



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

91187 - Teacher Leadership Compensation 14-15

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id	RICK.PEDERSON@IOWAID		
First Name*	Rick		Pederson
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Superintendent		
Email:	pedersonr@sfcougars.k12.ia.us		
Address:	Sumner Community Schools 802 W. 6th St.		
City*	Sumner	Iowa	50674
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	563-578-3425		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	563-578-3424		
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Sumner-Fredericksburg Community School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website: http://www.sfcougars.k12.ia.us
Address: 802 West 6th St
Sumner Iowa 50674
City State/Province Postal Code/Zip
Phone: 563-578-3425
Ext.
Fax: 563-578-3424
Benefactor
Vendor Number

Recipient Information

District Sumner-Fredericksburg Community School District
Use the drop-down menu to select the district name.
County-District Number 09-6273
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
Honorific Mr.
Name of Superintendent Rick Pederson
Telephone Number 563-578-3425
E-mail Address pedersonr@sfcougars.k12.ia.us
Street Address 802 W 6th St.
City Sumner
State Iowa
Use the drop-down menu to select the state.
Zip Code 50674

TLC Application Contact

Honorific Mr.
Name of TLC Contact Rick Pederson
Telephone Number 563-578-3341
E-mail Address pedersonr@sfcougars.k12.ia.us
Street Address 802 W 6th St.
City Sumner

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50674

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)

Sumner-Fredericksburg Schools is working to transform into a district that prepares students for commitment to excellence in lifelong learning, leadership, and character. Implementation of a teacher leadership system will enable us to consolidate and coordinate multiple initiatives and transform our district into a truly world-class system. The proposed teacher leadership program will help us reach this goal. A sense of urgency is real: our district is currently on the AYP watch-list in both reading and mathematics. We need to increase student learning and growth, as measured by achievement scores on standardized assessments and MAP assessments, and boost the number of students with scores indicating college-readiness.

Additionally, as a rural district we need a system to recruit and retain high-quality teachers. In planning for the grant, we took efforts to involve all stakeholder groups. The feedback we gained from these efforts, combined with research into successful teacher leadership systems throughout the country, enabled us to develop a plan that will empower teachers to become leaders and accelerate student achievement. As a part of this process, we determined the district's current vision to empower all students to become lifelong learners could simply be extended to teachers. We established these five goals:

- Improve recruitment and retention of high-quality teachers.
- Fully support teachers who are new to the district.
- Provide aligned and differentiated professional development.
- Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of teachers in these positions.
- Improve student achievement in all subject areas.

Included in our plan are seven leadership roles:

- Technology Integration Leaders provide instruction and demonstrations for technology uses in the classroom.
- PD Coordinators focus on the core areas (literacy, math, and science), invite teachers to observe their instruction, support teachers with co-planning and co-teaching, share professional resources, and collaborate on the planning and facilitation of professional development.
- Professional Learning Community (PLC) Leaders guide PLC groups in studying student data and instructional strategies and support teachers engaging in peer observations.
- Mentor Teachers strengthen entry into the district for new professionals and provide additional supports beyond what is currently included in the induction process.
- Induction Specialists support new teachers to understand and assimilate to the culture and climate of the building(s) in which they are assigned. They will also be a source for continued support throughout the year.
- Teacher Leaders assist in communicating with and educating all stakeholders: administration, teachers, students, parents, and other community members.
- Model Instructors open their classrooms for observations and lead the way in how Induction Specialists support new teachers to understand and assimilate to the culture and climate of the building(s) in which they are assigned. They will also be a source for continued support throughout the year, modeling initiatives and instructional strategies.

A selection committee made up of teachers and administrators will screen applicants for leadership positions. The candidates should be people of high integrity and ability to influence those they are called on to lead. Additional application materials may be requested from interested teachers.

The distributed leadership provided by this system will enable Sumner-Fredericksburg Community Schools to facilitate more effective teaching and learning opportunities for students and staff in the following ways:

- Offer multiple entry points for teacher leaders.
- Provide targeted, relevant, and differentiated professional learning opportunities in a variety of settings with varied levels of support.
- Facilitate, monitor, and adjust professional learning.

All five, key district initiatives will be met more effectively with the support of a teacher leadership system and include participation in the following:

- Implementation of the Iowa Core
- Positive Behavior Intervention Supports (PBIS)
- PLC teams
- 1:1 technology
- Formative Assessments System for Teachers (FAST)

Educators selected for the teacher leadership program will provide support as they work with their peers to achieve the aims of these initiatives and provide the professional development necessary to make them successful. The current mentoring and induction program, provided by Keystone AEA and AEA 267, supplements the district's efforts to personalize and contextualize the work of new teachers.

Monitoring of our teacher leadership system is key to its long-term success. To this end, Sumner-Fredericksburg Schools plans to use a variety of assessment methods: surveys, interviews, meetings, walk-throughs, rubrics, and analysis of student data. The district intends to put in place several measures to sustain the program over time:

- Continue open communication with stakeholders
- Hold monthly meetings for teachers led by an individual in one of six leadership positions (Induction Specialists not included) to allow for collaboration, professional growth, and feedback on potential growth.
- Implement a system that encourages individuals to participate in district leadership, enabling us to build the teachers' capacities in the district.
- Extend partnerships with AEAs.

