

## Applicant Information

### Project Officer

**AnA User Id** CHAD.STRAIGHT@IOWAID  
**First Name\*** Chad Straight  
First Name Middle Name Last Name  
**Title:**  
**Email:\*** [cstraight@belle-plaine.k12.ia.us](mailto:cstraight@belle-plaine.k12.ia.us)  
**Address:\*** 707 7th St.

**City\*** Belle Plaine Iowa 52208  
City State/Province Postal Code/Zip  
**Phone:\*** 319-444-3611  
Phone Ext.  
**Program Area of Interest\*** Early Literacy Implementation  
**Fax:**  
**Agency**

### Organization Information

**Organization Name:\*** Belle Plaine Community School District  
**Organization Type:\*** K-12 Education  
**Tax ID:** 06-00360  
**DUNS:**  
**Organization Website:** [www.belle-plaine.k12.ia.us](http://www.belle-plaine.k12.ia.us)  
**Address:** 610 13th Ave.

**Phone:** Belle Plaine Iowa 52208  
City State/Province Postal Code/Zip  
319-444-3720  
**Fax:** 319-444-4507  
Ext.  
**Benefactor Vendor Number**

## Recipient Information

**District\*** Belle Plaine Community School District  
Use the drop-down menu to select the district name.

**County-District Number\*** 06-0576  
This field should fill automatically based on the choice above. If the number listed does not match v

**Honorific** Mr.

**Name of Superintendent\*** Chad Straight

**Telephone Number\*** 319-444-3611

**E-mail Address\*** [cstraight@belle-plaine.k12.ia.us](mailto:cstraight@belle-plaine.k12.ia.us)

**Street Address\*** 707 7th St.

**City\*** Belle Plaine

**State\*** Iowa  
Use the drop-down menu to select the state.

**Zip Code\*** 52208

## TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Chad Straight
Telephone Number*	319-444-3611
E-mail Address*	<a href="mailto:cstraight@belle-plaine.k12.ia.us">cstraight@belle-plaine.k12.ia.us</a>
Street Address*	707 7th St.
City*	Belle Plaine
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	52208

## ***Narrative***

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

### Teacher Leadership and Compensation Plan Abstract/Executive Summary

Belle Plaine Community School District is a small, rural school in eastern Iowa with an enrollment of 566, 325 in the elementary school and 241 in the junior/senior high school. The Belle Plaine School District motto, "Learning Today For Living Tomorrow" serves as a guide for our district to utilize each and every day as an opportunity to maximize learning opportunities for our students. The mission statement of the district states, "The Belle Plaine Community School District, in partnership with the community, will prepare students to become responsible, productive citizens and lifelong learners by providing a positive educational environment with a challenging curriculum. Improving schools requires a collaborative culture: "without collaborative skills and relationships it is not possible to learn and to continue to learn." (Fullan, 1993, p. 18) The opportunity to implement a teacher leadership program will help us maximize the potential of every student and staff member in our district. A teacher leadership program will help us attract and retain high-quality teachers who will contribute to our efforts to enhance student performance on standardized test in all four core subjects with an emphasis in reading and mathematics, and

better prepare our students to succeed throughout their educational journey and enhance postsecondary opportunities.

The Belle Plaine Teacher Leadership Committee was formed by offering the opportunity to all teachers, administrators, and parents in the district to serve on the team to create the Teacher Leadership Plan for the Belle Plaine School District. Individuals who expressed interest were contacted and the team was formed with a combination of teacher, administrators, and parents. The School Improvement Consultant from Grant Wood AEA also served on the team.

During the planning process, the TLC Team spent time discussing what programs we currently have in place at Belle Plaine and what our goals are in the future. While creating our plan we received feedback from teaching staff about how leadership opportunities can enhance what we are currently doing and support future initiatives. This feedback combined with research of other teacher leadership programs will help us create an effective teacher leadership program that will facilitate enhanced student achievement.

Goals discussed during the planning process included:

- New teacher mentoring
- Technology integration
- Implementation of Professional Learning Communities
- Data-driven instruction/data teams
- Core alignment
- Standards based instruction/assessment
- Alignment of priority standards to CFA's (common formative assessment)
- 1:1 initiative 7-12
- RTI/MTSS

“Shared leadership is based on the concept of the school as a community of learners and recognition of the fact that the principal can't do it alone.” (Hallinger, 2007) The distribution of leadership will enable us to move forward more effectively with current programs and provide the attention to detail needed to implement future initiatives that will increase student learning opportunities and experiences. By increasing teacher leadership roles within the district we will:

- Provide teacher leaders the opportunity to excel
- Collect and interpret data to better meet student and staff needs
- Provide more targeted and specific professional learning for teachers and various levels
- Design, lead, and evaluate professional learning
- Lead the process of technology integration

- Facilitate creation of common formative assessments aligned with priority standards

Belle Plaine will monitor the effectiveness of the teacher leadership program by using surveys, interviews, regular TLC meetings, and analysis of student achievement. The teacher leadership plan will be monitored based on the goals of the plan and the review of data collected from staff and students.

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

**TLC Model Number**      Model 3 – Comparable Plan

## ***Narrative***

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

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

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

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents).

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan.

“Collaboration and the ability to engage in collaborative action are becoming increasingly important to the survival of the public schools. Indeed, without the ability to collaborate with others, the prospect of truly improving schools is not likely.” (Schlechty, 2005, p.22) To that end, the Belle Plaine Teacher Leadership Committee was formed by offering the opportunity to all teachers, administrators, and parents in the district to serve on the team to create the Teacher Leadership Plan for the Belle Plaine School District. Individuals who expressed interest were contacted and the team was formed with a combination of teacher, administrators, and parents. The School Improvement Coordinator from Grant Wood AEA also served on the team.

