

## 2021-22 Logan-Magnolia TLC Summary Report

### Part 1:

The Logan-Magnolia Community School District (LMCSD), located in Southwest Iowa, comprises two buildings, PK-6 and 7-12, serving approximately 650 students. The district has created a teacher leadership model which provides differentiated roles to the district's vision to improve instruction and student learning.

LMCSD has two Overarching Goals to guide the TLC plan: 1) to ensure all efforts have a positive impact on student achievement; 2) to relentlessly pursue Educational Excellence for Every Child, Every Day. The TLC grant supports the district's culture of learning and collaboration, a system that builds upon teacher strengths and improves student performance.

Logan-Magnolia's Teacher Leadership (TL) program has the following mission: each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences. TLC Goals: 1) Develop and support opportunities for teachers to learn from each 2) Develop and support opportunities for teachers to positively impact student achievement 3) Develop and support opportunities to increase staff morale and school culture 4) Ensure quality instruction in every classroom The LMCSD TLC Plan meets the grant prerequisites: 1) Beginning educator salary greater than \$33,500 2) Multiple opportunities for coaching, mentoring, and observing instructional practice 3) Differentiated teacher leadership roles for 25% of the teaching staff 4) Rigorous selection process for leadership roles 5) Professional development aligned to the district's initiatives LMCSD will place at least 14 teachers into differentiated leadership positions, making up a minimum of 25% of the district's educators. Those positions include: Elementary Instructional Coach (80% in coaching role, 20% instructional, plus the

equivalent of 10 days), Secondary Instructional Coach (80% in coaching role, 20% instructional, plus the equivalent of 10 days), at least 10 Guiding Coalition members (formerly known as the District Leadership Team), divided between Elementary and Secondary (100% in classroom, plus the equivalent of five days), one Mentor for each Beginning Educator (two years) and one mentor for each new to the district teacher (one year) (100% in classroom, plus the equivalent of 2 days).

LMCSD is dedicated to the following initiatives:

- Iowa Core Implementation
- Literacy
- Professional Development
- MTSS/RTI Mentoring and Induction

These five initiatives are essential to supporting the growth of both teachers and, ultimately, impacting student achievement. Our efforts have served to create a more cohesive vision of personalization. This integration speaks to our need for additional teacher leadership. Our teachers are each in different places along their learning continuum, and our vision for teacher leadership would provide opportunities to meet them where they are. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, support, and resources.

Our TLC Plan, originally developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of support for learners in our district. The TLC Plan has been reviewed annually and has undergone a thorough revision in 2021 by the district Instructional Coaches and Administration.

## **Theory of Action**

LMCSD's TL Program will ensure that the salary of \$33,500 or greater is a reality. We recruit excellent teachers through a rigorous application and interview practice that results in the offering of positions to highly qualified teachers whose standards of excellence are easily identifiable. As veteran staff retire, the need to recruit new, effective teachers will increase. Mentors, who are identified as excellent leaders in the school, provide support to each new teacher and collaborate with them to ensure that the educational curriculum is rigorous and relevant and complies with the Iowa Common Core Standards.

All teachers, through professional development, gain support from colleagues as they collaborate and reflect upon their practice in order to refine their teaching strategies and the opportunities they offer to students. LMCSD teachers are encouraged to be community as well as educational leaders. Professional development is designed with the individual teacher's Career Development Plan in mind. Administrators are cognizant of the new research regarding educational design and educational theory and encourage teachers to embrace these new ideas. Professional Development opportunities are designed to build upon previous professional learning.

Career Development Plans at LMCSD are designed by the teacher and supported by the IPDM. Through Professional Learning Communities (PLCs), teachers are able to share their experiences and expertise in meaningful ways to enhance the district as a whole. Purposeful research-based innovation in the classroom is encouraged. Teachers will have purposeful and continuous opportunities to collaborate with others in our district, AEA personnel and contacts outside the district. LMCSD follows the state-mandated Teacher Evaluation System and supports that through administrative effort and collaborative effort with colleagues.

Criteria and responsibilities of all positions are clearly described and articulated through the job descriptions for each position and sustained through the evaluation/observation process.

District-wide assessment results will be examined by the staff. The data is shared with stakeholders, including parents, students, the community and the State.

