



Sioux Center TLC Plan

Building Level HAT Team Job Description

- *Promote quality instructional practices across the middle school that address diversity and equity and improve classroom rigor and relevance.
- *Align professional learning opportunities regarding instructional practice with specific teacher needs and interests.
- *Provide support and assistance for research-based instructional strategies.
- *Facilitate positive interactions among other teacher-leaders, colleagues, students, and the extended school community to improve student achievement.

Expectations for Building Level HAT:

- *meet once a month with administrator and team to plan and reflect on professional development
- *provide support and information to colleagues about current initiatives
- *this meeting will be a minimum of 40 minutes.
- *promote and help facilitate learning of new practices with other building level staff
- *option: be willing to provide opportunities for peer observation

Expectations for District HAT:

- *meet once a quarter with administration and other district HAT teams to plan and reflect on professional development – this meeting will be from 3:45–5:00
- *provide support and information to colleagues about current initiatives
- *assist in planning the professional development budget for the year
- *attend the June school board work session to reflect on the year

District HAT Team Job Description

- *Represent the building level and its instructional values at the district level.
- *Align professional learning opportunities regarding instructional practice with specific district needs and interests.
- *Review data to support and provide assistance for research-based instructional strategies across the district.
- *Facilitate positive interactions among other teacher-leaders within the district to improve student achievement.

Instructional Coach Job Description

- *Representative for the individual grade levels at the middle school.
- *Promoter of quality instructional practices that address diversity and equity and improve classroom rigor and relevance.
- *Serve as the liaison between the principal and the grade level teams.
- *Review data to support and provide assistance for research-based instructional strategies across the district.
- *Facilitate positive interactions among the students across the grade levels.
- *Strive to maintain and improve professional competence by attending workshops and conferences.
- *Support staff with implementation of instructional strategies and technology integration.
- *Be willing to network across the district with other instructional coaches and district/building level teacher leaders.
- *Possess knowledge of aligning professional learning opportunities regarding instructional practice with specific teacher needs and interests.

Expectations for Instructional Coach:

- *Meet once a month with administrator and team to plan and reflect student programs and needs
- *Provide and model research-based instructional strategies
- *Maintain confidentiality with professional relationships and records
- *Assist individual and teacher teams with data-driven decision-making
- *Facilitate the development of interdisciplinary teaching opportunities to improve the construction and depth of knowledge, higher order thinking, substantive conversation, elaborated communication, and value beyond school in classroom instruction
- *Collaborate with teachers to support task, student work, and instruction analysis
- *Provide assistance in aligning classroom instruction and assessments to Common core
- *Share new ideas and model effective teaching strategies upon request
- *Observe lessons / students and provide feedback to teachers upon request
- *Act as a resource to staff regarding instructional concerns and issues
- *Attend curriculum team meetings and building level HAT meetings
- *Develop a bank of instructional resources

Curriculum Team Leader Job Description

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- *Provide leadership for improvements in district curriculum.
- *Have a solid background and experience in specific content area.
- *Serve as the liaison for other colleagues regarding curriculum improvement or enhancements.
- *Excellent communication skills.
- *Willingness to collaborate.
- *Commitment to and willingness to continue learning best practice for content area.

Expectations for Curriculum Leaders:

- *Collaborate to plan larger K-12 or 5-12 content area meetings – there may be times where the curriculum team leaders will lead all staff through a specific learning or resource that the leader has found and would like to make aware to all staff.
- *Facilitate TK-4, 5-12, or TK-12 curriculum teams with strategies appropriate for adult learners – there may be times when the entire group of curriculum team leaders from the building or across the district would like to come together to share ideas with one another.
- *Research and share programs, materials, strategies, technology-based curriculum tools, and instructional practices – during the 8 meetings and/or days prior to or after the school year the curriculum team leader will have time to look for and share ideas around current practices in the curricular area
- *Help colleagues select resources that align to the Iowa Core – help with curriculum mapping and resource selection to ensure that the Iowa core is being covered in all content areas, helping all staff to understand the Iowa Core ensuring instruction is aligned to it.
- *Promote horizontal and vertical curriculum alignment with K-12 meetings 3 times a year – Meeting a minimum of 3 times a year with the TK-12 Curriculum leaders for the content area to ensure vertical alignment of instruction – looking at curriculum maps – enacted curriculum vs. intended curriculum –

A contract of 5 extended days resulting in...

~Required 8 meeting during the school year from 3:45 – 5:15 – These meetings will include the minimum of the three K-12 meetings mentioned above and five other meetings to have the time and people to be determined by need. For example: Could be just the 3 curriculum leaders from the math area from Kinsey. The K-12 district meetings would involve the three members of the Kinsey team, the members of the middle school team, and the members from the high school team. These will not be overly large numbers of people trying to work out schedules and getting together.

~2 full day prior to the school year starting – looking at student performance data on curricular area testing done district wide, Curriculum mapping discussions to find gaps and overlaps, developing Professional development around the specific curricular area when needed.

~1.5 days at end of the year – looking at data to determine if Professional Development was effective, setting goals for the next year for the curricular area of focus

Data Team Leader Job Description

- *Provide leadership for data that will drive instructional changes.
- *Have a solid background in looking at and using data, operating Excel, and understanding statistics
- *Serve as go-to for assistance from colleagues regarding data.
- *Excellent communication skills.
- *Willingness to collaborate.
- *Commitment to and willingness to continue learning in data mining.

Expectations for Data Leaders:

- *Meet once a month with appointed team to review current data {MAPs, AR, classroom assessments, Smarter Balanced, etc}
- *Attend data and assessment trainings
- *Understand Smarter Balanced and MAPs assessments
- *Make data-based recommendations to teachers to enhance student achievement
- *Create the bridge between scoring team and staff of the IPI and CIP data
- *Final data review will require work outside of the school day and year

Middle School SIOP Cadre Job Description

- *Have a solid background in practicing SIOP strategies.
- *Serve as go-to for assistance from colleagues implementing SIOP strategies.
- *Excellent communication skills.
- *Willingness to collaborate.
- *Commitment to and willingness to continue learning in the area of Sheltered Instruction Observation Protocols.

Expectations for Middle School SIOP Leaders:

- *Meet once a month with administrator and cadre to plan and reflect implementation and needs
- *Provide support, co-teaching opportunities, and information to colleagues about SIOP
- *Attend the ICLC Conference in November
- *Review ELPA-21 assessment and provide staff with results
- *Update communication list at the beginning of the year
- *Recognize and share with teachers those that are considered at-risk and ELL
- *Bi-annual review of the LAU plan

Middle School AIW Team Leader Job Description

- *Provide leadership around authentic intellectual work framework.
- *Have a solid background in practicing AIW strategies.
- *Serve as go-to for assistance from colleagues implementing AIW.
- *Excellent communication skills.
- *Willingness to collaborate.
- *Commitment to and willingness to continue learning in the three areas of the AIW framework: student task, student work, and instruction

Expectations for Middle School AIW Leaders:

- *Meet once a month with appointed team to score one aspect of the framework
- *Set up the schedule for the year according to the dates on the professional development calendar
- *Record evidence of the meeting on the Google Site for the team
- *Provide support and information to colleagues about current AIW practices
- *Attend the NW-AEA AIW Mid-Year Workshop

Middle School Team Leader Job Description

- *Representative for the individual grade levels at the middle school.
- *Serve as the liaison between the principal and the grade level teams.
- *Plan activities for the students.
- *Review data to support and provide assistance for research-based instructional strategies across the district.
- *Facilitate positive interactions among the students across the grade levels.

Expectations for Middle School Team Leaders:

- *Meet once a month with administrator and team to plan and reflect student programs and needs
- *Provide support and information to colleagues about current initiatives
- *Serve as the conduit of information from the principal to team members
- *Make sure that grade level team has consistent and open communication with parents
- *Document all team meets via the shared Google doc
- *Be the liaison between the principal and the staff at that grade level
- *Assist the Helping Hands organization with fundraising efforts – i.e., being the contact point for help with concessions stand organization