The Belle Plaine Teacher Leadership and Compensation (TLC) Grant was guided by the Grant Wood AEA workshop series. Within these sessions we reviewed other teacher leadership programs, viewed and discussed qualities of effective teacher leadership systems, and were provided resources and planning documents to support the development of a teacher leadership plan. The planning committee also met regularly to assess needs, design, plan, and develop components of our TLC plan. TLC Planning money was used to provide substitute teachers that allowed members of the team the opportunity to attend Grant Wood AEA TLC Training Sessions as a team. Planning funds were also used for substitute teachers for members of the team work on the creation of the plan during school hours with the support of the School Improvement Coordinator from Grant Wood.

The planning committee also spent time reviewing other teacher leadership programs and discussing how we might apply some of the effective parts of those programs into our own. We also spoke with representatives from schools who had plans approved by the state, as well as, schools who were still in the planning process to gather feedback and information about the process.

Through a survey, Belle Plaine faculty showed strong support for having a teacher leadership system.

- 91% of teachers responded that a teacher leadership system could benefit our district
- 91% of teachers felt it was important or very important that proven quality teachers in the district assist with supporting effective teaching strategies
- 100% of school administrators are in favor of implementing a teacher leadership system and were key in the development of the system

Feedback from staff was used throughout the development of the plan and proved very beneficial as we sought to identify the needs of the staff and students and how the teacher leadership system could enhance growth in these areas. Administrators were excited about the opportunity to better utilize the leadership and skills of teachers within the district to support and enhance student and staff performance.

Members of the TLC Committee met with staff in their respective buildings and discussed ideas about how the plan might look within the Belle Plaine School District. Thoughts and ideas were shared about how this may be used differently at the various levels within the district. A survey was given to the staff to determine the level of interest among the staff and also their beliefs about how this plan can best

support them and the students. Feedback collected from the survey was instrumental in the formation of the Belle Plaine TLC plan.

## **Timeline**

The committee is comprised of three administrators, four teachers, two parents and a representative of the Belle Plaine Education Association. The planning committee also worked with the Grant Wood AEA School Improvement Coordinator who serves our district. Planning grant funds were used to pay substitute teachers for times the committee met during the workday.

September 19, 2013- District was introduced to the grant application and decided not to pursue the initial opportunity.

January 23, 2014- District decided to pursue the second round of grant applications.

April 24, 2014 -Received teacher leadership resources and reviewed the Department of Education's resources on their website.

June 2, 2014- Informed committee of the application process and researched what other schools used for their TLC plan.

August 20, 2014- Administrative team shared information about the TLC plan and progress in its development with the Belle Plaine School Board at the regularly scheduled meeting.

August 27, 2014-Attended workshop held by the AEA, received examples for part four of the application process and spent time on that part of the application.

September 4, 2014- Brainstormed the roles and responsibilities of each leadership position. and began the writing process by breaking into two writing groups

September 17, 2014- Administrative team shared information about the TLC plan and progress in its development with the Belle Plaine School Board at the regularly scheduled meeting.

October 9, 2014- Continued writing parts of grant.

October 15, 2014- Administrative team shared information about the TLC plan and progress in its development with the Belle Plaine School Board at the regularly scheduled meeting.

October 17, 2014- Continued writing parts of grants and began reviewing total application.

This committee will remain active throughout the grant application, implementation, and operation process. The Belle Plaine TLC Committee will monitor the effectiveness of the teacher leadership program by using surveys, interviews, regular TLC meetings, and assessment of student achievement. The teacher leadership plan will be monitored by the committee based on the goals of the plan and the review of data collected from staff, students, and parents.

## **Narrative**

Using Part 2 application narrative from previous submission?\*

No

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

### **State Goals:**

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

Part 2) Describe the vision and goals of your school district hopes to achieve through the implementation of the TLC plan.

### **Who is Belle Plaine Community and School District?**

- A rural school with a K-12 enrollment of 540 students led by a staff of 45 teachers
- 37.8% of our students qualified for free and reduced lunch and 8.9% of students received special ed support
- A rural community of 2850 people located 30 miles due west of Cedar Rapids
- Close connections to railroad, Union Pacific
- Mainly agricultural community
- CSIP goal

- all students will demonstrate growth in the areas of math, reading, social studies, and science, with an emphasis in the areas of math and reading.
- Measurement and monitoring of the growth of students include MAP, DIBELS, FAST and the Iowa Assessment.
- SINA list for math and/or reading for both buildings

Teacher Leaders within the TLC program will enhance our ability to provide assistance and learning to all staff, meet the needs of students at all levels of learning, and allow us to more effectively increase the levels of understanding in the areas of reading and math.

### **Belle Plaine District Vision Connections to TLC Plan**

#### **“Learning Today For Living Tomorrow”**

As a district we strive to prepare our students to become responsible, productive citizens and lifelong learners by providing a positive educational environment with a challenging and diverse curriculum. The district will accomplish this by recruiting and hiring highly effective teachers, retaining quality teachers, and utilizing the skills and knowledge of the highly effective teachers currently in the district. By providing opportunities for our highly qualified teachers to grow, develop, and share their skills, knowledge, and expertise with staff and students we will motivate and prepare all learners to achieve success.