The district goal for each student to show 1+ year growth in reading, math and science. Students are made aware of scores and set individual growth goals for improvement. Using Bloom's Taxonomy (Revised) as a guide and/or Webb's Depth of Knowledge, rigor will increase, resulting in higher levels of creativity and problem-solving. STEM skills prepare students for real world experiences. LMCS D monitors student achievement progress from PK through graduation. We monitor academic achievement and extracurricular activity. With the inclusion of AP curriculum and college level classes through Iowa Western Community College, students leave LMCS D with the skills to compete globally in the college environment and the workforce.

In the 2014-2015 school year, Logan Magnolia Community School District (LMCS D) spent a significant number of hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The plan capitalizes on the strengths of the district and moves us towards meeting targeted staff development and student achievement goals. It also has 100% support from community members participating in the School Improvement Advisory Committee (SIAC), teachers, school board, and the administration.

Initially, the process for developing the TLC plan included: Three meetings held during the 2014/15 school year which consisted of teachers, administrators, one board member, and community members that resulted in the decision to form a steering committee to explore a TLC

program. A review of research and best practices in developing teacher leaders to improve instructional practice. The research we reviewed included

- Diane R. Sweeney: Student-Centered Coaching at the Secondary Level,
- Mike Schmoker: Results Now
- Ruby Payne: A Framework for Understanding Poverty
- Eric Jensen: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement
- Richard DuFour: Professional Learning Communities
- James Spillane: Distributed Leadership
- Attendance at trainings and workshops:
  - Governor's Meeting,
  - Grant Writing Trainings,
  - Governor's Office request/teacher leadership symposium,
  - Teacher Leadership Workshop

We contacted the following school districts to learn about their TLC plans: Missouri Valley, Boyer Valley, Woodbine, West Harrison, Panorama, and Van Meter. LMCS D received a planning grant for the 2014-2015 school year, which was used to send a team of teachers to the teacher leadership trainings and workshops mentioned above, pay for substitutes when teachers attended teacher leadership training and planning meetings, and compensate steering committee members for their time and effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process (\$4,702.15). Feedback was sought utilizing small group conversations, large group meetings, electronic surveys, and an open review process. By continuously soliciting feedback, we ensured that the plan we developed reflected the

goals and vision of the district. The steering committee met three times over the course of three months to develop the TLC outline. In June a subgroup of steering committee members, made up of teachers, a parent, and administrators led the final writing efforts. Parents/Community Members participated as active members of the steering committee. Other parents and students, participating in SIAC meetings, reviewed and provided input on the plan twice during its development. SIAC members include parents/community members, staff, and students. The public was made aware of efforts to pursue the TLC grant through an article published in the local newspaper and school board meetings. Overall, parents showed overwhelming support for a TLC program at LMCS D. When presented with the final plan, 100% of SIAC members expressed their support via consensus at a meeting. Teachers played an integral part in the plan's development through their involvement and leadership on the steering committee. A subgroup of the steering committee, including four teachers, led grant writing efforts. The entire teaching staff, including those not otherwise participating on the steering committee did the following: Took part in discussions at three staff meetings throughout the plan's development. Provided input via three electronic surveys were invited to review the full grant and provide feedback before submission. One Survey asking teachers for their opinions regarding: Support of a TLC program at LMCS D. A review of the current mentoring and induction program. Consideration on applying for a leadership position. All teachers were invited to review the full grant and provide feedback before submission. During the development of the plan, teachers expressed some concerns. These concerns were discussed as needed. Some adjustments to the plan were made to address input and concerns, such as minimizing out-of-class time for teachers who hold both leadership roles and teach in classrooms. After all teachers were surveyed: 100% supported the development of a TLC plan in LMCS D. 50% expressed interest in applying for one or more of the leadership positions. The administration fully

supported the plan and actively participated as steering committee members. Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan. The proposed TLC plan supports a commitment previously made by the school board to make it a priority to pledge resources in a manner that reflects a collaborative culture.

Major changes to the plan, following the original submission and approval of the LMCS D TLC Plan included:

- 2017-18 School year:
  - We wrote our own Mentoring and Induction program based on the work of the Denison-Schleswig Community School District, Riverside School District, and the Tri-Center District to replace the Journey to Excellence program.
  - We introduced Professional Learning Communities at LMCS D as a framework for collaboration.
- 2018-19 School year:
  - The Elementary Literacy Coach position was transitioned to the Elementary Instructional Coach position.

**State Goals:**

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

The vision of our TL program is to create a climate of trust and critical reflection throughout the district where TLs engage colleagues in challenging conversations to help all teachers improve their practice and impact student learning.

**Overarching Goals:**

LMCSD has two TLC goals:

- 1) to ensure all efforts have a positive impact on student achievement;
- 2) to relentlessly pursue Educational Excellence for Every Child, Every Day.

