

Teacher Leadership Handbook
Marion Independent School District



2018-2019

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK



2018-2019

MISD Strategic Focus

MISD VISION: All MISD learners believe in their power to embrace learning, to excel, and to own their future.

MISD MISSION: The MISD in partnership with parents and the community will create a safe environment where each learner is nurtured to become successful.



DISTRICT GOALS

- ◎ Prepare all students to succeed as members of a global community and in a global economy.
- ◎ Eliminate the Achievement Gap.
- ◎ Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
- ◎ Achieve recognition as an exemplary National educational system.
- ◎ Establish efficient systems for development, allocation, and alignment of resources to support the District's vision, mission, and goals.

CORE VALUES

Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

Learners

We believe learners deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

Community

We believe in our collective responsibility to establish a high quality collaborative learning community.

Respect

We believe in treating all individuals with honor and dignity.

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

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Introduction

Good teaching is the single largest factor in predicting achievement. Teacher Leaders work side by side with colleagues in the areas of instruction, technology integration, data analysis, student achievement, and communication with internal and external stakeholders. Effective teacher professional development and collaboration are crucial means of sustaining and extending teachers' knowledge base and professional practice.

A critical component of MISD's TLC plan is providing Teacher Leaders with a lead role in planning and presenting professional development. A key focus will be the consistent utilization of Professional Learning Communities (PLCs) and incorporating the four essential questions:

- What do we want all students to learn?
- How will we know when they have learned it?
- How will we respond when they have not yet learned it?
- How will we respond when they have already learned it?

Utilizing this PLC foundation with existing professional development will provide a solid base for our teachers to further develop instructional practices. This will engage and motivate students, resulting in increased achievement and learning. Teacher leaders will ensure cohesion of the delivery, implementation, and evaluation of programs and strategies presented during each professional development session. All professional development will be tied directly to the Iowa Professional Development Model (IPDM) and place student learning at the center of school improvement and staff development.

MISD Vision: All MISD learners believe in their power to embrace learning, to excel, and to own their future.

MISD Mission: The MISD in partnership with parents and the community will create a safe environment where each learner is nurtured to become successful.

MISD's TLC Vision: Increased teacher leadership will significantly improve student learning and enhance teacher growth, instruction, collaboration, and retention.

MISD's TLC Goals:

- Strengthen instruction to improve student achievement
- Offer competitive starting salaries, professional development and leadership opportunities to attract new teachers
- Provide enhanced career opportunities to retain effective teachers
- Develop and support opportunities for teachers to learn from each other to promote collaboration

- Provide pathways for career opportunities with increased leadership responsibilities and increased compensation to reward professional growth and effective teaching

Varying Roles of a Teacher Leader

The role of the Teacher Leader is to support continuous school improvement. The Teacher Leader, in conjunction with the administration, is responsible for supporting implementation of best instructional practice, data analysis, curricular collaboration, modeling of instructional and management strategies, integration of technology, and communication with all stakeholders for increased student engagement and learning. Teacher Leaders are expected to support the instructional development of all teachers, which means they are generalists who will work with teachers in a variety of subject areas. While Teacher Leaders may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas.

The ongoing foundation of collaboration is essential for building a common knowledge experience around the written, taught and assessed curriculum. Throughout the implementation of teacher leadership, Teacher Leaders are able to:

- Work with teachers to align instruction and assessments to the Iowa Core
- Foster technology integration to enhance student engagement and learning
- Organize professional development
- Work with collaborative groups to analyze student work, assessment data, and teaching strategies
- Engage in ongoing professional learning, including professional reading and attendance at trainings, to provide research and job-embedded collaborative support to staff
- Help establish common vocabulary, background knowledge and experience, and collaborative relationships

Role Descriptors

Continuous Improvement

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically.

Description: A teacher leader models and facilitates continuous improvement throughout the school year. The teacher leader helps teachers practice what they learn from professional development and helps teachers transfer/synthesize their learning by supporting and brainstorming ways to use the information in the classroom. The teacher leader serves in district and school leadership roles, however, the teacher leader is **not** an administrator or evaluator.

- Foster a safe, trusting environment for teachers
- Introduce alternatives and refinements for teacher instructional practices
- Assist with the implementation of the School Improvement Plan
- Advocate for student learning

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Data Analyst

Purpose: To facilitate conversations using data to inform instructional decisions.

Description: A teacher leader analyzes individual, classroom and school data to facilitate data conversations. The teacher leader supports teachers and administrators in using data to improve instructional practices.

- Collaborate with teachers to analyze formative and summative student achievement and student engagement data
- Assist teachers with use of data to improve student learning and instructional practices

Instructional and Technology Supporter

Purpose: To support the implementation of effective instructional strategies and technology integration.

Description: A teacher leader supports teachers by helping with the “how” of teaching. They collaborate with teachers in designing instruction and integrating technology to meet the needs of **all** students. The teacher leader works side-by-side with teachers, encouraging reflective practices and analyzing assessment information to inform next steps.

- Collaborate, model effective technology integration that fosters student engagement and learning
- Model and support implementation of blended learning
- Provide descriptive feedback specific to student engagement, technology integration, and student voice and choice
- Support implementation of instructional practices that lead students to content understanding and mastery

Curriculum or Content Facilitator

Purpose: To promote implementation of the Iowa Core through adopted district curriculum and resources.

Description: A teacher leader supports teachers by helping them with the “what” of teaching.

- Guide understanding of Iowa Core Standards and Depth of Knowledge
- Support identification/review of priority standards
- Guide development of common formative assessments to understand student progress in identified priority standards
- Facilitate a better understanding of the alignment of the written, taught, and assessed curriculum
- Support teachers through new curriculum adoptions and implementation/review of district curriculum maps
- Assist in curriculum implementation with district-wide consistency

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Learner

Purpose: To engage in continuous learning in order to keep current in educational practices and programs.

Description: A teacher leader takes initiative to engage in ongoing learning. Teacher leaders reach out to create learning communities both within and outside of the school. The teacher leader as a learner, reflects on practice, is aware of the needs of an adult learner, understands the learning process, provides opportunities of proactive support, and leads others in their journey to improve practice.

- Engage in professional development opportunities and professional reading
- Practice and reflect about what is learned

What it is Not

The Role of the Teacher Leader does not include...

- Evaluation of teachers
- Providing information that would be used for evaluation
- Serving as substitute teacher
- Serving as principal designee
- Taking primary responsibility for the instruction of a specifically assigned group of students
- Developing or preparing school or district budgets
- Disciplining students in an administrative capacity
- Expertise upon entry

Teacher Leader Positions and Responsibilities

Technology Integration Coordinator

- Coordinate technology integration and learning District-wide.
 - Co-facilitate the District Technology Committee with Technology Coordinator.
 - Work with School Improvement Coordinators to train and support blended learning and technology integration that maximizes student engagement and learning.
 - Identify and implement needed job-embedded technology training and professional development throughout the District.
 - Engage in ongoing technology learning to evaluate emerging technologies for potential district use.
 - Maintain log of instructional support provided to teachers, PLCs, and for district professional development.
- Oversee digital communication District-wide.
 - Work with other members of the District Leadership Team to identify the communication needs of the District
 - Develop and manage digital communication platforms to meet the District's communication needs.
 - Work with building communication specialists to coordinate building and District data flow.