### **Belle Plaine TLC Supports Current Goals and Initiatives-**

- Implementation of the PLC/CLT process K-12
- Technology emphasis during professional development
- Implementation of the Iowa Core

The district is utilizing each of these initiatives to support student learning. By implementing the Teacher Leadership Program we will be able to support these programs to a greater extent and facilitate higher levels of teaching and learning for staff and students.

### **District Initiatives and Connections to the TLC Grant**

Implementation of this program will allow us to target the goal areas of math, reading, and technology:

- utilize the leadership abilities of teachers within the district to support the implementation of the district goals, technology, PLC's and Iowa Core
- enhance instructional practice throughout the district
- support implementation of district initiatives
- integrate technology at all levels
- analyze and interpret data (MAP, DIBELS, Iowa Assessment)
- create a climate and culture conducive to learning
- have a positive impact on student learning

### **Belle Plaine TLC Improves Student Learning-**

Teacher leaders created through the Teacher Leadership Plan will strengthen instruction by

- modeling best practices,
- providing constructive feedback,
- ensuring the implementation of professional development learning into the classroom,
- analyzing data, infusing technology, and
- promoting creativity to challenge every student to achieve his/her greatest potential.

As teachers begin to serve in formal roles as hybrid practitioners-leaders, it is important to note that teachers have been serving in informal leadership roles for ages . Researchers have pointed to the ways in which teachers have always worked to lead, even when not formally called upon to do so. (Source- Policy to Practice Brief- Teacher Leadership As A Key To Education Innovation, August 2010). According to Danielson (2006) and Killion and Harrison (2006), informal teacher-leaders are those individuals who:

- Take initiative among faculty members .
- Mobilize people for a common purpose .
- Monitor the progress of other teachers .
- Act as a liaison between faculty and administration .
- Share their knowledge and skill of the practice with others .

At Belle Plaine we strive to incorporate the four C's- Communication, Collaboration, Critical thinking, and Creativity. Teacher Leaders within this plan will help us be more effective in each of these areas and

ultimately enhance the overall success and effectiveness of students and staff at Belle Plaine.

Using Part 3 application narrative from previous submission?\*

Yes

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

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.)

Belle Plaine's Teacher Leaders will be instructional specialists for instruction and curriculum. The Teacher Leaders will support and strengthen the priorities identified by the Belle Plaine TLC Committee, SIAC, and School Board.

**The priorities for the 2015-2016 school year are that Belle Plaine teachers**

**(1) demonstrate implementation, alignment and assessment of the Iowa Core,**

**(2) use data to guide instruction and professional development, and**

**(3) provide support and mentoring to teachers.**

The teacher leaders will greatly increase the districts ability to fully implement the priorities of the Belle Plaine Community School District.

**\*Alignment and Assessment of the Iowa Core**

The Teacher Leader team of Instructional Coaches will strengthen the district's work with Iowa Core implementation by creating the alignment tools, action plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leader team will continue to use the Iowa Curriculum Alignment Tool and the district-created Iowa Core Google document that assist teachers in aligning standards. The Instructional Coaches will meet with grade level teams to help create and align unit designs and assessments. The Instructional Coaches will also provide expertise in the use of technology, effective teaching strategies, analyzing data, uses of assessment tools, and curriculum. They will be involved with developing and sustaining Professional Learning Communities (PLC). Model Teachers will be available as examples of innovative instructional and/or assessment strategies for all teachers to observe for implementation of these district priorities.

**\*Use data to guide instruction and professional development**

The Instructional Coaches will guide and support Iowa TIER implementation and curriculum-based measurement for the district. Instructional Coaches will also support the district's effort in RTI and MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers), DIBELS Next (dynamic indicators of basic early literacy skills), MAP (measures of academic progress), Iowa Assessment data, as well as, curriculum-based measurement. Other sources of data that will be used to monitor and assess learning at the secondary level include PSAT, COMPASS, ASVAB, and the ACT Test. Student classroom performance will be used at all levels. Coaches will assist and help train the teachers in research-based instructional strategies and monitor the progression of the students' achievement toward their goals.

**\*Provide support and mentoring to teachers**

The Mentor Teachers will be mentors to all staff in the district and provide support in areas of instructional decisions that impact student learning. They will provide direct support to first year teachers and ongoing support to career teachers new to the district. The Mentor Teachers will assist in the implementation of practices and teaching strategies to increase student learning.

## Technology Integration

The Instructional Coaches along with Model and Mentor teachers will support the district's initiative to implement 1:1 computers. The teacher leadership team will work with staff and students to effectively utilize technology in the classroom and provide ongoing training for staff to maximize the instructional incorporation of technology in the 21st century classroom.

Using Part 4 application narrative from previous submission?\*

No

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

Part 4) Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program, areas of improvement needed in the current program and how your TLC plan will address these gaps.

## Current Mentoring Program at Belle Plaine

In the past 5 years, Longfellow Elementary has had 9 new teachers and the junior/senior high school has had 5. Of the 14 teachers new to district, 13 have been successfully remained in the district. The one who left had Belle Plaine CSD accepted a position in his home district. The current Mentoring Program in the district provides a level of support that is not as structured and comprehensive as needed. There are no specific timelines or guidelines for mentor/mentee observations, coordinated mentor/mentee professional development, resources, and outlines for data collection to determine its effectiveness. Teachers who are new to the Belle Plaine District are required to attend one additional day at the beginning of the school year for orientation. The orientation process includes training on district policies and procedures along with meetings with district administrators. Once the year has started, new teachers meet periodically throughout the year with their mentor teacher as well as have observations during the year for guidance and

feedback. Mentoring services are provided for two years. Mentoring may be extended for a third year if the mentor and administrator agree that the individual will benefit from the additional support.