One way to achieve healthy, knowledgeable students is to develop the skills of all staff through multiple training and coaching opportunities while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program allows teachers to fit their time, talents, and interests within various TL opportunities.

**Existing LMCSD Goals**

LMCSD TLC Goals, as developed by Stakeholders in 2016-2017 and revised in 2021, include the following:

- Promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.
- Collaborate through PLCs on a regular basis (weekly in the elementary and bi-monthly in the secondary) working on action research and Iowa Core.
- 100% of beginning educators will feel the mentoring process was meaningful and effective.
- Develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.
- At least 14 teachers will be placed to fulfill leadership opportunities.
- 90% of the teaching staff will feel supported by TLs.
- Implement MTSS/RTI and utilize every resource to maximize learning for all students.
- Teachers will augment their skills to improve student achievement through PD.
- Provides a two-year mentoring and induction program to support beginning educators.
- By utilizing the Instructional coaches, our teachers will feel empowered to grow professionally. We will assess our teachers satisfaction with the coaching, and will adjust the teacher/coach relationship accordingly.

These goals support our district long-term goals of student growth in: Reading, Math, and Science as well as Feelings of safety and connectedness to school.

## IOWA STATE ASSESSMENT PROFICIENCIES BY LMCS D DISTRICT

### 2013-2018: Iowa Assessments

### 2019 - 2021: ISASP

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
FRL	30%					22.8	29.5	27.4
Math	90% proficient					90.67	82.56	Not avail.
Reading	87% proficient					87.23	81.79	Not avail.

### FAST (K-6) PROFICIENCY DATA

	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Fall	72.3%						
Winter	72.6%						
Spring	77.2%						

### LMCS D TL Goals

- 1) **Develop and support opportunities for teachers to learn from each other.** Teachers at LMCS D will work together weekly with their TLs to work jointly across the two dimensions. Teachers will share successful interventions and practices along with student work samples. PLCs will analyze student data. Instructional Coaches will work to create a

safe environment for candid conversations along with presenting and modeling teaching strategies that are responsive to student needs.

2) **Develop and support opportunities for teachers to positively impact student**

**achievement.** The TL Program will foster a shared leadership approach for planning and facilitating district Professional Development (PD) and curriculum design. All teachers will design their individualized PD plan that is tied in with their Career Development Plan (CDP). This model will ensure that teachers are invested in their PD, ensure their CDPs are well supported by the district, and ensure that teacher involvement directly impacts student achievement. Teachers and Coaches will track their students test scores as to how their targeted instruction has increased proficiency to document the TLC impact.

3) **Develop and support opportunities to increase staff morale and school culture.** We will

recruit and retain quality educators. Better compensation, paid leadership opportunities, and teacher empowerment will help us retain educators. An established, long-term educator base is what produces a successful learning environment for students.

4) **Ensure quality instruction in every classroom.** The Instructional Coaches will support

teachers with research-proven strategies that will increase student achievement across the entire spectrum of student ability. Coaches, as well as teacher leaders and individual teachers, will be exposed to content-area conferences and training to ensure that the quality of instruction in every classroom is cutting-edge and up-to-date with the rest of the country.

### **LMCSD's TL Mission**

- Each student will be highly engaged in mastering rigorous, relevant and meaningful content experienced through exceptional teaching and collaborative learning experiences. Our product is the success of students and the quality young adults they become upon

graduation. From the moment a student steps foot at LMCS D, they are taught in a rigorous, relevant, and meaningful way. They should leave prepared to: communicate effectively with others, implement a core base of knowledge, apply information processing skills and technology to solve problems for informed decisions, apply positive character traits to work collaboratively in a diverse society, and be inspired to be a lifelong learner, having acquired the knowledge and habits necessary to lead healthy, learned lives.

### Part 3 - School Improvement

The Logan-Magnolia Community School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate and culture.

District initiatives include

- a focus on the K-3 early literacy program,
- 4-6 literacy focus,
- 7-12 conceptual instruction,
- effective professional development based on data-driven decision-making,
- integrating the Iowa Core,
- and supporting and mentoring new teachers.

The Logan-Magnolia School District developed the TLC plan based on a system of continuous improvement. Our plan connects directly to, and supports and strengthens our existing initiatives which are the following: Iowa Core implementation, Literacy, Professional Development, MTSS/RTI, and Mentoring and Induction.