Our budget for the TLC Grant is primarily directed at covering the costs for teacher leaders to be out of the classroom, releasing teachers to collaborate, providing salary supplements to teachers taking on leadership roles supporting professional development, and creating positions for technology integration and professional development.

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 Year 1?

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 development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Sumner-Fredericksburg's planning for the Teacher Leadership and Compensation (TLC) Grant was guided by Keystone AEA's workshop series. In these sessions, we reviewed teacher leadership systems throughout the country, viewed presentations on aspects of effective teacher leadership systems, and accessed planning documents and supports to use in the development of our teacher leadership system. As a follow up to these meetings, a district-planning group met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback; they had a vital role in the development of the teacher leadership plan. Finally, several district teachers were paid for their work outside of contract time for planning, writing, editing, and revising the grant application. Those not attending the AEA workshop series were briefed on the information presented and the scope and intended outcomes of a teacher leadership system. All members of the group provided input and feedback throughout the grant writing process, including effective ways to solicit responses from teachers and community members, establishing leadership roles that would best fit their buildings and the district, and determining the most appropriate duties and responsibilities for teacher leaders.

Initially, administrators were on a continuum in terms of support for a teacher leadership system. This was presented and discussed with the School Improvement Advisory Committee (SIAC). All administrators were excited at the prospect of having an on-going, built-in system for ensuring the continual development and growth of teachers and the positive impact this would have on student achievement. Concern was expressed about the potentially negative effects of removing high-quality teachers from the classroom. After discussion, the design of the system was adjusted so that, at least in the first year, the amount of time teacher leaders would be out of the classroom would be minimized. Sessions were held in each building to inform teachers about the TLC Grant, its foundations, vision, and goals, as well as the range of potential leadership roles. Teachers felt that such a system would enable them to broaden [their] career paths, grow professionally, share best practices, improve teacher instruction and collaboration, tap into their multiple teacher talents, and provide better support for new teachers: all of which would lead to increased student achievement. Some concern was expressed about teachers taking on yet more responsibilities. Based on this input, duties and responsibilities were adjusted to avoid overloading any one position. The Sumner-Fredericksburg Education Association voted overwhelming to approve the grant application.

A third stakeholder group invited to participate in the process was parents and community members of the SIAC. This meeting had two main purposes. First, community members learned what the TLC system was and how it would benefit the achievement of all students. Second, we solicited input on the potential strengths and weaknesses, so the plan could be adjusted based on their feedback. As a result of this meeting, a majority of community members present expressed support for a teacher leadership system. Our plan will support teacher growth, lead to higher student achievement, and allow the district to grow in ways that will meet the needs of the future.

Narrative

Using Part 2 application narrative from Year 1?

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.

Sumner-Fredericksburg Community School District has been working to transform itself over the last several years. A number of initiatives have been implemented to this end; however, we are still facing an uphill battle. Our district needs an overlying structure that can coordinate the diverse elements necessary to recruit and retain highly effective teachers, promote collaboration and high-quality instruction, and increase student achievement. We believe full implementation of a teacher leadership system will do just this. We have developed the following theory of action for our teacher leadership program: we will improve the quality of instruction, increase student achievement, and empower teachers to achieve their full potential by actively engaging teachers in leadership roles; supporting new teachers; improving individual and collective practice; providing coherent and coordinated professional development; and monitoring performance.

Sumner-Fredericksburg CSD is a small, rural district with 858 students and teaching staff. In the school year, 31.42% of students received free or reduced lunch, 5.89% were minority students, 13.07% of students were identified with disabilities, and .37% were ELL students. The district's CPLAN goals are as follows:

- all K-12 students will achieve at high levels in reading, math, and science.
- The number of students scoring proficient or above in these areas will increase.
- Students will show growth on MAP assessments.

Both our elementary and secondary buildings are on the AYP watch list in the areas of reading or math. Iowa Assessment data reinforces the need to accelerate growth, especially when disaggregated by subgroup.

Percent of total Sumner-Fredericksburg Students Proficient on Iowa Assessments:

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
Reading	79%	79%	73%	74%	78%	82%	94%	90%	75%
Math	75%	82%	74%	74%	94%	84%	95%	90%	89%

Percent of total Free and Reduced Lunch Students Proficient on Iowa Assessments

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
Reading	79%	68%	48%	58%	71%	69%	91%	87%	82%
Math	71%	68%	64%	63%	90%	77%	94%	83%	88%

These numbers cause increasing concern because they have been falling over the last five years. Adding even more urgency is the fact that only 58% of 11th graders are considered college ready in reading, 42% in math, and 33% in science.

For several years Sumner-Fredericksburg has had informal teacher leader positions to support district initiatives. Teachers have worked as district trainers and served on committees to help plan professional development. Additionally, mentor teachers support new teachers in the district. The hard work and dedication of these individuals is building momentum in the district; however, we still have a way to go. Implementing a teacher leadership system will enable us to do the following:

- Build the capacity of teachers to act as leaders.
- Spread and improve instructional practices throughout the district.
- Ensure full implementation of district initiatives.
- Support and retain teachers.
- Positively impact student achievement.