The district has been able to utilize highly qualified mentor teachers to support its mentoring program but is in need of a more intensive program that will bring a more comprehensive system of support for new teachers within the district. The grant will provide funding and support for a highly structured mentoring program and compensation for staff members who are willing to assume leadership positions to mentor new teachers.

The most recent long term data provided by the Iowa DE proves the challenge that districts in the Grant Wood AEA face. Across our state, 30.7% of Iowa teachers leave the profession within the first 3-5 years, mirroring the national average. While Belle Plaine has done an excellent job in the area of teacher retention, the district remains committed to the importance of mentoring and induction for teachers entering the profession.

### **New Requirements for Mentoring**

The district will inform eligible staff of mentor vacancies. Prior to the established deadline, interested persons should submit a letter of interest to the building administrator. The district has the right to turn down any or all letters of interest or application.

Teachers may go through the application and interview process with the building administrator. Those teachers considered shall have demonstrated the following:

- Is able to establish rapport
- Has a minimum of three years of exemplary classroom teaching
- Provides classroom support with district initiatives
- Leads and organizes data collections
- Develops and supports technology integration in the classroom
- Models effective teaching strategies
- Attends PLC meetings
- Keeps open lines of communication
- Has a variety of networks
- Supports teacher work in creating and using assessment to guide instruction
- Has knowledge and skills respected by teachers and administrators

### Benefits to the mentee

- Develop understanding of established district initiatives
- Establish a critical friend
- Obtain assistance with school policy and procedures
- Have a collaborative partner
- Receive emotional support
- Attend an additional contract day to establish a relationship with the mentor

The salary requirement of \$33,500 has been in place for two years.

The Belle Plaine Teacher Leadership Plan will establish Mentor Teachers who provide examples of effective teaching, challenging conversations, specific feedback, reflective questioning, data analysis support, and a source for collaboration. The additional resources provided by the Teacher Leadership and Compensation Program will ensure the district provides a comprehensive and successful mentoring and induction program for all new teachers. The added time provided by the program will increase the ability of mentors and mentees to collaborate on effective classroom practices, making the transition to the classroom more fulfilling.

## Narrative

Using Part 5 application narrative from previous submission?\*

No

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

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

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create and improve student learning and student achievement throughout the district.

Part 5

a.)Description of the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

Selecting our Model:

After conducting research with various stakeholders, reviewing the Iowa Professional Development Model, and evaluating the needs of the district, the model that best fits the needs of Belle Plaine CSD is Model 3. In the evaluation of district initiatives, we cited CSIP, SINA, K-3 Literacy, PLC's with an emphasis on math, reading, and technology. We determined that three teacher leadership roles would be a part of our program design. The administrative team, along with the Teacher Leadership Committee, worked to map out which duties and responsibilities would be best suited to each role. These include two Instructional Coaches, five Mentor Teachers, and five Model Teachers. These 12 positions make-up 27% of the overall staff at Belle Plaine.

### **Instructional Coach**

The role of the Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skills and student achievement. S/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning. This individual will have a strong understanding of the use of technology in the educational environment.

2 Positions: One full time Junior/Senior High Instructional Coach and one full time Elementary Instructional Coach.

Full Time salary with benefits plus \$10,000 Supplement

10 Additional Contract Days

100% of the time performing Instruction Coach duties

### **Instructional Coach Job Description:**

### Elementary Instructional Coach

- Assist in planning, facilitating, and monitoring professional development.
- Assist in planning, facilitating, and monitoring staff development.
- Collect and analyze data to facilitate instruction.
- Be current on research-supported best practices.
- Facilitate PLC meetings
- Collaborate with school leaders, leadership committees, and colleagues to address instructional issues.
- Provide additional support to new teachers.
- Interprets and assesses collected data with teachers and administration. Support the vertical alignment of curriculum.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Collaborates with SINA team.
- Facilitate discussions about improving instructional practices.

### Junior/Senior High Instructional Coach

- Keep abreast of developments in technology innovations and provides leadership in determining their appropriateness for inclusion in the district educational program.
- Assist in planning, facilitating, and monitoring professional development. Model and support the integration of technology.
- Provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.
- Be current on research-supported best practices.
- Collaborate with school leaders, leadership committees, and colleagues to address instructional issues.
- Facilitate PLC meetings
- Provide additional support to new teachers.
- Interprets and assesses collected data with teachers and administration (MAP, Iowa Assessment).
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Support the vertical alignment of curriculum.
- Facilitate discussions about improving instructional practices.
- Serve on District Leadership Team

- Supports implementation of PBIS
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Serve on District Leadership Team

### **Mentor Teachers**

Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers, as well as, professional teachers. They also serve as a liaison between the teacher leadership team and administrators. Mentor teachers are responsible for supporting improved teaching by focusing on instruction and the learning cycle.

5 Positions

\$2,000 Supplement

3 additional contract days

Additional days (full or partial) throughout the school year up to a total of 12 full days.

#### **Mentor Teacher Qualities/Expectations:**

- Demonstrate effective, research-based classroom instruction.
- Observe and be observed by all staff.
- Facilitate learning conversations.
- Assist teachers with planning.
- Observe and provide constructive feedback to new teachers.
- Assist teachers in the collection and analysis of data.
- Attend training, conferences, seminars that can provide additional support in the areas of math, reading, and technology.
- Support teachers in making data-based decision and planning for differentiation.
- Be current on research-supported best practices.