**Iowa Core Implementation:** The Instructional Coaches and Guiding Coalition will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Instructional Coaches will work with both individual and teams of teachers by grade level and department to evaluate current assessments and to create new assessments that measure student mastery of the Iowa Core Standards. Instructional Coaches will model the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment). Instructional Coaches will collaborate with teachers to fully articulate K-12 the curricular framework for each content area. Instructional Coaches will join forces with individual and small groups of teachers to develop learning targets for each ICC standard. Mentors will assist the mentees in implementing the relevant Iowa Core Standards.

**Literacy:** The coaches will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning. The instructional coaches will formulate an action plan to bring about improvement in instructional, in-class supervision and post-class discussion of strengths, weaknesses and strategies for improvement. The elementary instructional coach in literacy will be responsible for and will oversee the implementation of the K-3 early literacy program. The elementary instructional coach will guide the rest of the staff in the Formative Assessment System for Teachers (F.A.S.T.), which is being used to measure proficient readers in grades K-6. The Guiding Coalition will review and assess literacy data to help the Instructional coaches implement district literacy initiatives through the content teams.

**Professional Development:** The Instructional Coaches will work with the building leadership team in planning, developing, and implementing professional development. The Guiding Coalition and Mentors will meet with teachers to decide where professional development is needed and

report back to the Instructional Coaches. Instructional Coaches will meet with teachers to disaggregate student data to make informed decisions on professional development.

**MTSS/RTI:** Instructional Coaches will inform and model for teachers different MTSS and RTI instructional interventions. Instructional Coaches, the Guiding Coalition, and Mentors will work with teachers to develop multiple formative assessments that drive supplemental and intensive instructional decisions for student achievement.

**Mentoring and Induction:** The Instructional Coaches and the Guiding Coalition will work with beginning educators and their Mentors to insure that the Iowa Core Curricular Framework is implemented with fidelity. The Instructional Coaches and Mentors will work with beginning educators in designing curriculum and instruction according to the Iowa Core framework. The Instructional Coaches and Mentors will work with the beginning educators to develop formative and summative assessments to insure student achievement. The Instructional Coaches and Mentors will work with the beginning educators in designing a response to interventions for students who are not succeeding.

#### Part 4 - Improve New Teacher Entry

**Our Program (2014-15):** After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After interviewing teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Our current model leans more in favor of initial teachers than it does for experienced teachers who are new to the district. In 2014-15, we continued to partner with Green Hills AEA and use the Journey to Excellence program as recommended by the State of Iowa. At that state, mentor teachers were trained for a two year period and no further training was required. An initial teacher was assigned a mentor within the building they teach, whether elementary, middle, or within the content area in the high school. Both mentor and initial teachers attended training sessions and continue to meet on a regular basis throughout a two year period. Mentors and mentees work together on Journey to Excellence. They use this time to discuss questions, concerns, struggles, and triumphs. Formal administrative observations occur 2 times a year for the first two years. Administrators provide feedback following observations. Teachers produce electronic portfolios with artifacts showing implementation of the teaching standards, to be divided over the two year period.

We identified gaps in our Mentoring Program, which included:

- Lack of follow-through after the two years of mentoring is completed;
- We do not have schedule times for mentors and mentees to meet on a regular basis
- Experienced teachers new to the district were offered no support structure other than added days of professional development.
- Lack of accountability
- Generic in focus

**In 2015-16 school year**, we made the following changes to the Mentoring Program:

- The Guiding Coalition conducted surveys with mentor and mentees that pertain to program effectiveness
- The Mentors and Mentees will meet with the Guiding Coalition and Instructional Coaches for program recommendations and changes
- The Guiding Coalition, Instructional Coaches, and Mentors will align the program with current district goals.
- A timeline for duties was implemented:
  - Year 1 Summer: Make initial contact with mentee. Be available (through email or phone) to answer any questions they may have before arriving.
  - Semester 1: All mentors, mentees, and administration will meet for one full day prior to the first contract day. Be with mentee during all staff meetings and debrief after each. Help prepare them for the first week with students. During the first two weeks of school, the mentor will have daily, informal contact with the mentee. One formal meeting will take place each week lasting 30-45 minutes each (before/after school, or during common prep). Administration will work with both teachers to find time during contract hours. Mentor and mentee must attend a school board meeting together. Mentor will observe mentee followed by a post-observation meeting using template provided by district. Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be provided by the administration. Mentor and mentee must keep logs to document contact during the year.