Our teacher leadership team will support and strengthen teachers at all levels. They will work with teachers one-on-one, meet them in their zone of proximal development, and help them reflect and meet individual goals. Teacher leaders will guide Professional Learning Communities (PLCs) to allow teachers to collaborate and build best practices. They will plan, facilitate, and monitor professional development to ensure instruction and curriculum are rigorous as well as vertically and horizontally aligned. Teacher leaders will mentor initial teachers to ensure high-quality instruction from the start. They will create the changes necessary to improve the overall quality of instruction and increase rates of student achievement. All individuals will be empowered to achieve their full potential. Our leadership program will coordinate work that is currently dispersed throughout the district and recognize and reward teachers for work they are currently doing pro bono.

To accomplish this we have established the following goals:

- Improve recruitment and retention of high-quality teachers.
- Fully support initial teachers as they enter the profession.
- Provide aligned and differentiated professional development.
- Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of teachers in these positions.
- Improve student achievement in all subject areas.

Our district's vision is to empower students to achieve their full potential. Teachers work hard everyday to make this vision a reality. Implementing a teacher leadership program will work to ensure this is true for teachers as well.

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

Sumner-Fredericksburg Community School District has several structures and initiatives that will be strengthened through the implementation of a teacher leadership system. Teacher leaders will support each initiative. This support will be differentiated based on teacher leader roles and existing teacher needs.

Through this process we are analyzing the effectiveness of our core instruction and the systems of support provided to students. We are using new assessments, implementing evidence-based interventions, monitoring progress, and using data to inform our decisions. Teacher leaders will support and strengthen this initiative by providing context-embedded examples of quality Tier 1 instruction and coaching teachers in the implementation of effective instructional strategies. They will also provide professional development to strengthen our instructional core and support the implementation of systems of support for students whose needs are not being met by the core curriculum. Teacher leaders will provide professional development and serve as a model for how to effectively use and balance various instructional practices and incorporate higher-order thinking.

Implementing the Iowa Core is a district priority. Keystone AEA and AEA 267 have provided professional development on understanding and unpacking the core and supported teachers with initial implementation. Teacher leaders will support this initiative by collaborating with peers, developing teacher skills at linking the Iowa Core to instruction, and strengthening practices that meet the rigorous standards outlined in the core. Additionally, they will provide professional development and model how to use district-provided resources to fully implement and integrate the Iowa Core.

The district has instituted Professional Learning Communities (PLCs). PLCs focus on teaching and learning, student engagement, technology, and assessment. PLCs serve as an engine for spreading positive practices, providing feedback about the current state of instruction, and collecting data about district needs. Teacher leaders will facilitate PLCs to identify student needs, determine teachers' current knowledge and skills, and identify future learning opportunities. They will also be responsible for guiding collaboration, discussing student strengths and weaknesses, and collecting and analyzing data.

New teachers participate in a two-year mentoring and induction program sponsored by AEA systems. The course builds new teachers' professional knowledge and guides them through their first years. Mentors and new professionals jointly attend the second year where they study teaching and learning together; mentor pairs document their work. Teacher leaders will support and strengthen this initiative by fostering reflective collaboration, encouraging change and growth, and supporting initial teachers' use of data. Release time will also be provided for observations and reflective dialogue.

A teacher leadership system will ensure district initiatives are not adopted and then abandoned in the familiar adopt-attack-abandon cycle that often plagues educational reform. Additionally, in a rural district with limited central office resources, initiatives can often be adopted; however, the necessary professional development and on-going support for full implementation and sustained use are not provided. Having a leadership structure that is composed of and led by teachers will ensure that targeted, needs-based professional development is provided. Teacher leaders will support their peers to enable them to utilize practices they observe in model classrooms in their own instruction. This will be done through structured observations, demonstrations, co-planning, co-teaching, and reflective dialogue. In this way our teacher leadership system will create a multi-tiered system of support for teachers and ensure the district's vision is being brought to life in a coherent and coordinated way.

Using Part 4 application narrative from Year 1?

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)

Sumner-Fredericksburg seeks to improve its recruitment of teachers. The district has increased the number of practicum students and student teachers. We have begun using the new website teachiowa.gov to promote the unique qualities of teaching in our district: 1-to-1 initiative, small class sizes, and a strong and supportive community. Although this has increased our visibility in the job market, we still do not receive the same number of applicants as larger districts. For this reason, improving entry into the teaching profession through a coordinated and supportive mentoring and induction program and supporting teachers in their long-term professional growth are vital for a successful future for Sumner-Fredericksburg.

Currently, AEA systems provide our mentoring and induction program. During the first year, new teachers receive support in the following areas: relationship building and improving communication, classroom organization, best practices in teaching, effective use of data, differentiated instruction, and reflective teaching. In the second year, mentors and new professionals continue their work together through collaborative study of teaching and learning. The sessions focus on elements imperative for teacher success: ensuring all students achieve at high levels, designing standards-based units, creating effective assessment strategies and data analysis, and constructing effective and engaging learning experiences. In addition to these sessions, mentors and new professionals meet regularly and document their work. These actions will provide coherence and coordination and ensure new professionals are receiving consistent information.