- Collaborate with school leaders and colleagues to address instructional issues.

### **Model Teachers**

Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They will be responsible for maintaining a high-level of instructional practice and implementing district initiatives. They will collaborate with the instruction and technology specialist, mentor teachers, teachers, administration, and instructional coaches.

5 Positions

\$1,000 supplement

100% classroom instruction

Additional days (full or partial) may be available throughout the school year up to a total of 6 full days.

Model Teacher Qualities/Expectations:

- Model effective teaching that demonstrates best classroom instructional and management practices.
- Observe instructional practices in other classrooms.
- Accept initial and career teachers into their classroom for observations.
- Be current on research-supported best practices. Emphasis in the areas of math, reading, and technology.
- Serve as a resource for others on how to collect and analyze data to drive instruction.
- Attend training, conferences, seminars that can provide additional support in the areas of math, reading, and technology.
- Collaborate with instructional coaches, instruction and technology specialist, and administration.

b) Explains how the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning throughout the district.

Belle Plaine created these teacher leadership roles to improve the learning environment in our district. The roles are embedded within each other to allow them to support each other. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role. Research also shows that student achievement increases when teachers collaborate with other effective educators. "Collaboration allows teachers to capture each others collective fund of collective intelligence" Mike Schmoker. By having highly qualified teachers in our leadership positions, they can guide and support instruction. These positions will provide staff at Belle Plaine who have expressed interest in leadership roles the opportunity to grow as a leader and share the skills they have acquired as a life-long learner.

Our leadership positions were created to allow maximum participation by our staff. The roles will allow educators to apply for different roles according to their comfort level. All teachers will be able to decide if they want to apply for a position or take on a more challenging position at the end of each year. As a district with a very veteran staff, it is our goal to utilize this experience and provide additional opportunities for multiple individuals to share their skills and knowledge with all teachers in the district.

Each of the teacher leadership roles address continuous school improvement and support each other. One of our district's areas of emphasis is technology. The Instruction Coaches will assist all educators in implementing technology in the classroom, as well as, planning and facilitating professional growth. They will also assist teachers with data analysis and identify strengths and weaknesses. They will provide educators with instructional strategies to improve student performance. The Mentor teachers will support the development of beginning teachers new to the profession or new to the district. Through the mentoring and induction program mentors will assist beginning teachers to become quality instructors. Model teachers model exemplary teaching practices through observation and discussions in PLCs, other teachers will begin to embed these practices into their instructional routines and procedures. Collaboration between each leadership role will be essential to student achievement.

Using Part 6 application narrative from previous submission?\*

No

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

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

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

Part 6) Describe how teacher leaders will be selected. Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

**a) Measures of effectiveness**

The rigorous selection process at Belle Plaine Community School District ensures each position is held by a highly-qualified individual. Each candidate must have a minimum of three years teaching experience, with at least one of those being at Belle Plaine Community School District. These individuals must show leadership qualities and the ability to work with others. Preference will be given to teachers demonstrating dedication to the teaching profession through additional training, education, and the willingness to serve on leadership committees. All openings are posted internally in each of the buildings as well as e-mailed to staff. Positions will also be posted publicly at [teachiowa.gov](http://teachiowa.gov).

The current teacher evaluation tool is based on the eight Iowa Teaching Standards. The standards reflect the qualities used to measure the effectiveness of teacher leaders. They include implementation of district goals, planning and preparing instruction, instructional strategies, student assessment, classroom management, professional growth and professional responsibilities.

**b) Professional growth**

Applicants will be selected by the following committees:

Instructional Coaches' Selection Committee

- 2 administrators and
- 2 teachers within the district that are not applying for a leadership position.

Model Teachers and Mentor Teachers' Selection Committee

- 2 administrators

- 2 teachers within the district that are not applying for a leadership position
- 1 Instructional Coach representing the respective building

It is important to have the Instructional Coach involved in the selection process of the Model and Mentor Teachers due to their direct working relationship.

#### **Instructional Coaches' selection process:**

- Submission of application, resume, and teacher portfolios to the committee.
- Those selected will prepare and present a one-half day professional development plan.
- Applicants will answer a uniform set of questions prepared in advance by the selection committee. These questions will address the candidate's professional and personal qualification and skills. Some of the topics addressed would include knowledge of the Iowa Core, data analysis, instructional strategies, technology integration, as well as the evidence of the ability to effectively coach peers.
- Each individual on the committee will fill out a rubric for each candidate. This rubric will address the professional development plan, knowledge of Iowa Core, data analysis, instructional strategies, technology integration, and the evidence of the ability to effectively coach peers.
- A discussion will be held and the committee will make a recommendation based on a majority vote. The recommendation will be presented to the Superintendent for final approval by the School Board.