- Semester 2: Repeat requirements (formal meeting, observations, post-observation meetings, logs). Guide mentee on development of professional teaching portfolio. Assist in end of year wrap-up including inventory and requisition forms.
- At the end of the first year, then again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.
- Year 2: Repeat requirements (formal meeting, observations, post-observation meetings, logs). Additional duties include the support the completion of the professional teaching portfolio by the mentee in April.
- If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement one more year to ensure the proper support. Funding would offset the cost of a mentor needed for a third year teacher and beyond. The TL funding would also help compensate teachers who plan and lead full day training to staff. Any subs brought into the building to cover for teachers who are planning Professional Development, mentoring or following through on Instructional Coaching requirements will also be covered with the TL funds.

**2017 - 18, District-led Mentoring and Induction Program Initiated:** Beginning with the 2017-18 school year, the Logan-Magnolia CSD initiated and implemented a district-led Mentoring and Induction program to replace our involvement with the Journey to Excellence program. We felt that by doing so, we would be able to serve our new teachers better and make the program fit with our current district goals.

Changes to the program included:

- Mentor assigned to new-to-the-district teachers for one year
- Monthly meetings led by the Instructional Coaches to include both mentors and mentees related to either a book study or pertinent topics
- One day in the fall semester is dedicated to Instructional Rounds and meetings with the mentors and mentees

**Part 5 - Teacher Leadership Roles**

**Instructional Coach:** 2 Full time equivalent (FTE) positions -- 20% Instructional, 80% Coaching.

Roles include:

- Structure opportunities for teachers to observe peers and engage in peer coaching
- Model effective research based practices
- Conduct coaching cycles across the grades or content
- Lead instructional meetings
- Meet weekly with building principal(s) to communicate on instructional meetings
- Increase the instructional capacity of teachers in content areas, student engagement, classroom management and other areas of need
- Coach teachers to become mentors for other teachers
- Coordinate the instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria
- Provide resources as needed throughout the year to the teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Facilitate collaborative meetings and keep records
- Support instruction and learning through the use of technology
- Collaborate with district leadership team and administration to develop and implement school wide PD
- This position will require an additional 10 contract days outside of the normal contract to include planning and on-going professional learning

**Guiding Coalition:** 100% Classroom; at least 10 members, including five Elementary teachers from a variety of grade levels served and content area specialties; and 5 Secondary teachers from a variety of grade levels served and content areas;

- Engage in professional development planning and implementation
- Share resource materials and expertise
- Creative problem solver, reliable team member, and has knowledge of grade level/content area curriculum, instruction, and assessment
- Guiding the work of PLCs and ensuring coordination of district vision, mission, and goals.
- Conduct effective data-based inquiry, guide colleagues to make research based instructional decisions, support effective instructional practice, and cultivate a professional culture of shared student success.
- This position will require an additional 5 contract days outside of the normal contract to include planning and on-going professional learning

**Mentors:** 100% Classroom

- Mentor new-to-the-profession teachers for two years
- Mentor new-to-the-district teachers for one year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Assist the beginning educator with the collection and analysis of student data
- Guidance with schedules and classroom management
- Plan collaborative observations with mentee
- Facilitate learning conversations

- Collaborate, discuss and reflect on Iowa Teaching Standards including district expectations including the development of an electronic portfolio
- Attend one school board meeting
- Meet with mentee weekly for at least 30 minutes
- This position will require an additional 2 contract days outside of the normal contract

Logan-Magnolia Community School District views the teacher leadership system first and foremost as a capacity building tool. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role. Additionally, research suggests that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues. Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way we will sustain the system over time and build the strength of the entire district. These roles work to create a coherent instructional improvement strategy by ensuring that teachers receive professional learning that is in their zone of proximal development. Recognizing that not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom management. Other teacher leaders will also provide individual support: Guiding Coalition teachers will provide content area expertise and support based on individual needs and goals. Mentor teachers will work individually with new teachers as they navigate their first two years.

Small group professional learning will also be provided.

- The Instructional Coach and Guiding Coalition will be available to work with grade levels content-based groups.
- Instructional Coaches and District Leadership Team Leaders will facilitate Professional Learning Communities as they discuss and evaluate student growth and teachers use of instructional strategies.

Finally, all teacher leaders will support district-wide professional learning.

- The Instructional Coach will work with administrators and other teacher leaders to evaluate teacher data and plan professional learning opportunities.
- The teacher leadership team will facilitate these sessions. All sessions will include feedback opportunities for staff to evaluate the perceived relevance and effectiveness of the professional development.
- Learning from whole-staff professional development can then be tailored, reinforced, and followed-up on in small-group and individual settings.
- District leaders will then monitor implementation to provide additional data for planning future professional learning.