The current program is targeted at general education and does not always meet the needs of special education or other “specials” teachers. We intend to fill this gap by differentiating our support to target the specific positions of the teachers involved. This, combined with the local curriculum, will ensure new teachers receive consistent, relevant, and timely support. The largest gap noted by mentors and new professionals was a lack of time during the school day to meet, plan, and conduct observations. Our proposed Mentor Teacher positions do not have release time during the day; however, they will be able to use common planning time to collaborate. Additionally, they will be provided with monthly substitutes to cover their classrooms to make time for meetings, co-planning, observations, and reflective learning conversations. Another gap we identified was the lack of additional days, outside the regular school calendar, for mentors and new professionals to meet. This time will be used in the following ways:

- Assisting new teachers with problem-solving.
- Planning collaboration strategies to use with parents and staff.
- Setting up the classroom and starting the year off strong.

Additional days will provide time for structured reflection and how to use that learning to prepare for upcoming work in the classroom.

Another identified gap was the need to support initial teachers in creating portfolios and preparing for their first year observations. Mentor teachers and our local mentoring curriculum will provide timelines, resources, and strategies that can be used to support initial teachers with this work. Additional gaps include the need for more classrooms where initial teachers could observe high-quality instruction. Model teachers in the system will now provide additional observation sites where new teachers can observe, ask questions, and receive support on their implementation of instructional strategies.

The final gap we identified was related to the mentors themselves. In the past, mentor teachers have been given limited professional development on how to work with and support initial teachers. Our teacher leadership system will provide mentor teachers with professional learning to develop their ability to facilitate constructive but challenging learning conversations, demonstrate effective teaching, model successful observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the new professionals.

Our teacher leadership system will build on the strong foundation provided through AEA systems and create district infrastructure that supports new teachers as they learn and grow in their first two years. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force.

Narrative

Using Part 5 application narrative from Year 1?

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 engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, we determined that seven teacher leadership roles would be a part of our program design. The Teacher Leadership Compensation (TLC) group worked to map out which duties and responsibilities would be best suited to each role.

Technology Integration Leaders (3 positions)

75% student instruction: 25% teacher leadership role

- 4 additional contract days
- \$3,000 supplement

Role Summary/Duties/Responsibilities:

Technology Integration Leader will instruct, model, and demonstrate technology uses in the classroom. The Technology Integration Leader will collaborate with the district technology coordinator on the distribution of technology to students and orientation for students and parents.

- Assists with 1:1 initiatives throughout the district
- Attends AEA and state sessions on technology and learning
- Coordinates access to and implements professional development for technology
- Assists coordinator with parent education of district initiatives and tools in technology

Professional Development (PD) Coordinator (One position)

50% student instruction: 50% teacher leadership role

- 15 additional contract days
- \$10,000 supplement

Role Summary/Duties/Responsibilities:

The PD Coordinator focuses on implementation of the Iowa Core, supports teachers with co-planning and co-teaching, shares professional resources, and collaborates on the planning and facilitation of professional development.

- Coordinates the work of teacher leaders.
- Plans, facilitates, and monitors professional learning for teacher leaders.
- Assists teacher leaders in self-assessing their effectiveness and professional growth.
- Leads teacher leader meetings to solicit feedback and enhance communication within the system.
- Coordinates systematic data collection related to the teacher leadership system.
- Shares feedback and data with district leaders to plan adjustments to the system.
- Facilitates understanding of district initiatives:
 - PBIS
 - Iowa Core
 - PLC Teams
 - 1:1 Technology
 - Formative Assessment Systems for Teachers (FAST)
 - Implementation of RTI/MTSS
 - AIW
 - ESL
- Assists teachers in analysis of data from district testing (MAP, Iowa Assessments, FAST).
- Provides in-class support through demonstrations, co-planning, co-teaching, and observations.
- Stays current on research-supported best practices.
- Assists colleagues in advancing their instructional skills by providing resources and feedback.
- Collaborates with PLC leaders, Induction Specialists, Mentors, and chairs TLC meetings to address instructional issues.
- Leads the planning, facilitation, and monitoring of district-wide professional learning through recommendation to the TQ Committee.

Professional Learning Community (PLC) Leader (up to 10 positions)

Engages 100% in student instruction.

- 3 additional contract days for training on initial appointment
- 1 additional contract day
- \$800 supplement

Role Summary/Duties/Responsibilities:

PLC Leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will keep the focus on the district's four key questions:

- What do we expect students to learn?
- How will we know when they've learned it?
- How will we respond when they don't?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

They will provide a channel for ongoing communication between PLCs, teacher leaders, and administrators. PLC Leaders will be responsible for ensuring the work of PLCs centers on teaching and learning, student engagement, technology, and assessment. These PLC Leaders should obtain training or be able to show an extensive knowledge of the Iowa Core.

- Guides collaboration of team members.
- Leads discussions of strengths and weaknesses of student performance.
- Supports team in identifying student learning needs.
- Facilitates discussions about improving instructional practices.
- Supports group collection and analysis of data.
- Organizes and supports teachers engaged in peer observation.
- Stays current on research-supported best practices.

Mentor Teacher (up to 5 positions)

Engages 100% in student instruction.