School Improvement Coordinator

- Professional Learning and School Improvement in the building and District-wide:
 - Assist the principal in co-facilitation of the Building Leadership Team focused on the School Improvement goals.
 - Help maintain a collaborative PLC within each subject or grade-level team.
 - Support PLCs in ongoing data analysis to identify specific needs and effective instructional practices.
 - Assist teachers in monitoring implementation of curriculum and instructional practices.
 - Support District-wide professional learning in technology integration, blended learning, and research-based instructional practices.
 - Provide job-embedded professional development for teachers and PLCs in the building in technology integration and innovation, with a focus on student engagement and learning.
 - Assist teachers with assessment strategies, data analysis, and instructional design to meet the needs of ALL learners.
 - Conduct one coaching cycle with each new teacher to the district in collaboration with the New Teacher Mentor.
 - Serve on the District and Building Technology Teams.
 - Maintain log of instructional support provided to teachers, PLCs, and for district professional development.

Learning Team Facilitator

- Lead your Professional Learning Community (PLC):
 - Work with your School Improvement Coordinator to maintain a collaborative community within your PLC.
 - Organize, plan, and coordinate PLC to include processes for determining:
 - What do we want all students to learn? (unwrap standards, determine priority standards)
 - How will we know when they have learned it? (develop common formative assessment (CFAs), summative assessment)
 - How will we respond when they do not learn it, and how will we respond when they have already learned it? (analyze CFA data for teaching practices AND student learning, employ MTSS)
 - Support your team in developing, documenting, and monitoring SMART goals based on student data.
 - Celebrate successes toward your PLC's SMART goals. Share successes with the building Communication Specialist.
 - Serve on the Building Leadership Team with a focus on the School Improvement goals and role of your PLC in supporting continuous improvement toward the goals.
 - Facilitate PLC curriculum and assessment development, implementation, and alignment using Atlas.
 - Collaborate with other LTFs to support vertical/horizontal alignment of curriculum and support for professional development.

Communication Specialist

- Meet the digital communication needs to support and celebrate learning of ALL in your building.
 - Implement building level components of the District-wide Communication Plan.
 - Work with other members of the Building Leadership Team to identify the communication needs of the staff and students.
 - Coordinate and manage building-based digital communication platforms to meet the building's needs.
 - Collaborate with the Technology Integration Coordinator to help synchronize communication District-wide.
 - Use various forms of communication to celebrate successes with external stakeholders: district website and social media.
 - Serve on the Building Leadership Team.

New Teacher Site Mentor: Initial License

- Provide building-based guidance and assistance to teachers new to the profession. (See Appendix N for detail)
 - Coordinate support for the new teacher.
 - Ensure new teachers have the information and resources they need for instruction.
 - Provide a collegial relationship for new teachers in their new work environment.
 - Meet regularly with the new teacher to support effective communication, lesson design, classroom management, data analysis, and integration within the school community.
 - Observe and provide feedback for the new teacher.
 - Maintain a log of ongoing assistance provided throughout the year.

New Teacher Site Mentor: Standard License

- Provide building-based guidance and assistance to teachers new to the district. (See Appendix N for detail)
 - Coordinate support for the new teacher.
 - Ensure new teachers have the information and resources they need for instruction.
 - Provide a collegial relationship for new teachers in their new work environment.
 - Meet regularly with the new teacher to support effective communication, lesson design, classroom management, data analysis, and integration within the school community.
 - Observe and provide feedback for the new teacher.
 - Maintain a log of ongoing assistance provided throughout the year.

Mentor Trainer

- Plan and facilitate ongoing training for New Teacher Mentors
 - Facilitate 5 training sessions throughout the year for Teacher Mentors.
 - Ensure New Teacher Mentors have the information and resources they need to support new teachers.
 - Serve as a Mentor for teachers who are in their first year of Mentoring, meeting monthly in the first 3 months to review the Mentor log expectations and observation protocols, and serving as a resource thereafter.
 - Develop proposal for Mentor Training as a License Renewal Credit option to begin for the 2019-2020 school year.

Anticipated Allocation of Time

Ongoing expectations of Teacher Leaders:

- Time in classrooms (Technology and School Improvement Coordinators, New Teacher Site Mentors)
 - Support curriculum and technology integration
 - Provide feedback to teachers with a focus on high impact instruction, technology integration, student engagement, and curriculum implementation
- Support PLCs (Technology and School Improvement Coordinators, Learning Team Facilitators)
 - Support collection and analysis of formative assessment data
 - Foster conversations around the 4 PLC questions
 - Curricular decisions- What do we want students to learn?
 - Formative and Common Formative Assessment (CFA)- How will we know when they've learned it?
 - Instructional decisions-
 - How will we respond when they don't learn it?
 - How will we respond when they've already learned it?
- Understanding data (Technology and School Improvement Coordinators, Learning Team Facilitators)
 - Support teachers, administrators and support staff in understanding and analyzing data from formative and summative assessments
 - Help teachers develop lessons based on data, student engagement, curriculum, and need
- Curriculum (Technology and School Improvement Coordinators, Learning Team Facilitators, New Teacher Site Mentors)
 - Support vertical and horizontal articulation of curriculum aligned to Iowa Core Standards
 - Support alignment of intended and enacted curriculum
 - Support understanding Iowa Core, curriculum maps, and assessments and support teachers in building lesson plans
- Professional Development (Technology and School Improvement Coordinators, Learning Team Facilitators, Mentor Trainers)
 - Work with administration to create and deliver the professional development as outlined by the professional development calendar
 - Present and monitor implementation of professional development to staff on a regular basis
 - Attend professional development as related to coaching practices, instructional strategies, assessment and curriculum, and technology
- Communication (Communication Specialists)
 - Identify and support the communication needs of internal and external stakeholders using written and electronic communication
 - Maintain building website
 - Support electronic modes of data collection and analysis

Professional Development Plan & Schedule

Professional Development Days: Technology Integration Coordinator and School Improvement Coordinators will collaborate with the Professional Development Team and Learning Team Facilitators to plan for and deliver professional learning for scheduled professional development days. Mentor Trainers will collaborate with Administrator team to plan for and deliver mentor training for scheduled days. Communication Specialists will support needed internal and external communications necessary for effective professional development.

PLCs: Learning Team Facilitators will work with the School Improvement Coordinator and building principal to plan for and lead PLCs at the building level.

Content and grade level PLC teams are guided by the Learning Team Facilitator and are as follows:

- Preschool
- Kindergarten
- First
- Second
- K-2 Special Education
- Third
- Fourth
- 3-4 Special Education
- K-4 Literacy
- 5-8 English
- 5-8 Math
- 5-8 Science
- 5-8 Social Studies
- 5-8 Special Education
- 9-12 English
- 9-12 Math
- 9-12 Science
- 9-12 Social Studies
- 9-12 Special Education
- PS-12 Counseling
- K-12 Physical Education
- K-12 Art
- K-12 Music
- 9-12 World Language
- 7-12 Career & Technical Education

Appraisal Procedures for Teacher Leaders

Teacher Leaders under TLC will fall under all the same Annual Teacher Appraisal Procedures for Marion Independent School District. However, additional feedback and review procedures will take place each year specifically for their Teacher Leadership role. Full release TLC staff will develop a 1-year Career Development Plan specific to their TLC role. In addition, the TLC appraisal process has four parts (see Appendix A - K):

- Self-Assessment (survey-based) – allows for the teacher leader to reflect on their strengths and weaknesses to guide improvements and determine future professional development and placement needs.
- Peer-Assessment (survey-based)- survey questions on peer perspective of teacher leader’s level of support and impact.
- Data and Documentation – collection of data provided by the teacher leader that can link his/her role to student achievement gains or teachers’ professional growth and measure the impact.
- Career Performance Review for TLC role- summary document included as a part of the annual appraisal process. This document must be completed by March 1 for full release coordinators (including annual observation) and May 1 for all other TLC roles.
 - Annual Observation (*full release positions only*) – allows administrator to engage in the annual appraisal process specific to the TLC role in supporting adult learners. Documents for this review are the same as those used as a part of the annual teacher appraisal observation and feedback process, with a specific focus on the ‘student’ as the adult learner.