- To ensure the quality and coherence of the learning opportunities provided by teacher leaders, the Instructional Coach and administration will organize the professional learning of teacher leaders. This will occur during monthly meetings and during teacher leaders additional contract days.
- Time will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, adult learning theory, and leadership skills.

When brought together these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and learning throughout the district.

- The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom management.
- Other teacher leaders will also provide individual support:
  - Teacher Leaders will provide content area expertise and support based on individual needs and goals.
  - Mentor teachers will work individually with new teachers as they navigate their first two years.
  - Teacher Leaders will provide opportunities for teachers to observe practices they are working to implement.

### Part 6 - Teacher Leader Selection

LMCSD has identified teacher leadership roles that will require assignment through a selection committee composed of 4 teacher representatives (2 elementary and 2 secondary) and two administrators. TL Team roles recommended through the selection committee:

- Elementary Instructional Coach
- Secondary Instructional Coach
- Guiding Coalition Team members
- Mentors

TL Team positions will be selected through a performance-based process. These teacher leaders will have a one-year term, renewable based on positive formative and summative evaluations.

Initial Application: Prospective TL Team members will have taught for three years, be teachers at LMCSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and two letters of reference. The selection committee will review the initial applications.

- Instructional Coaches: After approval of initial application, prospective teacher leaders will
  - be interviewed by the selection committee
  - review and provide feedback in regards to lesson plans as to the intended, enacted, and assessed learning in relation to the Iowa Core Curriculum;
  - review and provide feedback from a video of a classroom teacher
  - present a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria:
    - samples of student work

- data collection that demonstrates student growth
  - artifacts that demonstrate adherence to the district's goals
  - evidence of effective lesson planning
  - documentation of the prospective teacher-leader's previous attention to professional learning
- District Leadership Team Member: After approval of initial application, prospective Guiding Coalition Members will:
    - be interviewed by the the Instructional Coaches and Administration
    - provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards
  - Mentors: The committee will use rubrics to score the prospective teacher leaders:
    - communication skills
    - understanding of how to facilitate growth in adults
    - content expertise
    - curriculum development expertise
    - instructional expertise
    - commitment to professional growth
    - disposition to be an effective leader

Leadership effectiveness and growth will be measured by focus on the prospective teacher leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders. Applicants will be measured through the prospective leader's demonstration of the applicable Iowa Teaching Standards.

- **Shared Vision** will be measured through the leader's active participation in the district-wide and building initiatives, such as: CLT, 1:1 technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment and professional development preparation and presentation.
- **Culture of Learning:** Prospective leaders will submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.
- **Management:** Prospective teacher leaders will submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.
- **Family and Community** will be measured through the prospective leader's participation in school-related functions held outside of the school day. Professional Responsibilities pertain to this area of leadership. Prospective teacher leaders will submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.
- **Ethics:** Prospective teacher-leaders will submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.

- **Societal Context** will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. Prospective teacher leaders will submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs.

Assurances:

- **Selection Committee:** The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
- **Applicability:** The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
- **Annual Review:** The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

### Part 7 - Professional Development

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be effective. Our design takes this principle to heart by making TLs the backbone of our PD system. Literacy and Instructional coaches, the DLT, and administrators are responsible for planning and implementing PD. Although not all TLs will deliver PD, their input and expertise will be sought and utilized. The IPDM Cycle of PD is utilized in their planning and as a guide for their work with teachers. TLs collect and analyze data on the current state of instructional practices in the district through teacher observations, walk-throughs, feedback from teachers, and student achievement. These data are used to set explicit goals for PD. Content for PD is selected while adhering to the requirements of the district's guiding principles of professional learning:

- Operates on the belief that all students can and will learn
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our district
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making
- Plans, implements, and evaluates collaboratively
- Differentiates where appropriate on an embedded, ongoing, and sustainable way
- Utilizes best available research and data
- Not all teachers learn in the same way. Our TLs will provide differentiated levels of PD including one-on-one, small group, and whole group opportunities. The state's cycle of PD will guide the work TLs do in all settings. The Literacy and Instructional Coaches provide support at two levels. Guiding the PD of TLs and, with the support of the DLT, will lead the planning, facilitation, and monitoring of professional development
- Providing one-on-one and small group coaching for teachers focusing on classroom practice, instructional dialogue, and reflection. DLT Members will provide leadership during Professional Learning Team (PLT) meetings. During PLTs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLTs focus on the areas of teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