#### **Model Teachers' selection process:**

- Submission of application, resume, and teacher portfolio to the committee.
- Applicants will answer a uniform set of questions prepared in advance by the selection committee. These questions will address the candidate's professional and personal qualification and skills. Some of the topics addressed would include knowledge of the Iowa Core, data analysis, instructional strategies, technology integration, as well as the evidence of the ability to effectively coach peers.
- Each individual on the committee will fill out a rubric for each candidate. This rubric will address the professional development plan, knowledge of Iowa Core, data analysis, instructional

strategies, technology integration, and the evidence of the ability to effectively coach peers

**Mentor Teachers' selection process:**

- Submission of application, resume, and teacher portfolio to the committee.
- Applicants will answer a uniform set of questions prepared in advance by the selection committee. These questions will address the candidate's professional and personal qualification and skills. Some of the topics addressed would include knowledge of the Iowa Core, data analysis, instructional strategies, technology integration, as well as the evidence of the ability to effectively coach peers.
- Each individual on the committee will fill out a rubric for each candidate. This rubric will address the professional development plan, knowledge of Iowa Core, data analysis, instructional strategies, technology integration, and the evidence of the ability to effectively coach peers.
- The selection committee will annually recommend matching Mentor Teacher candidates with the number of new hires.
- The selection committee will recommend matching Mentor Teachers with Initial teachers based on experience, knowledge of grade or subject level content, and their ability to work with others.
- Once selected, the Administrators will make the final decision to match the Mentor Teacher with the Mentee.

**Professional Growth:**

To demonstrate growth in the profession, the district will utilize teacher portfolios and Professional Learning Plans required by the state of Iowa. Data can be obtained from these documents to show evidence of rigor and attainment of goals.

***Narrative***

Using Part 7 application narrative from previous submission?\*

No

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

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

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

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.

[Click here](#) To access the Iowa Professional Development Model page.

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. Include the following information in your narrative:

1. A description of the role teacher leaders will play in the creation and delivery of professional development.
2. A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

The Iowa Professional Development Model will guide our TLC and Teacher Leadership group in designing instruction for our district. This planning for professional development may include researching, planning, and delivering strategies for best practice in the classroom. Currently, the elementary PD focus is exploring, experiencing, and organizing the Iowa Core Reading and Math Standards. The Junior High/High School PD is experiencing PLC work with an Iowa Core Speaking and Listening standard. The Instruction Coaches along with the administrators and model teachers will drive the process for professional development, as well as, assist mentor teachers in pinpointing the teaching strategies needed in the classroom. Our Mentor Teachers will collaborate with the Instructional Coaches and Model Teachers to ensure effective instruction is delivered. Model teachers will provide strong effective teaching models to be observed by other teachers.

Belle Plaine Community Schools utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

1. Collecting and analyzing student data
2. Goal setting

3. Selecting content
4. Designing the process for improving instruction
5. Ongoing cycle continues
6. Evaluation

The Belle Plaine Community Schools are continuously collecting and analyzing student data. Analyzing this data is what drives instruction. Teacher leaders will determine where we need to focus instruction. It also drives the direction of our professional development for each upcoming year.

Belle Plaine Community Schools have recently been concentrating more on using student data to determine how to focus our instruction. We have always had a large number of assessments in place, but we didn't use the data effectively to narrow our instructional focus. It is our goal to use our weekly Professional Learning Communities (PLC) to focus on students' needs, improving teaching strategies, and developing plans to improve student achievement.

We will formally screen students, using FAST, DIBELS Next and Curriculum Based Measures three times a year. Then summaries will be developed from the results. Summative assessments, Iowa Assessment, will be given once a year. At the secondary level MAP will serve as a screener. Common Formative Assessments will be given at the beginning of a unit to determine the direction of instruction. All stakeholders, including students, teachers, parents, and administrators, are included in deciding what the academic focus should be for our students.

Collecting, analyzing, and monitoring data-Belle Plaine instructional coaches along with the TLC team which includes Model and Mentor teachers and administrators will collect student data, as well as analyze and design a plan for making instructional decisions. The PLC teams will meet weekly to develop and maintain plans for professional development in the 2015-2016 school year.

Goal setting for student learning- Instructional Coaches from each building will use student data to determine the focus during each weekly PLC meetings.

Designing Professional Development-Belle Plaine Instructional Coaches will research and design appropriate topics for PLC meetings that are aimed at ensuring students' mastery of academic skills.

Collaboration -PLC teams will identify specific goals and learn how to attack deficit learning on certain skills. A plan will be put in place and implemented in the classrooms.

Implementation- Instructional Coaches, in collaboration with Model and Mentor teachers, 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. The results of this data analysis will help student groupings, will identify skill areas needing to be re-taught and will help with re-alignment of instruction.

Program Evaluation (Summative)- Elementary and Secondary Instructional Coaches will utilize all data collected from student assessments, walkthroughs, and professional development implementation plans to create a summative program evaluation to show the overall results of the TLC system at Belle Plaine Schools. This program will be evaluated regularly. The specifics of how this program will be evaluated is defined in greater detail in section eight.

The Belle Plaine School District will attain current student achievement goals, action steps including teacher leaders and administration leaders working together using ongoing assessments, collaboration, evaluation, communication, and planning. This is a continuous cycle.

Using Part 8 application narrative from previous submission?\*

No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

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

1. Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.
2. Description of how the district will monitor and adjust the TLC Plan based on the results of these measures.

Ongoing assessment of the Teacher Leadership system will be key to its overall success. We will use the same framework of ongoing assessment for the teacher leadership grant that we model for and expect our staff to use. We monitor the effectiveness of Professional

Development opportunities by using a continuous improvement model of plus/delta. We begin each session by reviewing the data and explicitly stating the changes and adjustments made to PD because of the data.