- 2 additional contract days
- \$1500 supplement

Mentor Teachers strengthen entry into the district for new professionals and provide additional supports beyond what is currently inclusive in the induction process. Mentors contribute to the growth of the district through their support of initial teachers and those who are new to the district. They also serve as a liaison between new teachers, the teacher leadership system, and administrators. Mentor Teachers are responsible for supporting improved entry into the profession. To this end, they will act as a peer coach, listening and supporting the new teacher, but also ensuring their focus is on the teaching and learning cycle.

- Shows mastery of the Iowa Teaching Standards.
- Uses coaching techniques effectively.
- Demonstrates effective classroom instruction.
- Facilitates learning conversations.
- Assists initial teachers with planning.
- Provides constructive feedback to new teachers.
- Facilitates new professionals' reflections on the feedback they receive.
- Assists the initial teacher in the collection and analysis of data.
- Supports the new professional in making data-based decision and planning for differentiation.
- Stays current on research-supported best practices.
- Collaborates with school leaders and colleagues to address instructional issues.

Induction Specialist (up to 5 positions)

Engages 100% in student instruction.

- 1 additional contract days
- \$500 supplement

Role Summary/Duties/Responsibilities:

Induction Specialists support teachers who are new to the district in understanding and assimilating to the culture and climate of the building(s) in which they are assigned. They will also be a source for continued support throughout the year.

- Remains in classroom full time.
- Matched with a new hire as needed.
- Serves as a resource for everyday questions
- Provides assistance with tasks such as location of materials, ordering copies, preparing for substitutes.
- Assists new hire in finding needed print or personnel resources.
- Answers questions related to building, grade level, or team.

Teacher Leader (3 positions)

Engages 70% in student instruction and 30% in teacher leadership duties.

- 10 additional contract days
- \$8,000 supplement

Role Summary/Duties/Responsibilities

Teacher Leaders assist in communicating with and educating all stakeholders: administration, teachers, students, parents, and other community members. Teacher Leaders will enhance professional growth in the district through their support of teachers in the classroom and in professional development settings. They will serve as the liaison between classroom teachers and district leaders to ensure decisions are informed by open communication. To this end, they will lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration. Teacher leaders serve as grade-level or building-level contacts for support when teachers need or request assistance. They advise teachers about instruction, curriculum, procedures, practices, and school culture. Finally, they possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations.

- Observes, supports, and demonstrates instructional strategies through co-teaching and planning.
- Provides leadership in the collection and analysis of data.
- Models and supports the integration of technology.
- Supports the vertical alignment of curriculum.
- Stays current on research-supported best practices.

- Collaborates with colleagues (PD/curriculum and other model instructors and teacher leaders) to address instructional issues.
- Participates in peer coaching and peer observation for all educators.
- Assists in planning, facilitating, and monitoring staff development.
- Demonstrates effective classroom management practices.

Model Instructor (4 positions, one in each building)

Engages 100% in student instruction.

- 2 additional contract days
- \$2,000 supplement

Role Summary/Duties/Responsibilities:

Model Instructors open their classrooms for observations and lead the way in how Induction Specialists and Mentor Teachers support new teachers to understand and assimilate to the culture and climate of the building(s) in which they are assigned. They will also be a source for continued support throughout the year. Model Instructors demonstrate district initiatives and instructional strategies. They also contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction.

- Maintains exemplary level of teaching practice.
- Invites initial and career teachers into their classroom for observations.
- Maintains a log of observations.
- Hosts student teachers and interns.
- Videotapes instruction quarterly.
- Uploads and tags videos in the district's searchable database.
- Stays current on research-supported best practices.
- Collaborates with school leaders and colleagues to address instructional issues.
- Demonstrates effective classroom management practices.

Sumner-Fredericksburg views the teacher leadership system as a capacity-building tool. Research indicates teachers' knowledge and skills grow as a result of working in teacher leadership roles. Additionally, research suggests teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues. Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level which they feel most comfortable and best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue in their current roles, take on additional leadership responsibilities, or relinquish a leadership position. Additionally, contracts for teacher leadership roles will state that after three years of service, the preference is for a rotation of roles. This rotation will ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way we will sustain the system over time and build the strength of the entire district.

These roles work to create a coherent instructional improvement strategy by ensuring teachers receive professional learning in their zone of proximal development. Recognizing not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings. This system will create more rigorous teaching and student learning throughout the district by improving implementation of the Iowa Core.

Using Part 6 application narrative from Year 1?

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.

For Sumner-Fredericksburg Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional abilities, commitment to ongoing professional growth, desire to serve as a leader, and willingness to learn the habits and practices of teacher leaders--even if they do not currently possess them. For this reason, our selection process will examine each candidate from multiple perspectives. The positions will be posted with information about the minimum requirements--including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra work days, salary supplements, and the requirement to complete an annual review of the assignment.

A selection committee, composed of teachers and administrators, will accept and review applications and make recommendations regarding the final selection of candidates. They will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the applicants previously held. The candidates may also be asked to submit written responses to several questions. These questions will seek to evaluate the candidates' written communication and understand their philosophy as educators and leaders. The aim is to ensure they have strong teaching skills, are reflective practitioners, and understand the essential skills of teacher leaders including collaboration, relationship building, and being a positive voice for change.