*See Appendices for appraisal documents (completed via Google Form or paper copy as appropriate)

Frequently Asked Questions about Teacher Leadership Positions

Do teacher leaders work with students?

Teacher leaders may work with students while modeling with teachers, but should not be a part of daily or ongoing student instruction.

Where is the time allocated for teacher leaders and teachers to work together?

Teacher leaders, administrators and teachers work together to identify time for the collaboration before, during and after the school day.

Are teacher leaders limited to a specific building or content area?

The technology integration coordinator is a district-wide position. School improvement coordinators are assigned to a building, but should work collaboratively with other SICs to serve the district-wide needs based on their varying expertise. Learning team facilitators will support their assigned PLC and work collaboratively with other LTFs as appropriate. Mentors will be assigned to individual teachers. Mentor trainers will support mentors district-wide, serving specifically as trainers for all New Teacher Mentors and specifically as Mentors for teachers in their first year of mentoring.

What are the extra time commitment and compensation for Teacher Leaders?

- Technology Integration Coordinator (1)- \$10,000 + Full release time + 10 additional days + quarterly meetings
- School Improvement Coordinator (5)- \$10,000 + Full release time + 10 additional days + quarterly meetings
- Learning Team Facilitator (1/PLC)- \$4,000 + No release time + 4 additional days + quarterly meetings
- Communication Specialist (5)- \$4,000 + No release time + 4 additional days + quarterly meetings
- New Teacher Site Mentors: Initial License (1/teacher new to profession)- \$2,500 + No release time + 1 additional day + quarterly meetings
- New Teacher Site Mentor: Standard License (1/ teacher new to district)- \$1,000 + No release time + 1 additional day + quarterly meetings
- Mentor Trainer (2)- \$2,500 + No release time + 1 additional day + quarterly meetings

Is feedback from staff required for Teacher Leaders?

The legislation requires that the annual review of teacher leaders include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. Peer feedback should come from the teachers served by the teacher leader.

Do teachers who are selected for a leadership role need to reapply for that role each year?

Yes. The district will have a streamlined format of the reapplication/renewal process. According to the legislation, teachers in the leadership roles are required to complete "an annual review of the assignment to a teacher leadership role by the school's or school district's administration..." The review shall include peer feedback on the effectiveness of the teacher's performance of duty specific to the teacher's leadership role.

Appendix A: Appraisal Procedures

Appraisal Process- All TLC staff will meet with their evaluator to set (if appropriate), review, and evaluate the Career Professional Development Plan goals and performance criteria. Full release positions (Coordinators) will complete a 1-year Career Development Plan specific to their TLC role, while other TLC positions will continue with their plan that is part of the MISD annual teacher appraisal cycle. TLC staff will also meet with their evaluator on a regular basis for reflection and feedback on performance criteria.

- **Technology Integration Coordinator**, and **Mentor Trainers** will engage in annual appraisal process with TLC Grant Coordinator.
- **School Improvement Coordinators, Learning Team Facilitators, Communication Specialists, and New Teacher Site Mentors** will engage in annual appraisal process with the Building Principal of the assigned building.

Appraisal Methods

- **TLC Staff Member Peer-Rated Feedback (Appendices C, E, G, I, K, M)** - feedback from teachers as to their beliefs on the effectiveness of the TLC staff member and the impact of the role on teaching practice and student learning outcomes.
 - Peer-Rated Feedback form delivered electronically to teachers with whom the TLC staff member has worked (conducted in *February for Coordinators, April for all other TLC roles*).
- **TLC Staff Member Self-Rated Feedback (Appendices B, D, F, H, J, L)** – TLC staff member will reflect on strengths and areas of improvement to continue growth and determine future professional development needs (conducted in *February for Coordinators, April for all other TLC roles*).
- **Review of Data-** Collection of data that can link TLC position to student achievement gains or teachers' professional growth. Collection should include a variety of the following, however, all is not required (*by March 1 for Coordinators, by May 1 for all other TLC roles*).
 - Multiple measures of student achievement provided with explanation on the part they played in the data.
 - Teacher goals provided with explanation on TLC staff member's impact on goal progress.
 - Time Allocation Data – providing evidence of time allocation on supports as outlined by TLC role.
 - Professional Development Data –collection of PD feedback and/or proof of effectiveness and implementation.
- **Appraisal process for MISD teaching staff: full release positions only**- Full release TLC staff (Technology Integration Coordinator, School Improvement Coordinators) follow the teacher annual appraisal requirements including observation, feedback, and alignment to the Iowa Teaching Standards. Due to the nature of full release positions supporting adult learners, the 'student' considered during observation and appraisal should include teaching staff supported by the TLC role. Observation and annual appraisal for full release TLC staff must be completed *by March 1*.

Appendix B: Self- Rated Feedback- Technology Integration Coordinator (completed via Google Form)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond based on your current self-reflection using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively.
- _____ I work with School Improvement Coordinators to train and support blended learning an technology integration that maximizes student engagement and learning.
- _____ I lead teachers in evaluating their integration of technology.
- _____ I help teachers overcome barriers to technology integration.
- _____ I plan for and provide District-wide and job-embedded professional development to support technology integration based on teacher-needs.
- _____ I engage in ongoing technology learning to evaluate emerging technologies for potential district use.
- _____ I help identify the communication needs of the district.
- _____ I help develop and manage digital communication platforms to meet the district's communication needs.
- _____ I help building communication specialists coordinate building and district data and information flow.
- _____ I contribute positively to improvement of technology integration, blended learning, and student engagement.
- _____ I maintain confidentiality.
- _____ I model effective technology integration.
- _____ I add to the positive work environment in our district.
- _____ I help to support a school environment conducive to increasing student achievement and engagement.
- _____ I provide timely support to others when needed.
- _____ I maintain a log of instructional support provided to teachers, PLCs, and district professional development.
- _____ I move teachers along the continuum of instructional supports, moving toward higher leverage practices (reflective conversations, coaching cycles)
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix C: Peer- Rated Feedback- Technology Integration Coordinator (completed via Google Form)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this Coordinator using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ The Coordinator communicates effectively.
- _____ The Coordinator provides assistance for technology integration and blended learning.
- _____ The Coordinator supports teachers in evaluating their integration of technology.
- _____ The Coordinator helps the teachers overcome barriers to technology integration.
- _____ The Coordinator plans for and provides District-wide and job-embedded professional development to support technology integration.
- _____ The Coordinator shares examples of emerging technologies.
- _____ The Coordinator helps identify the communication needs of the district.
- _____ The Coordinator helps manage digital communication platforms to meet the district's communication needs.
- _____ The Coordinator supports building communication specialists in coordination of building and district data and information flow.
- _____ The Coordinator contributes positively to improvement of technology integration, blended learning, and student engagement.
- _____ The Coordinator maintains confidentiality.
- _____ The Coordinator models effective technology integration.
- _____ The Coordinator adds to the positive work environment in our district.
- _____ The Coordinator helps to support a school environment conducive to increasing student achievement and engagement.
- _____ The Coordinator provides timely support to me when needed.
- _____ This TLC role is providing benefit to the district.