**The Belle Plaine School District's goals include:**

- Improve student performance in reading and math
- Integrate technology at all levels

Monitoring of these goals will be done using MAP Testing, FAST, DIBELS Next, the Iowa Assessment and teacher generated common formative assessments for prioritized standards.. The evaluation process will be conducted by school administrators in each of the buildings. Surveys will also be used to collect perception data from students and staff to monitor the effectiveness of the program. Results of the evaluation will be shared with the TLC Team and decisions will be discussed regarding potential adjustments. The final decision for changes will be made by the administrative team. The goals of the TLC plan will always be the primary factor in all decisions involving the Belle Plaine program. These goals include:

- Improve student performance by improving instruction
- Attract and retain new teachers
- Provide career opportunities for highly skilled teachers
- Promote collaboration
- Reward professional growth and effective teaching

**Short-term Measures**

- Assess districts effectiveness in recruiting highly qualified candidates for teaching positions within the district.
- Survey student teachers, interns, and practicum students to determine levels of interest in seeking employment within the Belle Plaine School District.
- Provide all teacher candidates surveys about their interest levels regarding our district and what attracted them to Belle Plaine.
- Survey probationary teachers within the district to assess the effectiveness of the mentoring support system for new teachers.
- Survey career teachers to measure the components that most affect teacher satisfaction and retention.

- Utilize the PLC process to monitor student progress through standardized assessments and teacher-generated common formative assessments and individual student progress within the classroom.
- Review student progress monitored by ongoing formal and informal assessments utilized within the classroom.

### **On-going Measures**

- Staff survey to collect feedback on the effectiveness of professional development. This information will be compared to feedback collected from staff during the creation of the plan identifying areas the TLC system can benefit our district. This data will assist with planning future professional development.

### **Long-term Measures**

- Student Achievement Data on Standardized Test (Iowa Assessment, MAP, DIBELS Next, FAST/IGDI and ACT).
- Conduct exit interviews with teachers who are leaving the district to assess factors that influence retention rates among teachers.
- Survey teacher leaders to assess the level of change occurring within the classroom. Teacher leaders will also use student data to monitor the effectiveness of the plan.
- Walk through data collected by the administrative team
- Student survey to analyze the impact of changes with the delivery of instruction.
- Graduation Rates.
  
- Attendance.

### **Monitoring and Adjusting the TLC Plan:**

A continuous process of improvement will be used to monitor and adjust the TLC plan.

One way the plan will be continually monitored will be through the use of coaching logs. After each visit or training session with a teacher leader, staff will complete a brief electronic survey providing feedback on the quality of the visit/training. These electronic logs will allow us to

monitor the program as it develops and provide feedback to make necessary adjustments.

The administrative team and the instructional coaches will form a weekly PLC team. During this time, they will monitor all aspects of the program from instructional coaches effectiveness to student data. This dedicated PLC time will provide opportunity for administration and teacher leaders to discuss strengths and needs to allow changes and adjustments to be made as the program develops and grows.

To ensure the TLC goals are continually aligned with the changing needs of all teachers, students, leaders and families, the district will use the Coaching Action Model below:

This model provides a framework to continually ensure we are meeting the needs of all stakeholders in the education process. Administration will review each position based on its job description, leadership role evaluations, and self evaluation on an annual basis. Student data including classroom performance, district wide assessments, and surveys will be reviewed. A conference will be held with all Instructional Coaches, Mentor Teachers, and Model Teachers individually, with the respective building Principal. The results of the feedback will be discussed. An action plan will be created for future implementation and/or improvement of this position. Based on student data and the review process, adjustments may include revising professional development, student assessments, new instructional strategies, and outside training. The review process will be ongoing throughout the year and revisions may be made at any time if warranted according to various data points..

Using Part 9 application narrative from previous submission?\*

No

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

Belle Plaine School District is ready to accept the challenge of implementing the Teacher Leadership and Compensation Plan. We currently implement many of the pieces needed to be successful. As a district, we have successfully managed change and have the processes in place to support these changes. Our school environment is rich for change and we have a climate and culture that supports change. Our school board and administration support and encourage change within our district. Our staff is receptive to continuously improving instructional strategies and implementing additional technology in the classroom.

**The current infrastructure includes:**

The district currently has a mentoring program in place. The district already employs seven mentors who were trained in the Mentoring and Induction program at Grant Wood AEA. New teachers are also provided one additional contract day at the beginning of their first year of employment.

The Belle Plaine School District has also implemented PBIS at all levels with great success. Our student body has responded well to the initiatives of PBIS. It was a goal of the PBIS team to create a more caring, respectful student body. Both the elementary and the secondary buildings have been verified as PBIS schools.

The elementary building was identified as a school in need of assistance in the 2013-2014 school year in the area of reading and math. Our focus this year has been on reading with math coming in January of 2015. Our work in reading has been very successful. We have been working as grade level teams and as a building team to look at the Iowa and Common Core Standards. We have implemented those standards and have seen our testing scores improve greatly. We reached SINA Delay in our first year of implementation. As we continue to implement these standards in reading and math, we are determined to be removed from the SINA list in the area of reading and reaching safe harbor in math.

We have a district leadership team that meets monthly. Discussions with staff are shared with the superintendent regarding regarding areas of need and concern within. Leadership meetings also provided an opportunity for information to be shared with the staff. The team works collaboratively with other groups and the

superintendent to continuously review data and assess the success of various programs. The Leadership Team also monitors short term and long term goals.

The district professional development is grounded in the Iowa Professional Development Model. Student learning is at the center of school improvement and staff development. Data is collected and analyzed to drive our professional development. Much of our professional development is guided by Grant Wood AEA. The Iowa Core is embedded in our curriculum development.