We will seek candidates who possess the ability and habits of mind to learn and grow into the position. Using the dynamic and multifaceted system above we will gain a complete view of the applicants and their potential as a teacher leaders.

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts 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 districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

According to the IPDM, leadership must be distributed if it is to be efficient; therefore, teacher leaders are the foundation of the Teacher Leadership Compensation (TLC) program.

- Technology Integration Leaders instruct, model, and demonstrate technology uses in the classroom. The Technology Integration Leader collaborates with the district technology coordinator on the distribution of technology to students and orientation for students and parents.
- The Professional Development Coordinator focuses on implementation of the Iowa Core, supports teachers with co-planning and co-teaching, shares professional resources, and collaborates on the planning and facilitation of professional development.
- Professional Learning Community (PLC) Leaders enhance professional growth in the district through their guidance of PLCs. These people provide a channel for ongoing communication between PLCs, teacher leaders, and administrators. PLC Leaders are responsible for ensuring PLC work centers on teaching and learning, student engagement, technology, and assessment.
- Mentor Teachers strengthen entry into the district for new professionals and provide additional supports beyond what is currently inclusive in the induction process. Mentors contribute to the growth of the district through their support of initial teachers and those who are new to the district.
- Induction Specialists support teachers to understand and assimilate to the culture and climate of the building(s) in which they are assigned. They are a source for continued support throughout the year and serve as a resource for everyday questions. They provide assistance with tasks such as location of materials, ordering copies, preparing for substitutes. Induction Specialists assist new hires in finding needed print or personnel resources and answer questions related to building, grade level, or team.
- Teacher Leaders assist in communicating with and educating all stakeholders: administration, teachers, students, parents, and other community members. Teacher Leaders enhance professional growth in the district through their support of teachers in the classroom and in professional development settings. They serve as the liaison between classroom teachers and district leaders to ensure decisions are informed by open communication. To this end, they lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration. Teacher leaders serve as grade-level or building-level contacts for support when teachers need or request assistance. They advise teachers about instruction, curriculum, procedures, practices, and school culture. Finally, they possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations.
- Model Instructors open their classrooms for observations and lead the way in how Induction Specialists support new teachers to understand and assimilate to the culture and climate of the building(s) in which they are assigned. They are a source for continued support throughout the year. They demonstrate district initiatives and sound instructional strategies. Model Instructors contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction.

Our design process seeks to recognize that not all teachers learn in the same way. Teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole-group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings.

The Professional Development (PD) Coordinator ensures delivery of Iowa Core resources and supports for professional development work using feedback from PLC Leaders collected during their meetings. Model Instructors provide materials for teachers to observe high-quality instruction and supporting tools for the implementation of key district initiatives and instructional strategies. This will meet the mandate in the IPDM for all teachers to have multiple opportunities to see demonstrations. Teacher Leaders will ensure professional growth in the district with support of teachers in classroom and PD situations. They will link teachers and administration to guarantee informed decision making in professional development. Technology Integration Leaders contribute to the PD process by coordinating accessibility and implementation of technology.

All professional development opportunities will be evaluated to measure effectiveness. This takes the form of observations and direct feedback from staff. We will monitor the level of teacher implementation and the resulting impact on student achievement in order to determine mid- and end-course adjustments to our professional development delivery. Another vital role for teacher leaders is related to the IPDM's operating principle of simultaneity. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will ensure past strategies and initiatives are maintained and strengthened over time. Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from Year 1?

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.

Careful monitoring of our teacher leadership system is key to its long-term success. Just as teachers use feedback to determine next steps for instruction, our system will use feedback to make both short and long-term adjustments.

Goal 1: Improve recruitment and retention of high-quality teachers.

First, we will monitor current recruitment efforts to determine which yield the largest number of high-quality candidates. Based on this analysis, we will decide if we need to continue with current efforts or expand into other areas. Second, student teachers and interns will be surveyed to determine the likelihood that they will seek future employment in the district. Third, we will conduct annual staff climate surveys to determine which components most affect teacher satisfaction. Fourth, exit interviews with teachers leaving the district will be part of a system to track overall retention rates. Implementation of these measures will create a more complete picture of factors impacting retention and allow us to make necessary adjustments.

Goal 2: Fully support initial teachers as they enter the profession.

First, we will monitor the support being given to initial teachers by auditing mentoring logs to ensure required topics are being addressed. Second, monthly meetings will track and monitor implementation progress and collect feedback to determine which supports are proving effective and which need to be adjusted or reinforced. Third, analysis of bi-annual survey results will guide which program elements are most effective, which need adjustment, and which need to be replaced. Finally, we will review initial teacher observations and portfolios for evidence of the impact of mentoring. Based on this evidence, adjustments and alterations will be made to the system regarding the levels and types of support provided to new teachers.

Goal 3: Provide aligned and differentiated professional development.

First, we will conduct biannual staff surveys to collect feedback on the effectiveness of professional learning opportunities. Second, all faculty and administrators will participate in walk-throughs to monitor implementation of the knowledge and skills acquired in professional development, coaching sessions, classroom observations, and PLCs. This information, along with student assessments and post-graduate surveys, will be linked back to the specific professional development contexts to measure their effectiveness. Based on these data, we can make changes to and adjust the availability of each type of professional development.