Appendix D: Self- Rated TLC Role: School Improvement Coordinator (completed via Google Form or paper copy)

Respond to all statements by selecting the appropriate rating based on your current self-reflection using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively.
- _____ I work with the Technology Integration Coordinator to train and support blended learning and technology integration that maximizes student engagement and learning.
- _____ I assist the building principal in co-facilitation of the Building Leadership Team with a focus on the School Improvement goals.
- _____ I help maintain a collaborative PLC within each subject or grade-level team.
- _____ I contribute positively to improvement of instruction.
- _____ I support PLCs in ongoing data analysis to identify specific needs and effective instructional practices.
- _____ I help the teachers overcome barriers to meeting student learning goals.
- _____ I plan for and provide professional development and job-embedded training to support technology integration based on teacher-needs.
- _____ I plan for and provide professional development and job-embedded training to support curriculum alignment and delivery based on teacher-needs.
- _____ I plan for and provide professional development and job-embedded training to support assessment practices that inform instruction.
- _____ I maintain confidentiality.
- _____ I assist in developing appropriate student formative and summative assessments.
- _____ I communicate the importance of focusing on the needs of students, and support teacher goals with this in mind.
- _____ I help to create a school environment conducive to school improvement.
- _____ I work with staff to ensure that standards, instruction, and measures of learning are aligned.
- _____ I model research-based instructional practices and support teachers in implementation of these practices.
- _____ I add to the positive work environment in our district.
- _____ I provide timely support to others when needed.
- _____ I maintain a log of instructional support provided to teachers, PLCs, and district professional development.
- _____ I move teachers along the continuum of instructional supports, moving toward higher leverage practices (reflective conversations, coaching cycles).
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix E: Peer- Rated TLC Role- School Improvement Coordinator (completed via Google Form)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ The Coordinator communicates effectively.
- _____ The Coordinator works with the Technology Integration Coordinator to provide support for technology integration and blended learning.
- _____ The Coordinator effectively co-facilitates (with the principal) the Building Leadership Team with a focus on School Improvement.
- _____ The Coordinator helps maintain a collaborative PLC within each subject or grade-level team.
- _____ The Coordinator contributes positively to improvement of instruction.
- _____ The Coordinator supports PLCs in ongoing data analysis to identify specific needs and effective instructional practices.
- _____ The Coordinator helps teachers overcome barriers to meeting student learning goals.
- _____ The Coordinator plans for and provides professional development and job-embedded training to support technology integration based on teacher-needs.
- _____ The Coordinator plans for and provides professional development and job-embedded training to support curriculum alignment and delivery.
- _____ The Coordinator plans for and provides professional development and job-embedded training to support assessment practices that inform instruction.
- _____ The Coordinator maintains confidentiality.
- _____ The Coordinator assists in developing appropriate student formative and summative assessments.
- _____ The Coordinator communicates the importance of focusing on the needs of students, and supports teacher goals with this in mind.
- _____ The Coordinator helps to create a school environment conducive to school improvement.
- _____ The Coordinator works with staff to ensure that standards, instruction, and measures of learning are aligned.
- _____ The Coordinator models research-based instructional practices and supports teachers in implementing these practices.
- _____ The Coordinator adds to the positive work environment in our district.
- _____ The Coordinator provides timely support to me when needed.
- _____ This TLC role is providing benefit to the district.

Appendix F: Self- Rated TLC Role- Learning Team Facilitator (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond based on your current self-reflection using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively.
- _____ I work with the School Improvement Coordinator or other appropriate staff to identify needed supports for my PLC.
- _____ I support my PLC in developing, documenting, and monitoring SMART goals based on student data.
- _____ I organize, plan, and coordinate my PLC collaboration to include use of processes for: unwrapping standards, identifying priority standards, developing CFAs, and analyzing student data.
- _____ I help establish and maintain a collaborative PLC.
- _____ I share successes of my PLC with the Communication Specialist.
- _____ I contribute to data-informed decision making of my PLC.
- _____ I help the teachers overcome barriers to meeting student learning goals.
- _____ I facilitate documentation of curriculum and assessment in Atlas.
- _____ I support alignment of curriculum, assessment, and instruction using Atlas.
- _____ I assist my PLC in developing appropriate student common formative and summative assessments.
- _____ I maintain confidentiality.
- _____ I help others improve their professional practice.
- _____ I communicate the importance of focusing on the needs of students, and support teacher goals with this in mind.
- _____ I help to create a school environment conducive to improving teaching practices and learning outcomes.
- _____ I contribute to the positive work environment in our district.
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix G: Peer- Rated TLC Role- Learning Team Facilitator (completed via Google Form)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ The Facilitator communicates effectively.
- _____ The Facilitator works with the School Improvement Coordinator or other appropriate staff to identify needed supports for the PLC.
- _____ The Facilitator supports our PLC in developing, documenting, and monitoring SMART goals based on student data.
- _____ The Facilitator organizes, plans, and coordinates our PLC collaboration to include use of processes for: unwrapping standards, identifying priority standards, developing CFAs, and analyzing student data.
- _____ The Facilitator helps establish and maintain a collaborative community within our PLC.
- _____ The Facilitator shares successes of our PLC with our PLC members as well as the Communication Specialist.
- _____ The Facilitator contributes to data-informed decision making of our PLC.
- _____ The Facilitator helps teachers in our PLC overcome barriers to meeting student learning goals.
- _____ The Facilitator supports documentation of curriculum and assessment in Atlas.
- _____ The Facilitator supports alignment of curriculum, assessment, and instruction using Atlas.
- _____ The Facilitator helps to create a school environment conducive to improving teaching practices and learning outcomes.
- _____ The Facilitator maintains confidentiality.
- _____ The Facilitator assists our PLC in developing appropriate student common formative and summative assessments.
- _____ The Facilitator communicates the importance of focusing on the needs of students, and supports teacher goals with this in mind.
- _____ The Facilitator adds to the positive work environment in our district.
- _____ The Facilitator helps me improve my professional practice.
- _____ This TLC role is providing benefit to the district.

Appendix H: Self- Rated TLC Role- Communication Specialist (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond based on your current self-reflection using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively.
- _____ I collaborate with staff to identify communication opportunities.
- _____ I monitor engagement of stakeholders in accessing building-level communication, using data to engage in the most highly effective strategies.
- _____ I effectively implement the building level components of the District-wide Communication Plan.
- _____ I coordinate and manage building-based digital communication platforms to meet the ongoing building's needs.
- _____ I coordinate with the Technology Integration Coordinator to synchronize ongoing communication district-wide.
- _____ I support the Building Leadership Team in aligning communication efforts to our School and District Improvement goals.
- _____ I regularly celebrate successes (daily to weekly) with internal and external stakeholders using the district website, social media, and other communication platforms.
- _____ I maintain confidentiality.
- _____ I add to the positive work environment in our district.
- _____ I support parent and community engagement, to positively impact student learning.
- _____ I am responsive to communication needs.
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix I: Peer- Rated TLC Role- Communication Specialist (completed via Google Form)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ The Specialist communicates effectively.
- _____ The Specialist collaborates with staff to identify communication needs.
- _____ The Specialist monitors and shares data regarding engagement of stakeholders in accessing building-level communication, using data to engage in the most highly effective strategies.
- _____ The Specialist effectively implements the building level components of the District-wide Communication Plan.
- _____ The Specialist coordinates and manages building-based digital communication platforms to meet the building's needs.
- _____ The Specialist supports the Building Leadership Team in aligning communication efforts to School and District Improvement goals.
- _____ The Specialist regularly celebrates successes (daily to weekly) with external stakeholders using the district website, social media, and other communication platforms.
- _____ The Specialist maintains confidentiality.
- _____ The Specialist adds to the positive work environment in our district.
- _____ The Specialist supports parent and community engagement, to positively impact student learning.
- _____ The Specialist is responsive to communication needs.
- _____ This TLC role is providing benefit to the district.