### **Future Sustainability:**

Belle Plaine is committed to offering the best possible education to our students. In order to succeed, the district needs to recruit and maintain a highly qualified staff and keep that staff trained in current educational practices. The TLC will assist us in this endeavor. The Belle Plaine Community School District takes pride in retainment of staff. The district has seen success in fostering a staff that provides a well balanced education for all students.

Being a small, rural district, we face challenges in financing new initiatives. As long as the state continues to fund TLC we will have the ability to implement our program. If the funding should end, it would be very difficult for us to continue. We would, however, try to continue as much of the program as possible because we believe it has the potential to redefine our educational environment. We currently share some positions with a neighboring district, and we would investigate the possibility of sharing the TLC roles.

### **Persons Responsible:**

Superintendent-The superintendent will be responsible to continually provide support to the Teacher Leadership Program. As the leader of the district, he will monitor the Teacher Leadership Program and manage the financial part of the program.

Principals-The principals will play a key role in the Teacher Leadership Program. They will work with teacher leaders on a

regular basis. They will be essential in the development of teacher leadership skills. Principals will keep lines of communication open amongst all teacher leaders. They will make sure classroom teachers understand the role of the leaders which will be important in the development of the program. Keeping all stakeholders apprised of the program will be an important role of the principals.

Teacher Leadership-All leaders will be important as the district transitions to the TLC program. They will work one on one with staff to build relationships and trust to focus on the key elements of the TLC program. Having two instructional coaches employed full-time will make this transition easier. All teacher leaders will be able to help others understand their roles outside of the classroom, understand how to structure their day, and have the skills necessary to work with adults successfully.

As a district we understand the challenges that lie ahead with the implementation of a teacher leadership system. We have gathered feedback from staff to identify the areas of need among teachers and students to assist us in developing a plan that addresses these areas. With a staff that is experienced and driven to see students succeed we are confident the plan we have created will provide additional supports for everyone within the Belle Plaine School District to grow and succeed as we move forward.

---

## ***Part 10 - Budget Items***

---

### **Use of TLC Funds**

Amount used to raise the minimum salary to \$33,500.

Amount designated to fund the salary supplements for teachers in leadership roles.

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).

Amount used to provide professional development related to the leadership pathways.

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

*These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select Budget Uses in the space provided.

**Certified Enrollment Number\*** 540.0

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

**District Enrollment-Based Allocation** \$166,762.80

**Total Allocation** \$166,762.80

## Other Budgeted Uses - Description

Item description

## Total Allocation Budgeted

**Total Projected Amount to be Expended** \$166,762.80

*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

**Remaining Allocation to be Budgeted** \$0.00

## Budget Alignment

**Using Part 10 application narrative from previous application?\*** No

**Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should be no more than 500 characters maximum)**

The Belle Plaine School District's vision and goals for our TLC plan are focused on improving the education of our students by providing leaders in our school district the opportunity to work together with their peers to improve instructional

practices across the school district. We expect these changes to lead to improved student achievement, and our budget was created to achieve that goal.

The information above outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC plan. Our minimum base pay is at or above \$33,500 so no funds will be necessary to meet that minimum. We have allotted \$35,000 for compensation and additional contract days for 12 leadership roles. Leadership roles are fulfilled during professional development time, before, during or after school hours. The salary supplements cover the additional leadership responsibilities of those positions. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Model teachers will not work any additional days and will each receive \$1,000 total compensation. There will be 5 positions equaling a total cost of \$5,000.

Mentor teachers will work 3 additional days and will each receive \$2,000 total compensation. There will be 5 positions equaling a total cost of \$10,000.

Instructional Coaches will work 10 additional days and will each receive \$10,000 total compensation. There will be 2 positions equaling a total cost of \$20,000.

In order to give the instructional coaches the time to fulfill their job responsibilities, the Belle Plaine School District will need to hire two full time instructors to fill the positions vacated by those individuals. We estimate \$58,000 salary and benefits for each of those positions. The two positions will total \$116,000.

The remaining \$15,762.80 is used to cover professional development costs for leadership roles. This could include covering transportation costs to attend off-site training, registration fees for role-specific professional development, or paying for substitutes when Model and Mentor teachers attend trainings and are out of the classroom.

We have already taken steps to recognize teachers by increasing base pay above the \$33,500 and the next step in that process is to cultivate leadership positions in that group with a budget recognizing those leaders and their impact on the educational environment. By adding the 12 positions, we have provided over 26% of the teaching staff the opportunity to grow in their roles as educators and leaders in the school system.

The Belle Plaine TLC planning committee emphasized the need to enhance the current roles of our leadership team members through this grant. Our leadership team works with the administration and AEA to support professional learning communities, professional development, and other district initiatives like technology integration. The TLC committee values the role of our leadership

team in providing these supports and adding the positions of model and mentor teachers as well as instructional coaches will only enhance those processes.

These teacher leaders will provide support for implementing differentiated professional development for all staff both during and outside contract hours. Increasing the amount of access to these leaders was a priority; therefore, it was important to budget a portion of the funds to cover the hiring of new teachers so instructional coaches would not be tied to their own classrooms in terms of time and responsibility.

The budget also reflects our commitment to improving instructional practices through collaboration and mentoring of teachers. In that process teachers will receive frequent training as well as collaboration and feedback opportunities in order to grow professionally. This growth in instructional practices and leadership will positively impact student learning in Belle Plaine and achieve the mission of our plan.

## ***Assurances***

**Please check each of the boxes below. Your plan will not be considered for approval unless each of the requirements.**

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

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

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

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

**Applicability** – the framework or comparable system shall be applicable to teachers in every Yes

**attendance center operated by the school district.\***