Goal 4: Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of teachers.

First, teacher leaders and administrators will complete a teacher leadership rubric to monitor the quality of instruction in teacher leaders' classrooms, their ability to coach other staff, their skill at facilitating professional learning, and their developing leadership abilities. The rubric will help determine the teacher leaders' professional growth and impact on peers. This will also be used to plan professional development for teacher leaders. Second, we will conduct biannual staff surveys to collect feedback on the effectiveness of teacher leaders. These surveys will tell us who is utilizing teacher leaders and the perceived strengths and weaknesses of the TLC program. This feedback will be used to determine professional development needs for teacher leaders and what adjustments the system needs. Teacher leaders will also receive survey results, so they can make modifications to their practice. Teacher leaders will also provide feedback and reflection on the system in monthly meetings. In order to avoid frustration or burnout, we need to know if too much responsibility is being placed on any teacher leader. Once data has been collected, we can adjust either the number of positions or responsibilities of the positions. We plan to utilize training in Fierce Conversations to equip teacher leaders with tools to assess the effectiveness of their coaching and communication skills. In the short term, this information can be used to look for patterns, successes, and difficulties. It will help determine if teacher leaders are increasing implementation and facilitating positive change. It can also be used to adjust day-to-day work and suggest next steps. In the long-term, these data can measure the effectiveness of the system by analyzing which teacher leader roles are having the most impact. This will suggest what changes need to be made in future years.

Goal 5: Improve student achievement in all subject areas.

Gains in student achievement will be correlated with data about our teacher leadership system and considered in determining the impact and effectiveness of our system but will not be the most heavily weighted method. We believe the benefits of a teacher leadership system should accrue over time. Consequently, we anticipate student achievement gains related to our teacher leadership program to increase over time. By creating a system with a multifaceted feedback loop, we can use the information gathered to provide us with an understanding of the state of our teacher leadership program: weaknesses we need to improve, and strengths we can use to continue improving.

Using Part 9 application narrative from Year 1?

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 districts 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)

Sumner-Fredericksburg Community School District is ready and able to launch a teacher leadership program. This commitment to implementing a teacher leadership system in the district will benefit us in several ways. Teachers will be familiar with the types of work teacher leaders do and the impact they can have. Although new teacher leaders will still need to dedicate time to building trust and relationships, initial staff questions and resistance to teacher leaders will be addressed. Administration will also support implementation by providing time and resources for training. Because we have successfully made sweeping reforms in our district in the past--whole-grade sharing to re-organization and semesters to trimesters--we understand the process of change.

The district currently uses a web-based application to conduct walk-throughs and teacher evaluations. This program can be tailored to include our teacher leader rubric to assist in the evaluation of teacher leaders and the program as a whole. Our calendar for 2014-2015 increases the amount of professional development time and includes whole day in-services as well as early dismissals. The addition of teacher leaders will ensure these efforts are relevant, coordinated, and meaningfully connected to district goals and teacher needs.

We will utilize our School Improvement Advisory Committee (SIAC) to keep the community informed of the progress of our teacher leadership system and to solicit feedback. Feedback from all stakeholders will be gathered to make adjustments to the system. Also, whole staff and PLC meetings will allow us inform teachers about decisions being made, progress toward goals, and the resolution of problems that arise. These meetings will serve as a venue for preparing teachers for their new roles and supporting them as they progress. As a group they will work to deepen and broaden their knowledge of content, instructional learning, adult learning, and leadership theories. Feedback from these meetings, as well as planned biannual surveys, will enable us to make adjustments to ensure the leadership system is meeting the needs of students and teachers, which will help sustain it over time.

Teacher leader turnover must be anticipated as well. We view this as a strength rather than a weakness. Research indicates that a teacher's knowledge and skills grow as a result of working in a leadership role. Additionally, research suggests that teachers learn from other effective teachers in their schools and are more likely to raise student achievement when surrounded by effective colleagues. Anticipating and building a plan for guided turnover of positions will allow us to build the overall capacity of the district. Our contract for the positions will include a clause that incumbent candidates may re-apply, but after three years of service, the preference is for a rotation of roles.

Sustaining the funding necessary to maintain such a program is more difficult. Implementing our teacher leadership program will increase the effectiveness of teachers. This will raise student achievement and make the district more attractive to families. As the program grows and becomes an essential part of the district, we are confident the necessary funds will be found. We also recognize that we cannot do it all alone. Sumner-Fredericksburg has received invaluable support from and created strong partnerships with Keystone AEA and AEA 267. To support our teacher leadership system, we will extend these partnerships in several ways. We will continue to rely on them for their content expertise and professional development. However, as our teacher leaders build their skill set, we anticipate needing them less for in-district professional development. Our partnership will be critical in the areas of support and professional development of our teacher leaders, especially in the initial stages. We will need Keystone and AEA 267's expertise and support in developing the capacity of teachers to fulfill the responsibilities of the various teacher leader roles. Finally, we will continue our partnership with Keystone AEA and AEA 267 in the area of establishing collaboration with neighboring districts. Keystone AEA and AEA 267 provide a context in which districts can learn from and problem solve together. We recognize the challenges of implementing and sustaining a teacher leadership program; however, we are confident the foundation we established, the infrastructure we developed, and the communication, feedback, and collaborative systems envisioned will work together to ensure the success of our teacher leadership program.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the 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 "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	858.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$265,060.21
Total Allocation	\$265,060.21