Appendix J: Self- Rated TLC Role- New Teacher Site Mentor (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond based on your current self-reflection using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively with the Mentee.
- _____ I work with the Mentee to identify needed supports (classroom management, instruction, assessment, curriculum, organization and similar)
- _____ I support the Mentee in having information and resources needed for instruction.
- _____ I support the Mentee in establishing and maintaining classroom routines.
- _____ I support the Mentee in planning for lesson delivery throughout the year.
- _____ I support the Mentee in analysis of instructional effectiveness throughout the year.
- _____ I support the Mentee in identifying formative and summative assessment methods to inform instruction and analyze student learning.
- _____ I provide a collegial relationship for the Mentee.
- _____ I maintain documentation of assistance provided to the Mentee throughout the year.
- _____ I help the Mentee overcome barriers to meeting student learning goals.
- _____ I support the Mentee in understanding alignment of curriculum, assessment, and instruction.
- _____ I maintain confidentiality.
- _____ I help to create a school environment conducive to increasing achievement.
- _____ I add to the positive work environment in our district.
- _____ I provide timely support to the Mentee.
- _____ I help the Mentee improve his/her professional practice.
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix K: Peer- Rated TLC Role- New Teacher Site Mentor (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 1- Rarely
- 2- Occasionally
- 3- Usually
- 4- Consistently

X – don't know/ not applicable

Statements:

- _____ The Mentor communicates effectively with me, the Mentee.
- _____ The Mentor works with the Mentee to identify needed supports (classroom management, instruction, assessment, curriculum, organization and similar)
- _____ The Mentor supports the Mentee in having information and resources needed for instruction.
- _____ The Mentor supports the Mentee in establishing and maintaining classroom routines.
- _____ The Mentor supports the Mentee in planning for lesson delivery throughout the year.
- _____ The Mentor supports the Mentee in analysis of instructional effectiveness throughout the year.
- _____ The Mentor supports the Mentee in identifying formative and summative assessment methods to inform instruction and analyze student learning.
- _____ The Mentor provides a collegial relationship for the Mentee.
- _____ The Mentor maintains documentation of assistance provided to the Mentee throughout the year.
- _____ The Mentor helps the Mentee overcome barriers to meeting student learning goals.
- _____ The Mentor supports the Mentee in understanding alignment of curriculum, assessment, and instruction.
- _____ The Mentor maintains confidentiality.
- _____ The Mentor helps to create a school environment conducive to increasing achievement.
- _____ The Mentor adds to the positive work environment in our district.
- _____ The Mentor provides the Mentee with timely support.
- _____ The Mentor helps the Mentee improve professional practice.
- _____ This TLC role is providing benefit to the district.

Appendix L: Self- Rated TLC Role- Mentor Trainer (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond based on your current self-reflection using the following rating scale with the corresponding response choices:

- 5- Rarely
- 6- Occasionally
- 7- Usually
- 8- Consistently

X – don't know/ not applicable

Statements:

- _____ I communicate effectively with the Mentors and Mentor Training Team.
- _____ I collaboratively plan and facilitate ongoing professional learning for New Teacher Mentors based on the needs of the group and of the individuals.
- _____ I support the New Teacher Mentors in having information and resources needed for the mentoring role.
- _____ I monitor effectiveness of mentor training, ensuring feedback opportunities following each training.
- _____ I use Mentor feedback in planning and facilitation of ongoing training.
- _____ I model and provide mentoring for New Teacher Mentors in their first year.
- _____ I support Mentors in overcoming barriers to meeting the needs of the new teachers.
- _____ I maintain confidentiality.
- _____ I support an environment conducive to improving instructional practices and learning for ALL.
- _____ I add to the positive work environment in our district.
- _____ I provide timely support to the Mentors.
- _____ I help the Mentors improve their own professional practice.
- _____ I effectively collaborated in development a proposal for New Teacher Mentor Training as a license renewal credit through GWAEA.
- _____ My TLC role is providing benefit to the district.

*TLC staff member may be asked to provide evidence/examples of experience used to determine these ratings.

Appendix M: Peer- Rated TLC Role- Mentor Trainer (completed via Google Form or paper copy)

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this instructional coach using the following rating scale with the corresponding response choices:

- 5- Rarely
- 6- Occasionally
- 7- Usually
- 8- Consistently

X – don't know/ not applicable

Statements:

- _____ The Mentor Trainer communicates effectively.
- _____ The Mentor Trainer facilitates ongoing professional learning for Mentors based on the needs of the group and of me individually.
- _____ The Mentor Trainer supports me in having information and resources needed for the mentoring role.
- _____ The Mentor Trainer monitors effectiveness of mentor training by providing feedback opportunities following each training.
- _____ The Mentor Trainer uses feedback in planning and facilitation of ongoing training.
- _____ The Mentor Trainer models and provides mentoring for New Teacher Mentors in their first year.
- _____ The Mentor Trainer supports Mentors in overcoming barriers to meeting the needs of the new teachers.
- _____ The Mentor Trainer maintains confidentiality.
- _____ The Mentor Trainer supports an environment conducive to improving instructional practices and learning for ALL.
- _____ The Mentor Trainer adds to the positive work environment in our district.
- _____ The Mentor Trainer provides timely support for successful mentoring.
- _____ The Mentor Trainer helps me improve my professional practice.
- _____ This TLC role is providing benefit to the district.

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Appendix N: Mentoring and Induction Program

School Year 2018-2019 Mentor and Induction Plan

First Year Teachers in SY 18-19:

Name of Teacher	Content Area	Teacher Leader Mentor
1.		
2.		
3.		
4.		
5.		

Second Year Teachers in SY 18-19:

Name of Teacher	Content Area	Teacher Leader Mentor
1.		
2.		
3.		
4.		
5.		

New to District Teachers in SY 18-19:

Name of Teacher	Content Area	Teacher Leader Mentor
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1.		
2.		
3.		
4.		
5.		
6.		

A. Goals

Goals for the Marion Independent School District Beginning Teacher Mentoring and Induction Programs are:

- To promote excellence in teaching
- To enhance student achievement
- To build a supportive environment within school districts
- To increase the retention of promising beginning teachers
- To promote the personal and professional well-being of classroom teachers
- To support continuous improvement
- To foster professional development of all teachers to achieve the Iowa Teaching

Standards

1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

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B. Mentor Training: The mentor training will include:

MISD mentors will receive ongoing training throughout the 2018-2019 academic school to build off their training from 2016-2018. The training continues to build a solid foundation of the mentoring role and the purpose of mentoring new teachers in the MISD. Mentors will be able to use their knowledge gained from the district's Professional Learning Communities training and embed the PLC philosophy into their work with new teachers. To begin the academic year, mentors will receive a full day of training around the mentoring role and purpose, developing skills in teacher observation, articulation of district and state level teacher expectations, use of effective mentoring language, and tools to assist beginning teachers in understanding their learners and planning effective lessons.