What do

we expect students to learn How will we know when they've learned it How will we respond when they don't How will we deepen the learning for students who have already mastered essential knowledge and skills Literacy and Instructional Coaches will provide a venue where teachers can observe and/or receive feedback regarding high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations. All PD opportunities will be evaluated to measure their effectiveness through observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our PD delivery. Another vital role for TL is related to the IPDM's operating principle of simultaneity. It has traditionally been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The TL system will provide a venue for screening both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, tTLs will work to ensure that past strategies and initiatives are maintained and strengthened over time. Using TLs will enable the district to provide coherent, coordinated, high-quality PD in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the IPDM. The IPDM steps and LMCS D's academic alignment to them include: Collecting and analyzing student data TLs (includes the Instructional Coaches, District Leadership Team, and Mentors) and Administrators will collect student data, analyze and design a plan for making instructional decisions. The instructional strategies will then be aligned to those needs to create a plan for PD and PLT meetings in 2016-2017. Goal

Setting for Student Learning TLs and Administrators will use student data to determine goals for a focus during each PLT meeting. Designing the PD TLs and Administrators will research appropriate topics for PLT meetings and professional development, aimed at ensuring students master lacking academic skills. These plans will be carried out at team meetings and PD days, and through collaboration by all teachers. Collaboration PLTs will identify the specific goals and learning how to attack deficit learning on certain skills. Implementation TLs will support Initial and Career teachers in implementing refined teaching strategies. Formative Evaluation Formative data will be collected to document student growth and determine future student needs. This data helps refine student grouping, pinpoint skill areas needing re-taught or a refocus, and re-alignment of instruction. Summative Program Evaluation TLs will utilize all data collection to create a summative program evaluation to show the overall results of the TLC system at LMCS D each spring. The PD focus will be targeted at any student achievement areas not meeting goals for the year. TLs and administration members will work together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a non-stop cycle.

#### **Part 8 - Goal Success Measurement**

State Goals: attract able/promising new teachers; retain effective teachers; reward professional growth and effective teaching; promote collaboration among teachers; improve student achievement Under the leadership of the Literacy Coach and the Instructional Coach, the District Leadership Team will monitor the short-term and long-term data in order to determine what needs to be monitored and adjusted in regards to the State and District TLC Program Goals. Upon review of the data (including surveys and interviews), the TL Team will report to administration for dissemination to district stakeholders. State and District TLC Program Goals

Short-Term Measure	Long-Term Measure
Monitor/Adjust:	State Goal: Attract able/promising new teachers
	District Goal: In the

2016-2017 school year, LMCS D will collaborate through PLTs three times a month working on action research and Iowa Core. Annually, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective. Annual Mentor and Induction Survey given to teachers

Semester collection of Mentor and Mentee Logs

Ensure that all staff is at the minimum salary (currently we are below the minimum requirement of \$33,500.00)

Annual review of retention rates

Annual report to the Superintendent and the school board of education regarding minimum salary and retention.

State Goal: Retain effective teachers; reward professional growth and effective teaching

District Goal: For the 2016-2017 school year, 13 building leaders will be put into place to fulfill leadership opportunities. Each year, 90% of the teaching staff will feel supported by teacher leaders.

Track the percentage of teachers who feel supported by the Instructional Coaches, District Leadership Team members and Teacher Mentors through Annual surveys.

Measure Teacher Effectiveness through Evaluation System

Career Development Plans reflect leadership role opportunities

Exit interviews on why teachers are leaving.

Report a summary of exit interviews to Leadership Teams (District & Community)

Superintendent and School Board Report to Superintendent and School Board the number of teachers applying and moving into leadership roles

State Goal: Promote collaboration among teachers

District Goal: By utilizing an instructional coach and a literacy coach, our teachers will feel empowered to grow professionally.

Upon surveying teachers, we will assess our teachers satisfaction with the coaching, and will adjust the teacher/coach relationship accordingly.

Monitor collaboration time using PLT Logs

Survey of effectiveness of PLT collaboration

Annual survey of effectiveness of PLT collaboration

Adjust PLT collaboration as needed based on survey feedback

State Goal: Improve student achievement

District Goal: By means of professional development (PD) and leadership opportunities, teachers will augment their skills to improve student achievement.

Analyze student achievement on district formative and summative

assessments\*FAST\*Fountas & Pinnell Benchmarking\*NWEA MAP test  
 Evaluation of alignment of ICC with teacher lesson plans  
 Analyze student achievement on Statewide Assessments\*Iowa Assessments\*ACT\*Graduation Rates  
 Evaluation of annual implementation of ICC Report student achievement data to Superintendent, School Board, Leadership Teams (District & Community), State Reports  
 Adjust professional development based on student data

### **Part 9 - Capacity to Implement Plan**

The Logan Magnolia Community School District (LMCSD) has a strong infrastructure in place to support the TLC plan. The Guiding Coalition follows the Iowa Professional Development Model. Data is used to determine the areas of focus to improve student achievement. The DLT is made up of teachers and administrators who, on a daily basis, interact with students and curriculum. One gap that the TLC plan would remediate is providing additional time for staff members and the Instructional Coaches to focus on professional learning both inside and outside the regular contract day. Currently, LMCSD has at least once-per-week collaboration time built into their schedules. ESSA legislation stipulates that every student be proficient at each grade level. The TLC program would allow time for staff to collaborate on strategies and implementation with an Instructional Coach to achieve this goal.

Current initiatives:

- LMCSD has had much success implementing unique initiatives. In 2014, we adopted a 1:1 iPad initiative for our students in grades 6-12. This initiative proved to be positive for our district as it allowed staff to receive rigorous training on incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors. This initiative expanded to include students in grade 5 for the 2015-2016 school year and is currently expanded through Kindergarten. In 2021, the district will transition to Chromebooks for the 7-12 grades, while K-6 will use the most recent version of the iPads.

- Professional Learning Communities: A recent and highly successful professional development initiative has been the implementation of Professional Learning Teams (PLT), which transitioned to Professional Learning Communities in 2015. The entire staff has continued to work in collaborative teams within PLCs, focused on instruction for the past six years. In 2018, teachers were all trained by a Solution Tree professional. Teachers enjoy the time to collaborate and work on their craft as a small group. Teachers complete feedback forms at the conclusion of each session that is reviewed by the Guiding Coalition. Weekly staff meetings provide opportunities for continued reflection and clarification.
- Mentoring & Induction: Mentor Teachers: We will continue to use veteran teachers to fill the role of mentors to new teachers in our district. These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met.
- Elementary adoption of literacy and math curriculum: The elementary Guiding Coalition, under the direction of the administration and Instructional Coach adopted a rigorous literacy curriculum and a rigorous math curriculum. These initiatives are implemented K-6.
- Secondary Flex-Mod schedule: The secondary Guiding Coalition researched and recommended implementation of a Flex-Mod schedule for 7-12. This implementation was based on brain research and best practices for secondary schools. After three years of a rigorous flex-mod schedule, the secondary will modify the schedule (for the 2021-2022 school year) to accommodate course-sharing throughout the county for CTE.
- Secondary book studies: Learning by Doing (Richard DuFour), Focus (Mike Schmoker) and Powerful Teaching (Pooja Agarwal and Patrice Bain).

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Education to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Process and Sustainability Management: The Superintendent, building administration, Instructional Coaches, Mentors and the District Leadership Team members will be responsible for the following tasks to assure sustainability of our plan:

- Plan and implement training for the new leadership positions during the summer of 2016;
- Hiring internal leadership and external replacement teachers in a timely manner;
- Receive and communicate stakeholder feedback using surveys and face-to-face forums;
- Organize collaborative leadership meetings for instructional coaches;
- Regularly convene with PLC leaders and Lead Content Specialists to provide training;
- Oversee and allocate funds for leadership positions;
- Monitor the evaluation process of leadership positions.

Sustainability Concerns: If an Instructional Coach decides to return to the classroom, all efforts will be made to honor the desire within the parameters of the Master Contract. At this point, both Instructional Coaches have been in their positions since the 2015-16 school year.

The district has been fairly successful in providing training and support for certain levels of teacher leadership in the district (i.e. Mentors, building leaders), but may struggle in finding professional development opportunities for instructional coaches and the Guiding Coalition. In 2015, the Instructional coaches, administration, and members of the Guiding Coalition attended a training through Diane Sweeney. The Instructional coaches continued training with Sweeney during the subsequent school year. The Secondary Instructional Coach has earned a M.A. in Teaching, Leadership, and Cultural Competency and is currently pursuing a doctorate in Educational Policy and Leadership Studies.

The District will work closely with the AEA and State Department of Education to provide any necessary support.

Responsibility for the Success of the Plan: Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Education, in partnership with the administration, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation. The Instructional Coaches, along with district administrators, will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out

their responsibilities. The TL team members selected to participate in the selection and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.