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$43,000.00
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).	\$171,269.22
Amount used to provide professional development related to the leadership pathways.	\$45,790.99
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$5,000.00
Totals	\$265,060.21

Other Budgeted Uses - Description

Item description	Amount budgeted
\$5000 will be used to fund the time needed by selection committee members to review applications,	\$5,000.00
interview, and select teacher leaders.	\$0.00
	\$5,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$265,060.21

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 Year 1? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Sumner-Fredericksburg Community School District's theory of action for our teacher leadership program is as follows: Actively engaging teachers in leadership roles, fully supporting new teachers as they enter the profession, improving individual and collective practice, providing coherent and coordinated professional development, and monitoring performance will improve the overall quality of instruction; therefore, we will see increased rates of student achievement, and all individuals will be empowered to achieve their full potential. All funds received from the grant will be used to bring this theory of action to life.

Because the district already exceeds the salary minimum, we can direct the money toward other areas. A major portion of the funds will cover the costs for teacher leaders to be out of their classrooms training and implementing the plan. This funding, and the release time it provides, allows us to provide one-on-one support to teachers, build the capacity of teacher leaders, and enable the leadership team to plan and monitor professional learning. TLC Grant funds will also be used for substitutes' pay. This makes possible additional collaboration and provides time for Mentor Teachers to directly support initial teachers through observations, demonstrations, co-planning, and reflection. Finally, it enables us to hire substitutes so we can release teachers to collaborate, grow professionally, and participate in the planning of high-quality instruction.

Another portion of the grant will fund the salary supplements for teachers in leadership roles. Historically, few avenues for teachers to advance in their profession while staying in the classroom existed. This meant that one of the only options was to pursue an administrative position. Salary supplements will provide an avenue to increase teacher compensation and encourage the retention of teachers willing to take on leadership responsibilities. The supplements will be distributed on the basis of the amount of responsibility teacher leaders are assuming. The highest stipends will go to the PD Coordinator, Teacher Leaders, and Technology Integration Specialist.

Each teacher leader role also has a requirement for extra days. These days will be used for professional development, to plan, and to reflect. The remainder of the funds will be used to support the professional growth of teachers. This money will allow staff to attend conferences, purchase materials, and supply other resources. The TLC system will also be provided with an operating budget to purchase materials, bring in speakers, and build a professional library. The best way to ensure our teacher leadership system has the greatest possible impact is to direct funds toward the retention and professional growth of teachers. Our budget holds true to these priorities.

- \$43,000 will fund 31 salary supplements for teacher leadership.
- \$171,269.22 will cover costs for the time teacher leaders are not providing direct instruction and when teachers are out of their classrooms to observe or co-teach.
- \$45,790 is estimated for teacher leaders' professional development.
- \$5000 or more will fund compensation for selection committee members during selection process.

TLC Cost Estimates, average tenured teacher= \$310/day

Technology Integration Specialist: 3 positions

Stipend (includes 4 days)	\$ 3,000.00
1/4 contract (47.25 days)	\$14,647.50
Benefits	\$ 4,935.95
	\$22,583.46 (x3=\$67,750.37)

PD Coordinator

Stipend (includes 15 days)	\$10,000.00
1/2 contract (94.5 days)	\$29,295.00
Benefits	\$10,535.11
	\$49,830.11 (\$49,830.11)

PLC Leader: 10 positions (3 additional PD days 1st year)

Stipend (includes 1 day)	\$800.00
Benefits	\$132.64
	\$932.64 (x10=\$9,326.40)

Mentor: 5 positions

Stipend (includes 2 days)	\$1,500.00
Benefits	\$ 248.70
	\$1,748.70 (x5=\$8,743.50)

Induction Specialist: 5 positions

Stipend (includes 1 day)	\$500.00
Benefits	\$ 82.90
	\$582.90 (x5=2,914.50)

Teacher Leaders: 3 positions

Stipend (includes 15 days)	\$ 800.00
3/10 contract (56.7 days)	\$17,577.00
Benefits	\$ 5,458.91
	\$23,835.91 (x3=\$71,507.72)

Model Instructor: 4 positions

Stipend (includes 2 days)	\$ 900.00
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Benefits \$ 149.22
\$1,049.22 (x4=4,196.88)

In order for our district TLC plan to be successful, it is imperative we have the funds to make our vision a reality. The TLC funds will cover the salaries and stipends for the teacher leaders, provide key professional development for our teacher leaders in areas that support the implementation of the Iowa Core Curriculum, and provide funds to continue instruction by qualified teachers for our students when the leaders are not present in the classroom.

The TLC plan will help us attain our goals of improving classroom instruction and student achievement, while providing teachers opportunities for leadership, professional development, and career advancement. Professional development of these leaders and in turn, their influence on their peers, should improve instruction and lead to the higher student achievement desired. The funds provided for TLC will also allow continued support for staff leadership professional development when teacher turnover occurs.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these 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 districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes