courses, guide mentoring relationships and provide ongoing support for all.

TLC Mentoring & Induction Goals:

The *National Commission on Teaching and America's Future* states that nearly 50% of new teachers leave the profession within their first five years.

Rationale: If a high quality mentoring and induction program is provided to support and retain excellent teachers then we will provide consistency in the classroom, reduce teacher turnover and increase student achievement.

Goals:

1. Establish baseline data regarding retention rates for beginning and experienced teachers new to the district and monitor data annually
2. Provide professional learning opportunities and grow excellent mentors and trainers
3. Review mentoring and induction program annually
4. Review mentoring and induction process The *District School Improvement Leader* will facilitate & monitor mentoring & induction
5. Support new teachers:
 - a. *Building School Improvement Leaders* will support new teachers in their specific building.
 - b. *Mentor Teachers* will:

- support teachers new to the district by utilizing our peer review process modeling research based instructional strategies and coaching
- complete at least ten hours of documented collaboration with their mentee
- review the important documents in the mentoring binder
- support, strengthen and ensure a welcoming, encouraging, and supportive pathway as new teachers begin their career.

Part 5: Teacher Leadership Roles

Bondurant-Farrar Community School District (B-F) selected Model 3, The Comparable Plan Model; to meet our school improvement needs in the areas of curriculum, instruction, assessment, mentoring & induction. The teacher leader roles in Model 3 will best support our district and building school improvement goals by providing consistent leadership at the building level aligned with the Iowa Professional Development Model, Iowa Core, and Cycle of School Improvement. Building Leadership Team Member positions will allow us to work toward the goal of twenty-five percent of teachers serving in a leadership role.

As part of the TLC planning process B-F surveyed teachers on the kinds of support that would have the biggest impact on teaching and learning. Staff survey data demonstrated a need for teacher leaders to focus on and support curriculum, instruction and behavior interventions. 46% of teachers reported a need for support in the area of curriculum and instruction. 59% of teachers reported a need for support in the area of behavior management and interventions.

Connection to Current Initiatives

B-F will utilize the Building & District Level School Improvement Leaders, Behavior Interventionist, Mentor Teachers, Technology Teacher Leader, Tech Cadre Team Members, and Building Leadership Teams to support MTSS, PBIS, Mentoring & Induction, Professional Learning Communities, and Building Goals and Professional Development Plans.

Professional Development

Professional development opportunities, specific to teacher leader responsibilities, will be provided for all serving in a teacher leadership capacity. Role specific training includes: Fierce Conversations, Jim Knight's trainings on leadership and coaching, PLC and RTI training through Solution Tree, Mentoring & Induction, Behavior Intervention, Functional Behavior Assessment, Instructional Coaching Training and Networking, Content Specific, Integrating Technology, and various book studies.

Building Leadership Team (100% teaching and stipend)

- Review data, establish student achievement goals, and plan for building level professional development in conjunction with their building level principals.
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building
- Facilitate PLC team meetings
- Report to principals
- Earn a Stipend / No release time

Beginning Teacher Class Instructor Year 1 & Year 2 (100% teaching & stipend)

- Teach seven 2 hour classes throughout the school year
- Independently develop and lead a book study based class
- Maintain attendance and record of completed assignments
- Report attendance to Building Principals and the Director of Instructional Services

Mentor Teachers (100% teaching & stipend)

- Mentor teachers new to B-F
- Problem solve, model effective strategies, and provide coaching
- Develop collaborative and supportive relationships

Building Level School Improvement Leader (4 full time equivalent / FTE: 1.0 per building with 100% teacher leadership duties)

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building
- Participate in school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training
- Member of the Building Leadership Team
- Contract includes ten additional days
- Report to principals

Technology Teacher Leader (2 full time equivalent - 0.50 FTE with 50% teacher leadership duties)

- Participate in coaching and content specific professional development and trainings
- Work collaboratively with teachers and Teacher Leaders
- Support curriculum development, textbook and materials adoptions aligned to the Iowa Core, including strengthening 21st Century Skills for Technology and technology integration
- Contract includes ten additional days
- Other duties/special projects as assigned
- Report to the Director of Instructional Services

Tech Cadre Team (100% teaching and stipend)

- Assist with facilitating district technology plan
- Facilitate scheduled technology professional development for building staff
- Assist with pre-viewing software and piloting tools
- Assist in district long-range planning
- Communicate information to and from the teachers within your building
- Meet on a monthly basis to discuss building needs, learn new skills in a “train-the-trainer” model, and troubleshoot issues.