Mentors will also receive quarterly training to focus specifically on the phases and needs of the teacher. Mentors will be able to gain deeper understandings of how to support their teacher with classroom management, effective teaching practices, student data analysis, and how to use classroom observation data to leverage higher student achievement. In addition, mentors will have the ability to share challenges and celebrations with other district mentors. This time will allow mentors to work together and support each other through problem solving conversations.

Please see the following district training schedule and timeline:

Mentor Training: (22 hours)

- August full day professional development: (8 hours)
 - Mentoring role
 - MISD purpose of mentoring
 - District teacher expectations - need to knows
 - Observing and conferencing
 - Mentoring language (reflective questioning)
 - Social Emotional Learning - for students and teacher
 - Reviewing available resources: Getting to know learners/lessn planning/Analysis of Student Work
 - Ideas around how and when to work with beginning teacher
- Year-long book study - to support conversations/learning (6 hours)
- Quarterly meetings: (x2 hrs =8 hours)
 - Problem Posed/Problem Solve - mentor collaboration
 - Understanding the phases of beginning teachers
 - Effective teaching - reflective teaching
 - Classroom observations with data collection and post observation conversations
 - Analysis of student work - data based decision making
 - Classroom Management
 - Conversations around book study

C. Mentor Selection Process

Selection for the MISD mentor teacher leaders will be around the following criteria:

- Individual employed as a classroom teacher or a retired teacher who holds a valid license issued under chapter 272
- Has completed at least three years of successful teaching practice
- Employed and on a non-probationary basis
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers

Additionally, selection will be based on the new teacher's content, grade level and building assignment. Qualified mentors with similar teaching assignments will be considered, and building administration will make the determination of final mentor to new teacher pairing.

D. Support for Beginning Teachers

Beginning Teacher (Initial License) Support:

The MISD will support beginning teachers on their path to master teacher by embedding support into their daily and weekly lives. Beginning teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist beginning teachers in moving their practice further, faster. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns. Beginning teachers will gain new ideas through observing master teachers as well as gaining feedback from mentor observations.

Mentors will ensure beginning teachers understand effective teaching components. This will be done through lesson planning tied to the Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research-based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps beginning teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with beginning teachers, they will be able to provide day-to-day assistance with needs as they arise and support in maneuvering the different phases of the beginning teacher's first/second year. (Please see the attached yearly support timeline)

Summary of Mentor and Beginning Teacher Collaboration Topics:

- **Building/District Basics:**
 - Site Orientation - See document
 - Resources - contacts
 - Mandatory certifications/trainings and upkeep
 - Contractual Requirements
 - Leave and Pay Procedures
 - Emergency Procedures

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- Phone programming
- Budget requests
- **Knowing Students:**
 - Academically and Multiple Dimensions
- **Lesson Design**
 - Objectives, CORE Standards, Student Engagement
 - Assessments
 - Analysis of student work (template)
 - Unit/Daily Lesson Planning (template)
 - Instructional Strategies
 - Curriculum and Materials Planning
 - Differentiation
 - Technology Integration
- **Classroom Philosophy:**
 - First day procedures
 - Attendance Procedures
 - Classroom Management
 - Parent Communication
 - Colleague Communication
- **Parent/Teacher Conferences**
 - Communicating with families (template)
- **Teacher Practice:**
 - Grading policies & procedures
 - Classroom Management
 - Organization (i.e. data, planning, assessments)
- **Special Education: regulations and requirements**
- **Observations:**
 - Mentor observes mentee (x2)
- **Including pre/post conversations**
 - Peer Observation - of mentor (x2)
 - Focused Teacher Observation - in or out of district or another teacher

Mentor and mentee complete together

- **Teacher Goal Setting - around 8 Iowa Teaching Standards**
 - Fall, Winter, Spring
- **Triad Meetings: Mentor, Teacher and Evaluator**
 - One per semester (2)
- **Differentiated Instruction**
 - Content, Process, Product and/or Environment
- **Student Motivation**
- **Iowa State Assessments - Administration and Security procedures**
- **Topic(s) determined by new professional & mentor**

New to District (Standard License) Teacher Support:

The MISD will support new teachers to the district (standard license) to accelerate their practice by embedding support into their weekly and monthly lives. New teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist teachers in continuing a successful practice in a new district. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns.

Mentors will ensure teachers new to the district understand effective teaching components and the necessary orientation to district procedures/information. This will be done through providing resources tied to the district and Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research-based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with teachers; they will be able to provide day to day assistance with needs as they arise.

(Please see the attached yearly support timeline)

Summary of Mentor and New Teacher (Standard License) Collaboration Topics:

- **Building/District Basics:**
 - Site Orientation - See document
 - Resources - contacts
 - Mandatory certifications/trainings and upkeep
 - Contractual Requirements

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- Leave and Pay Procedures
- Emergency Procedures
- Phone programming
- Budget requests

● Lesson Design

- Objectives, CORE Standards, Student Engagement
- Assessments
- Instructional Strategies

● Curriculum and Materials Planning

- Differentiation
- Technology Integration

● Classroom Philosophy:

- First day procedures
- Attendance Procedures
- Classroom Management
- Parent Communication
- Colleague Communication

● Parent/Teacher Conferences

- Communicating with families (template)

● Teacher Practice:

- Grading policies & procedures
- Classroom Management
- Organization (i.e. data, planning, assessments)

● Special Education: regulations and requirements

Other Potential Topics:

● Knowing Students:

- Academically and Multiple Dimensions

● Differentiated Instruction

- Content, Process, Product and/or Environment

- Analysis of student work (template)
- Unit/Daily Lesson Planning (template)
- Student Motivation
- Iowa State Assessments - Administration and Security procedures
- Topic(s) determined by new professional & mentor

E. Supportive Organizational Structure

MISD mentoring and induction program will work with mentors to maximize available times for teachers and mentors to collaborate. This time will be reached through professional learning community meetings, district/building professional develop, common available times throughout the week and release time, for both the mentor and beginning teacher, to fulfill needed collaboration. During these various meeting times, the mentor and teacher will reflect over the teacher's practice and discuss next steps to move the teacher's practice forward and improve student achievement. Teachers will have access to lesson planning tools, student analysis documents and other tools to facilitate reflection around effective classroom practices.

Mentors and beginning teachers (initial license) will observe each other's classrooms and engage in pre/post observation conversations around the beginning teacher's lessons. This process will consist of the mentor completing two full observation cycles of the beginning teacher's practice throughout the academic school year. Additionally, the beginning teacher will observe the mentor teaching two times a year. These experiences allow for teacher feedback and reflection around teacher practice. In addition to mentor/beginning teacher observations, there will be the opportunity to co-observe in another teacher's classroom, either in or out of district, to have exposure to even more classroom teaching styles.

MISD will work to identify the appropriate mentor for each beginning (initial license) and new to district (standard license) teacher. The criteria for this process will begin with ensuring the mentor has a valid license, at least three years of successful teaching practice, is employed on a non-probationary basis and demonstrates the professional commitment to both the improvement of teaching and learning and the development of beginning teachers. Additionally, mentors will be selected to match, as closely as possible, to the grade, content and building of the new teacher. Administration will work to pair the beginning teacher to the most appropriately matched mentor.

Mentors will be provided with 22 hours of training to ensure they are equipped to support and advance the teacher's practice. Please see Section B (Mentor Training) for specific areas of focus. The district mentors will have a support system, of other mentors, and opportunities to reflect over their mentoring practice individually and as a district mentoring team. Additionally, mentors will have access to the MISD Mentoring Program Facilitator to receive the necessary support and training to move teacher practice forward. Mentoring support for second year teachers will address the gradual release as the second year progresses to encourage autonomy of the beginning teacher's practice.

The MISD Mentoring Program Facilitator will work with beginning teachers, new to district teachers and mentors to ensure the partnership is effective and productive for all parties. The Program Facilitator will work, in collaboration with the TLC Grant Coordinator and building principal(s), to remedy any ineffective partnerships and promptly establish a new one as necessary. This process will be supported through principal/mentor/beginning teacher triad meetings, individual teacher and mentor reflections and the mentor's fidelity of the programs supports.

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Mentors and mentees will also have supports as outlined through the TLC grant. This includes the grade or content level PLC team members and Learning Team Facilitator, School Improvement Coordinator, Technology Integration Coordinator, and Communication Specialist.

F. Program Evaluation

Evaluate district success in meeting program goals

The MISD will evaluate the mentoring/induction program through the Mentor and Teacher Activity Log. Mentors and teachers will engage in the required pieces of the program and will initial, monthly, to confirm their work around each designated criteria. These criteria were built to support the MISD Beginning Teacher Mentoring and Induction Program goals. In addition to the log there will be formative checks, completed by the program facilitator and building administrator, with both the teacher and mentor as to how the program is going and if there are any areas of additional support or adjustments needed.

Each of the following goals are met through the following log criteria:

- **To promote excellence in teaching**
 - Teacher/mentor monthly conversations - building reflection
 - Classroom philosophy conversations
- **To enhance student achievement**
 - Lesson planning
 - Analysis of student work
 - Knowing students/learners
- **To build a supportive environment within school districts**
 - Teacher/mentor monthly conversations
 - Mentor meetings/trainings
 - Quarterly check-ins for program fidelity and effectiveness
- **To increase the retention of promising beginning teachers**
 - Daily access to mentor/building support
 - Collaborative partnership between mentor/teacher
- **To promote the personal and professional well-being of classroom teachers**
 - Building/District basics
 - Weekly/daily collaboration time
- **To support continuous improvement**
 - Teacher goal setting
 - Analysis of student work
 - Observation cycles and feedback
- **To foster professional development of all teachers to achieve the Iowa Teaching Standards**
 - Teacher goal setting around Iowa Teaching Standards
 - Fostering reflection through monthly mentor/teacher meetings

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Provide for the minor and major program revisions:

- For all mentors, an annual review process is outlined through the TLC Handbook (see the following)
- Changes to the mentoring and induction program will be completed through the TLC change request process

Appraisal Process- All TLC staff will meet with their evaluator to set (if appropriate), review, and evaluate the Career Professional Development Plan goals and performance criteria. Mentors will continue with their Individual Career Development Plan that is part of the 3-year evaluation cycle. TLC staff will also meet with their evaluator on a regular basis for reflection and feedback on performance criteria.

- New Teacher Site Mentors will engage in the appraisal process with the Building Principal of the assigned building.

Appraisal Methods

- TLC Staff Member Peer-Rated Feedback (TLC handbook) - feedback from teachers as to their beliefs on the effectiveness of the TLC staff member and the impact of the role.
 - Peer-Rated Feedback form given to teachers with whom the TLC staff member has worked (April).
- TLC Staff Member Self-Rated Feedback (TLC handbook) – TLC staff member will reflect on strengths and areas of improvement to continue growth and determine future professional development needs (April).
- Review of Data- Collection of data that can link TLC position to student achievement gains or teachers’ professional growth. Collection should include a variety of the following, however, all is not required (by May 1).
 - Multiple measures of student achievement provided with explanation on the part they played in the data.
 - Teacher goals provided with explanation on TLC staff member’s impact on goal progress.
 - Time Allocation Data – providing evidence of time allocation on supports as outlined by TLC role.
 - Professional Development Data –collection of PD feedback and/or proof of effectiveness and implementation.

Include a process for how information will be shared with interested stakeholders

- Mentoring and induction documents will be available on the district website, through SIAC, and emailed to all staff.

Standard License Teacher Mentor / Induction Program Training Log SY 2018- 2019

Date	Description of Activity	Signatures
	<ul style="list-style-type: none"> ● In-service training to include New Teacher Induction 2 Days ● Building/District Basics: <ul style="list-style-type: none"> ○ Site Orientation - See document 	1. _____

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<p>August/ Early Sept</p>	<ul style="list-style-type: none"> ○ Resources - contacts ○ Contractual Requirements ○ Leave and Pay Procedures ○ Emergency Procedures ○ Phone programming ○ Mandatory certifications/trainings and upkeep ● Knowing Students: (Aug.-Sept) <ul style="list-style-type: none"> ○ Academically and Multiple Dimensions ● Lesson Design (Aug-Sept.) <ul style="list-style-type: none"> ○ Objectives, Student Engagement, Assessment ○ Unit/Daily ○ Curriculum and Materials ○ Academic Standards ○ Differentiation ○ Technology Integration ● Classroom Philosophy: <ul style="list-style-type: none"> ○ First day procedures ○ Attendance Procedures ○ Classroom Management ○ Parent Communication ● Monthly Conversation: documented through communication log <p style="color: red;">*Mentor/Teacher Interactions:1-2 hours during first three weeks of school</p>	<p>2. _____</p>
<p>Sept</p>	<ul style="list-style-type: none"> ● Parent/Teacher Conferences <ul style="list-style-type: none"> ○ Communicating with families (template) ● Knowing Students: (Aug.-Sept) <ul style="list-style-type: none"> ○ Academically and Multiple Dimensions ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Special Education: regulations and requirements ● Monthly Conversation: documented through communication log 	<p>1. _____</p> <p>2. _____</p>

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	*Mentor/Teacher Interactions: 1-2 hours per month	
Oct	<ul style="list-style-type: none"> Lesson planning <ul style="list-style-type: none"> ○ Reflections ○ Technology integration ● Monthly Conversation: documented through communication log ● Continuation of previous topics <ul style="list-style-type: none"> *Mentor/Teacher Interactions: 1 hour per month 	<p>1. _____</p> <p>2. _____</p>

Nov	<ul style="list-style-type: none"> ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Monthly Conversation: documented through communication log ● Continuation of previous topics <ul style="list-style-type: none"> *Mentor/Teacher Interactions: 1 hour per month 	<p>1. _____</p> <p>2. _____</p>
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Dec	<ul style="list-style-type: none"> ● Differentiated Instruction <ul style="list-style-type: none"> ○ Content, Process, Product and/or Environment ● First Semester Review <ul style="list-style-type: none"> ○ Pacing ○ Planning ○ Revisions for 2nd semester ● Monthly Conversation: documented through communication log ● Continuation of previous topics <ul style="list-style-type: none"> *Mentor/Teacher Interactions: 1 hour per month 	<p>1. _____</p> <p>2. _____</p>
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	<ul style="list-style-type: none"> ● Classroom Philosophy: <ul style="list-style-type: none"> ○ Classroom procedures 	
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<p style="text-align: center;">Jan</p>	<ul style="list-style-type: none"> ○ Attendance Procedures ○ Classroom Management ○ Parent Communication ○ Colleague Communication ● Reviewing teacher goal(s) ● Student Motivation ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Monthly Conversation: documented through communication log ● Continuation of previous topics <p style="color: red; margin-top: 10px;">*Mentor/Teacher Interactions: 1-2 hours per month</p>	<p>1. _____</p> <p>2. _____</p>
<p style="text-align: center;">Feb</p>	<ul style="list-style-type: none"> ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Budget requests ● Monthly Conversation: documented through communication log ● Continuation of previous topics <p style="color: red; margin-top: 10px;">*Mentor/Teacher Interactions: 1 hour per month</p>	<p>1. _____</p> <p>2. _____</p>
<p style="text-align: center;">Mar</p>	<ul style="list-style-type: none"> ● Iowa State Assessments - Administration and Security procedures ● Topic(s) determined by new professional & mentor ● Monthly Conversation: documented through communication log ● Continuation of previous topics <p style="color: red; margin-top: 10px;">*Mentor/Teacher Interactions: 1 hour per month</p>	<p>1. _____</p> <p>2. _____</p>

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

<p>Apr</p>	<ul style="list-style-type: none"> ● Focused Teacher Observation - in or out of district <ul style="list-style-type: none"> ○ Mentor and mentee complete together ● Draft of teacher Individual Career Development Plan (ICDP) ● Monthly Conversation: documented through communication log ● Continuation of previous topics <p>*Mentor/Teacher Interactions: 1 hour per month</p>	<p>1. _____</p> <p>2. _____</p>
<p>May</p>	<ul style="list-style-type: none"> ● Final exam creation & schedule ● Inventory ● Curriculum planning ● Planned course revision cycle ● Thinking/Planning for next year ● Program evaluation ● End of year procedures ● Continuation of previous topics ● Monthly Conversation: documented through communication log <p>*Mentor/Teacher Interactions: 1 hour per month</p>	<p>1. _____</p> <p>2. _____</p>
<p>June</p>	<ul style="list-style-type: none"> ● Program completion / feedback 	<p>1. _____</p> <p>2. _____</p>

Signatures #1 = Mentee, #2 = Mentor

<p>Building Principal</p>	<p>(signature)</p>	<p>(date)</p>
<p>Superintendent</p>	<p>(signature)</p>	<p>(date)</p>

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

*****Log is due to your building principal by: May 31, 2019*****

Initial License Teacher Mentor / Induction Program Training Log School Year 2018-2019

Date	Description of Activity	Signatures
<p>August/ Early Sept</p>	<ul style="list-style-type: none"> ● In-service training to include New Teacher Induction 2 Days ● Building/District Basics: <ul style="list-style-type: none"> ○ Site Orientation - See document ○ Resources - contacts ○ Contractual Requirements ○ Leave and Pay Procedures ○ Emergency Procedures ○ Phone programming ○ Mandatory certifications/trainings and upkeep ● Knowing Students: (Aug.-Sept) <ul style="list-style-type: none"> ○ Academically and Multiple Dimensions ● Lesson Design (Aug-Sept.) <ul style="list-style-type: none"> ○ Objectives, Student Engagement, Assessment ○ Unit/Daily ○ Curriculum and Materials ○ Academic Standards ○ Differentiation ○ Technology Integration ● Classroom Philosophy <ul style="list-style-type: none"> ○ First day procedures ○ Attendance Procedures ○ Classroom Management ○ Parent Communication ● Monthly Conversation: documented through communication log *Mentor/Teacher Interactions: 3-4 hours during first three weeks of school 	<p>1. _____</p> <p>2. _____</p>
	<ul style="list-style-type: none"> ● Parent/Teacher Conferences <ul style="list-style-type: none"> ○ Communicating with families (template) ● Knowing Students: (Aug.-Sept) <ul style="list-style-type: none"> ○ Academically and Multiple Dimensions 	<p>1. _____</p>

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

<p>Sept</p>	<ul style="list-style-type: none"> ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Special Education: regulations and requirements ● Monthly Conversation: documented through communication log ● *Mentor/Teacher Interactions: 2-3 hours per month 	<p>2. _____</p>
<p>Oct</p>	<ul style="list-style-type: none"> ● Lesson planning -- including reflections <ul style="list-style-type: none"> ○ Reflections ○ Technology integration ● Observation Cycle #1: Mentor observes mentee <ul style="list-style-type: none"> ○ Including pre/post conversations ● Teacher Goal Setting - around 8 Iowa Teaching Standards ● Triad Meeting #1: Mentor, Teacher and Evaluator ● Monthly Conversation: documented through communication log ● Continuation of previous topics*<i>Mentor/Teacher Interactions: 2-3 hours per month</i> 	<p>1. _____</p> <p>2. _____</p>
<p>Nov</p>	<ul style="list-style-type: none"> ● Peer Observation - of mentor ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Monthly Conversation: documented through communication log ● Continuation of previous topics ● *Mentor/Teacher Interactions: 1-2 hours per month 	
	<ul style="list-style-type: none"> ● Differentiated Instruction <ul style="list-style-type: none"> ○ Content, Process, Product and/or Environment ● First Semester Review <ul style="list-style-type: none"> ○ Pacing ○ Planning 	<p>1. _____</p>

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

<p>Dec</p>	<ul style="list-style-type: none"> ○ Revisions for 2nd semester ● Monthly Conversation: documented through communication log ● Continuation of previous topics *Mentor/Teacher Interactions: 1-2 hours per month 	<p>2. _____</p>
<p>Jan</p>	<ul style="list-style-type: none"> ● Classroom Philosophy: <ul style="list-style-type: none"> ○ Classroom procedures ○ Attendance Procedures ○ Classroom Management ○ Parent Communication ○ Colleague Communication ● Reviewing teacher goal(s) ● Student Motivation ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Monthly Conversation: documented through communication log ● Continuation of previous topics *Mentor/Teacher Interactions: 1-2 hours per month 	<p>1. _____</p> <p>2. _____</p>
<p>Feb</p>	<ul style="list-style-type: none"> ● Observation Cycle #2: Mentor observes mentee <ul style="list-style-type: none"> ○ Including pre/post conversations ● Teacher Practice: <ul style="list-style-type: none"> ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● Budget requests ● Triad Meeting #2: Mentor, Teacher and Evaluator ● Monthly Conversation: documented through communication log 	<p>1. _____</p> <p>2. _____</p>

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

	<ul style="list-style-type: none"> Continuation of previous topics *Mentor/Teacher Interactions: 2-3 hours per month 	
Mar	<ul style="list-style-type: none"> Peer Observation - of mentor Iowa State Assessments - Administration and Security procedures Topic(s) determined by new professional & mentor Monthly Conversation: documented through communication log Continuation of previous topics *Mentor/Teacher Interactions: 1-2 hours per month 	1. _____ 2. _____
Apr	<ul style="list-style-type: none"> Focused Teacher Observation - in or out of district <ul style="list-style-type: none"> Mentor and mentee complete together Review of teacher goal(s) Monthly Conversation: documented through communication log Continuation of previous topics *Mentor/Teacher Interactions: 1-2 hours per month 	1. _____ 2. _____
May	<ul style="list-style-type: none"> Final exam creation & schedule Continuation of previous topics Inventory Curriculum planning Planned course revision cycle Thinking/Planning for next year Final exams Program evaluation End of year procedures Monthly Conversation: documented through communication log *Mentor/Teacher Interactions: 1-2 hours per month 	1. _____ 2. _____
June	<ul style="list-style-type: none"> Program completion / feedback 	1. _____

MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK

		2. _____
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Signatures #1 = Mentee, #2 = Mentor

Building Principal	(signature)	(date)
Superintendent	(signature)	(date)

*******Log is due to your building principal by: May 31, 2019*******