Special Education Teacher Leader (one per building - 100% teaching and stipend)

- Actively participate in bi-monthly meetings with the Director of Special Education
 - Discuss and receive clarification regarding district policies/procedures
 - Discuss and receive clarification on state requirements and changes to special education legislation
 - Share building specific information/concerns with the Director of Special Education
 - Communicate special education updates to team members from your building
- Knowledgeable and able to provide support to special education teachers with district documentation/eligibility of services (e.g. para matrix, specialized transportation eligibility form, enrollment form, caseload determination)
- Provide individual support and mentoring to special education teachers as appropriate/needed

Behavior Interventionist (FTE: 1.0 per building with 100% teacher leadership duties)

- Work with teachers K-12
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model and coach teachers in effective strategies for improving student behavior
- Observe students, assist with data collection and provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

STEM Teacher Leader (FTE: 1.0 per building with 100% teacher leadership duties)

- Supports teachers in implementing STEM curriculum within classroom instruction
- Facilitate teacher proficiency with research-based instructional strategies in STEM
- Focus on alignment of the Iowa Core and NGSS while meeting the needs of all students
- Provide support following collaborative meetings (observation/feedback, model teaching, demonstration lessons, and team teaching following meetings)
- Provide individual support and mentoring to teachers working in the area of STEM
- Coordinate and provide professional development in the area of STEM
- Collect, analyze, and monitor student academic data with administration and staff to guide school improvement and focus professional development
- Demonstrate a high level of educational knowledge and work with administration to plan coaching and STEM training opportunities designed to enhance skills and instructional strategies
- Contract includes ten additional days
- Report to Director of Instructional Services

District Level School Improvement Leader (1.0 FTE with 100% teacher leadership duties)

Curriculum / Mentoring / TLC

- Work with teachers and Teacher Leaders
- Lead curriculum meetings and professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook, and materials adoptions aligned to the Iowa Core
- Lead mentoring and induction program for veteran teachers and teachers new to the profession to include classes, coaching, and peer observations of exemplary teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

TLC Committee (with 100% teaching)

The TLC Committee will assist with developing the following:

- Memorandum of Understanding with B-FEA
- Job descriptions - for new positions
- Interview questions - for new positions
- Evaluation process for teacher leaders
- Evaluation process for effectiveness of TLC

- Review and discuss any changes needed regarding the TLC Plan
- Participate in interviewing candidates for full time TLC positions

Part 6: Selection & Hiring

Bondurant – Farrar teacher survey data evidenced a need for teacher leadership positions to support school improvement, behavior interventions and building level leadership. Teachers stated the following areas, if provided teacher leadership support, would have the largest impact on increasing student achievement.

Core Areas:

- 51% of teachers supported leadership in the area of reading
- 35% of teachers supported leadership in the area of math

Non-core Areas:

- 59% of teachers supported leadership in the area of behavior management/intervention
- 35% of teachers supported leadership in the area of technology

Criteria to Select and Evaluate Teacher Leaders

The TLC Committee will be responsible for assisting with the following: Developing a Memorandum of Understanding with B-FEA, job descriptions, interview questions, rubrics for screening applicants, evaluation tools and processes, reviewing and screening applicants, interviewing candidates, and providing feedback following interviews while maintaining confidentiality at all times.

Evaluating the Effectiveness of Candidates

Teacher leader applicants must have three years teaching experience with one full year at B-F. If a position goes unfilled, B-F may advertise and hire from outside the district. Applicants will be asked to demonstrate the following competencies during the selection & interview process:

- A completed application
- Superior evaluations reflecting the teacher exceeds or meets district standards
- Goal setting demonstrating increased student achievement (ICDP)
- Leadership experience
- Experience facilitating professional development & working with adult learners

A rubric will be used to evaluate the quality of candidates during the hiring process to measure the potential effectiveness of the teacher leaders.

Determining the Professional Growth of Teacher Leader Candidates

Applicants will need to demonstrate lifelong learners seeking opportunities to grow professionally. Teacher leader candidates will demonstrate their commitment to professional growth through a variety of measures including, but not limited to, the following:

- Certifications and/or endorsements relevant to the position
- Résumé showing trainings, leadership roles, professional organizations & accolades
- Individual Career Development Plans (ICDP)
- Formal evaluation documentation
- Peer review

Candidates will be screened and selected from the applications submitted to the Director of Instructional Services. The TLC committee will review completed applications and selected candidates will interview.

Evaluating the Effectiveness of Teacher Leaders

Teacher leader evaluations will be conducted annually by administration using the TLC teacher leader evaluation instrument. A comprehensive survey will be administered annually to provide feedback on all teacher leader roles. Both the evaluation and survey results will be used in determining a teacher leader's eligibility to return to the position the following year.

The functions of the teacher leadership positions listed below are interrelated with a focus on school improvement, improving teaching and increasing student achievement.

Building Leadership Team (100% teaching and stipend of \$750)

- Review data, establish student achievement goals, and plan for building level professional development in conjunction with their building level principals.
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building
- Facilitate PLC team meetings
- Report to principals
- Earn a Stipend / No release time

Beginning Teacher Class Instructor Year 1 & Year 2 (100% teaching and stipend of \$1,200)

- Teach seven 2 hour classes throughout the school year
- Independently develop and lead a book study based class
- Maintain attendance and record of completed assignments
- Report attendance to Building Principals and the Director of Instructional Services

Mentor Teachers (100% teaching and stipend of \$500)

- Mentor teachers new to B-F
- Problem solve, model effective strategies, and provide coaching
- Develop collaborative and supportive relationships

Building Level School Improvement Leader (4 full time equivalent / FTE: 1.0 per building with 100% teacher leadership duties with salary based on teacher salary schedule C, teacher benefits plus ten additional contract days with a \$5,000 stipend.)

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building
- Participate in school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training
- Member of the Building Leadership Team
- Contract includes ten additional days
- Report to principals

Technology Teacher Leader (2 full time equivalent - 0.50 FTE with 50% teacher leadership duties with salary based on teacher salary schedule C, teacher benefits plus ten additional contract days with a \$5,000 stipend.)

- Participate in coaching and content specific professional development and trainings
- Work collaboratively with teachers and Teacher Leaders

- Support curriculum development, textbook and materials adoptions aligned to the Iowa Core, including strengthening 21st Century Skills for Technology and technology integration
- Contract includes ten additional days
- Other duties/special projects as assigned
- Report to the Director of Instructional Services

Tech Cadre Team (100% teaching and stipend of \$500)

- Assist with facilitating district technology plan
- Facilitate scheduled technology professional development for building staff
- Assist with pre-viewing software and piloting tools
- Assist in district long-range planning
- Communicate information to and from the teachers within your building
- Meet on a monthly basis to discuss building needs, learn new skills in a “train-the-trainer” model, and troubleshoot issues.

Special Education Teacher Leader (one per building - 100% teaching and stipend)

- Actively participate in bi-monthly meetings with the Director of Special Education
 - Discuss and receive clarification regarding district policies/procedures
 - Discuss and receive clarification on state requirements and changes to special education legislation
 - Share building specific information/concerns with the Director of Special Education
 - Communicate special education updates to team members from your building
- Knowledgeable and able to provide support to special education teachers with district documentation/eligibility of services (e.g. para matrix, specialized transportation eligibility form, enrollment form, caseload determination)
- Provide individual support and mentoring to special education teachers as appropriate/needed

Behavior Interventionist (FTE: 1.0 per building with 100% teacher leadership duties with salary based on teacher salary schedule C, teacher benefits plus ten additional contract days with a \$5,000 stipend.)

- Work with teachers K-12
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model and coach teachers in effective strategies for improving student behavior
- Observe students, assist with data collection and provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

STEM Teacher Leader (1.0 FTE with 100% teacher leadership duties with salary based on teacher salary schedule C, teacher benefits plus ten additional contract days with a \$5,000 stipend.)

- Supports teachers in implementing STEM curriculum within classroom instruction
- Facilitate teacher proficiency with research-based instructional strategies in STEM
- Focus on alignment of the Iowa Core and NGSS while meeting the needs of all students
- Provide support following collaborative meetings (observation/feedback, model teaching, demonstration lessons, and team teaching following meetings)

- Provide individual support and mentoring to teachers working in the area of STEM
- Coordinate and provide professional development in the area of STEM
- Collect, analyze, and monitor student academic data with administration and staff to guide school improvement and focus professional development
- Demonstrate a high level of educational knowledge and work with administration to plan coaching and STEM training opportunities designed to enhance skills and instructional strategies
- Contract includes ten additional days
- Report to Director of Instructional Services

District Level School Improvement Leader (1.0 FTE with 100% teacher leadership duties with salary based on teacher salary schedule C, teacher benefits plus ten additional contract days with a \$5,000 stipend.)

- Work with teachers and Teacher Leaders
- Lead curriculum meetings and professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook, and materials adoptions aligned to the Iowa Core
- Lead mentoring and induction program for veteran teachers and teachers new to the profession to include classes, coaching, and peer observations of exemplary teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

TLC Committee (with 100% teaching)

The TLC Committee will assist with developing the following:

- Memorandum of Understanding with B-FEA
- Job descriptions - for new positions
- Interview questions - for new positions
- Evaluation process for teacher leaders
- Evaluation process for effectiveness of TLC
- Review and discuss any changes needed regarding the TLC Plan
- Participate in interviewing candidates for full time TLC positions

Part 7: Roles for Professional Development

Role of TLC Teacher Leaders in Planning and Delivery of Professional Development

Professional development is vital to improving practice and is a key component of our TLC plan. We are currently in our ninth year of implementing Professional Learning Communities. PLC's Monday early dismissals are the perfect vehicle to deliver quality professional development to support curriculum, instruction and assessment while providing time for collaboration and data analysis and our TLC plan will add additional opportunities for support, practice and coaching. B-F professional development follows the IPDM, which aligns with the cycle of school improvement or continuous improvement. Each teacher leader has one or more key roles in identifying, supporting, and implementing our district and building professional development plans.

Building Leadership Team (100% teaching and stipend)

- Review data, establish student achievement goals, and plan for building level professional development in conjunction with their building level principals.
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building
- Facilitate PLC team meetings
- Report to principals
- Earn a Stipend / No release time

Beginning Teacher Class Instructor Year 1 & Year 2 (100% teaching & stipend)

- Teach seven 2 hour classes throughout the school year
- Independently develop and lead a book study based class
- Maintain attendance and record of completed assignments
- Report attendance to Building Principals and the Director of Instructional Services

Mentor Teachers (100% teaching & stipend)

- Mentor teachers new to B-F
- Problem solve, model effective strategies, and provide coaching
- Develop collaborative and supportive relationships

Building Level School Improvement Leader (4 full time equivalent / FTE: 1.0 per building with 100% teacher leadership duties)

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building
- Participate in school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training
- Member of the Building Leadership Team
- Contract includes ten additional days
- Report to principals

Technology Teacher Leader (2 full time equivalent - 0.50 FTE with 50% teacher leadership duties)

- Participate in coaching and content specific professional development and trainings
- Work collaboratively with teachers and Teacher Leaders
- Support curriculum development, textbook and materials adoptions aligned to the Iowa Core, including strengthening 21st Century Skills for Technology and technology integration
- Contract includes ten additional days
- Other duties/special projects as assigned
- Report to the Director of Instructional Services

Tech Cadre Team (100% teaching and stipend)

- Assist with facilitating district technology plan
- Facilitate scheduled technology professional development for building staff
- Assist with pre-viewing software and piloting tools
- Assist in district long-range planning
- Communicate information to and from the teachers within your building
- Meet on a monthly basis to discuss building needs, learn new skills in a “train-the-trainer” model, and troubleshoot issues.

Special Education Teacher Leader (one per building - 100% teaching and stipend)

- Actively participate in bi-monthly meetings with the Director of Special Education
 - Discuss and receive clarification regarding district policies/procedures
 - Discuss and receive clarification on state requirements and changes to special education legislation
 - Share building specific information/concerns with the Director of Special Education
 - Communicate special education updates to team members from your building
- Knowledgeable and able to provide support to special education teachers with district documentation/eligibility of services (e.g. para matrix, specialized transportation eligibility form, enrollment form, caseload determination)
- Provide individual support and mentoring to special education teachers as appropriate/needed

Behavior Interventionist (FTE: 1.0 per building with 100% teacher leadership duties)

- Work with teachers K-12
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model and coach teachers in effective strategies for improving student behavior
- Observe students, assist with data collection and provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to Director of Instructional Services

STEM Teacher Leader (FTE: 1.0 per building with 100% teacher leadership duties)

- Supports teachers in implementing STEM curriculum within classroom instruction
- Facilitate teacher proficiency with research-based instructional strategies in STEM
- Focus on alignment of the Iowa Core and NGSS while meeting the needs of all students

- Provide support following collaborative meetings (observation/feedback, model teaching, demonstration lessons, and team teaching following meetings)
- Provide individual support and mentoring to teachers working in the area of STEM
- Coordinate and provide professional development in the area of STEM
- Collect, analyze, and monitor student academic data with administration and staff to guide school improvement and focus professional development
- Demonstrate a high level of educational knowledge and work with administration to plan coaching and STEM training opportunities designed to enhance skills and instructional strategies
- Contract includes ten additional days
- Report to Director of Instructional Services

District Level School Improvement Leader (1.0 FTE with 100% teacher leadership duties)

Curriculum / Mentoring / TLC

- Work with teachers and Teacher Leaders
- Lead curriculum meetings and professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook, and materials adoptions aligned to the Iowa Core
- Lead mentoring and induction program for veteran teachers and teachers new to the profession to include classes, coaching, and peer observations of exemplary teachers
- Lead, support and monitor the implementation of TLC grant
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Connection of the TLC Plan to the IPDM (Components are underlined)

Delivery of professional development is focused at the building level based on goals established by the Building Leadership Team. Goal setting is based on a thorough analysis of student data (Formative and summative achievement data, screening data, attendance data) and content is selected based on its alignment with The Iowa Core. Trainers are secured to assist with the needs of the building level professional development. Within each building's school improvement plan, training opportunities are provided along with practice, coaching, and feedback. Professional Learning Communities allow us to deliver professional development training and for teachers to collaborate, refine, and implement instructional routines and practices. Data collection takes place throughout the school year and adjustments are made. A summative evaluation of professional development occurs at the end of each year and data are used to make decisions for next school year.

Part 8: Determining Effectiveness and Monitoring the Plan

To ensure implementation of the Teacher Leadership and Compensation system, Bondurant - Farrar designed a system that monitors not only implementation, but impact and effectiveness. Teacher leaders' job descriptions, evaluation instruments and a comprehensive staff survey will be developed to focus on monitoring the effectiveness of the TLC system in regards to collaborative practices, peer review, mentoring and induction, teaching the Iowa Core, improved teacher practices and increased student achievement.

Goal 1: We will attract and retain promising new teachers by offering competitive starting salaries (\$33,500+), mentoring & induction, high-quality professional development, rewarding leadership opportunities while monitoring teacher retention rates for teachers new to the profession, after three years of teaching.

Action Steps:

1. Review historical data and analyze data related to retention during the 2014-15 school year. We will establish a baseline based on the findings.
2. Increase teacher retention rates for teachers new to the profession, after three years of teaching, based on the established baseline percentage.
3. Provide a comprehensive mentoring and induction program, ongoing support and opportunities for improving instructional practices for teachers new to the profession.

To determine TLC's effectiveness of Goal 1, B-F will monitor retention rates, percentage of teachers completing the mentoring and induction program and reasons for teachers leaving the profession.

Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning and increasing student achievement.

Action Steps:

1. Increase opportunities for peer review by hiring substitute teachers to provide options for teacher availability.
2. Strengthen the current protocols and practices.
3. Provide opportunities for teachers to visit other schools where quality teaching and learning are taking place.
4. Increase opportunities for teachers and teacher leaders to attend training and professional development to strengthen teaching and learning.

To determine effectiveness of Goal 2, B-F will monitor the number of peer review opportunities teachers will complete, school visits, professional development training & implementation and annually review and revise protocols.

Goal 3: We will reward excellence in teaching by providing career pathways that include increased leadership responsibilities and compensation.

Action Steps:

1. Develop hiring practices, evaluation tools, and screening/interview teams for hiring teacher leaders.
2. Create a Memorandum of Understanding with Bondurant - Farrar Education Association related to the ability of teachers / teacher leaders to transition between the classroom and leadership positions until the teacher contract is revised to support TLC teacher leaders.

3. Support teacher leaders in the areas of working with adult learners, coaching and self-reflection.
4. Evaluate teacher leaders according to job descriptions and evaluation instruments.

To determine the effectiveness of Goal 3, Bondurant – Farrar will monitor teacher leadership responsibilities and compensation using a survey of staff and comparison data from other districts.

Goal 4: We will transform the nature of leadership and influence in the educational system to improve teaching and learning and increase student achievement.

Action Steps:

1. Develop a survey for teachers, administrators and staff to gain an understanding of the teachers' needs in relation to increasing student achievement.
2. Create a Memorandum of Understanding with Bondurant - Farrar Education Association related to the ability of teachers / teacher leaders to transition between the classroom and leadership positions until the teacher contract is revised to support TLC teacher leaders.
3. Review and analyze student achievement and behavioral data to monitor growth.
4. Develop a staff survey to evaluate the successful implementation of the TLC system related to increasing student achievement.

To determine the successful implementation of Goal 4, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, staff survey results and Iowa Assessments student achievement data.

Goal 5: We will strengthen the capacity of teachers to align curriculum, instruction and assessment with the Iowa Core and professional development

Action Steps:

1. Review teacher evaluation and Individual Career Development Plan results for success.
2. Review curriculum alignment during the curriculum writing/revision process annually.
3. Monitor classroom, Iowa Statewide Assessment of Student Progress, ACT, FAST/Iowa Tier data to chart growth.
4. Develop annual student achievement goals based on data review and analysis. These data are used to establish building level professional development plans using the Iowa Professional Development Model.

To determine the successful implementation of Goal 5, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, individual career development results, staff survey results and Iowa Assessments student achievement data.