



# Teacher Leadership Handbook 2017-2018

 **2020**

Spirit. Opportunity. **Future»**

Inspire Learning. **Unlock Potential. Empower Achievement.**

# What is Teacher Leadership?

Teacher Leadership is an opportunity for teachers to help their colleagues by sharing instructional resources, areas of expertise, and effective teaching strategies in a variety of roles in and out of the classroom setting. Linn-Mar Teacher Leaders work with adult learners, communicate with the staff and

## Linn-Mar Teacher Leadership Goals

- ♦ Attract and retain new teachers by providing ongoing professional development, classroom support, and a comprehensive mentoring program for first and second year teachers.
- ♦ Increase opportunities for collaboration between teachers.
- ♦ Increase professional development and leadership opportunities for staff.
- ♦ Improve instruction to increase student performance and achievement.

## Table of Contents

Pg. 2: What is Teacher Leadership

Pg. 2: Rationale for Coaching at Linn-Mar Community Schools

Pg. 2: Linn-Mar Teacher Leadership Goals

Pgs. 3-4: Roles & Responsibilities

Pg. 5: Linn-Mar Instructional Coaching Model

Pg. 6: Professionalism

Pg. 7: Procedures for Scheduling Model Teacher Visits

Pg. 8: Schedules, Planning & Professional Development

Pg. 8-9: Coaching Cycle

Pg. 10: TLC Framework

Pg. 11: Attendance, Hours, Housing & Equipment

Pg. 12: Additional Information & Procedures

Pg. 13: 2017-18 Teacher Leader Extra Work Days

Pg. 14: Linn-Mar 2017-18 School Calendar

Pg. 15: Teacher Leader Contact Information

## **Roles & Responsibilities of Full-Time Release Positions**

---

### **Instructional Coach**

- ◆ Plans, reflects, and problem solves alongside the classroom teacher.
- ◆ Provides information on student needs and behavior, pedagogy, curriculum and procedures, classroom structure and environment.
- ◆ Co-teaches/demonstrates strategies.
- ◆ Observes teaching practices.
- ◆ Examines lesson content, delivery, and implementation of the workshop model.
- ◆ Provides a unique structure for each teacher's individual needs.
- ◆ Leads professional development opportunities.
- ◆ Assists with goal writing.
- ◆ Collects and analyzes data.
- ◆ Works with teachers who are not first and second year.
- ◆ Attends weekly Teacher Leadership meetings and trainings.

### **Mentor Coach**

- ◆ Works with teachers in their first and second year of the profession.
- ◆ Observes teachers weekly (year 1); monthly (year 2).
- ◆ Pre and/or post conferences focusing on observations.
- ◆ Co-teaches/demonstrates classroom strategies.
- ◆ Provides extensive support in curriculum, planning, and lesson pacing.
- ◆ Assists with goal writing.
- ◆ Collects and analyzes data.
- ◆ Attends weekly Teacher Leadership meetings and trainings.

### **Technology Integration Coach (TIC)**

- ◆ Plans, co-teaches, researches, and assists classroom teachers in selecting and implementing effective technology strategies.
- ◆ Demonstrates up-to-date knowledge of all District technology initiatives (hard and software).
- ◆ Works in classrooms to assist teachers in technology implementation, including modeling and co-teaching.
- ◆ Facilitates, designs, and delivers professional development related to technology.
- ◆ Troubleshoots problems and researches solutions.
- ◆ Leads professional development opportunities.
- ◆ Attends weekly Teacher Leadership meetings and trainings.

## Roles & Responsibilities of Teachers in the Classrooms

---

### Induction Specialist

*\*For those not supported by a content area*

*\*number of positions varies year to year*

- ◆ Serves as a resource for curriculum questions.
- ◆ Assists with planning for position related extra curricular activities (i.e. concerts, art shows, etc.)

### Model Teacher

- ◆ Has an “open door” policy to allow others to observe the classroom.
- ◆ Models district curriculum and expectations in classroom instruction.
- ◆ Available before/after school or during preparation/PLC time for pre/post discussions about observations.
- ◆ Remains current on best practices and District initiatives.

### Curriculum Facilitator

- ◆ Works under Directors of Teaching and Learning on selecting and implementing new curriculum.
- ◆ Provides support in buildings for teachers implementing current and/or new curriculum initiatives.
- ◆ Attends trainings, as needed, by the Teaching and Learning staff.
- ◆ Models or co-teaches sample lessons for staff.
- ◆ Delivers information at staff meetings, team meetings, or on Professional Development Days.

### Course Development Facilitator

- ◆ Develops two courses per year for advancement of professional learning for teachers.
- ◆ Works with the TQSA Committee.
- ◆ Attends TQSA meetings as needed.
- ◆ May teach courses and/or facilitates workshops or professional development opportunities during the year.

### Team Leader

- ◆ Leads a grade-level team, Technology or MTSS at the Middle School. Leads Technology at the High School
- ◆ Plans agendas for monthly meetings.
- ◆ Leads conversations to engage peers in analyzing and using data to strengthen instruction and decisions.
- ◆ Assists teammates in keeping the focus on teaching, learning, and continuous improvement.

### Elementary Program Leader

- ◆ Leads a group on specified District initiatives such as Technology, PBIS, or MTSS.
- ◆ Plans agendas for and facilitates monthly meetings.
- ◆ Attends trainings, as needed.
- ◆ Shares information with staff.
- ◆ Completes paperwork and submits it to the Program Coordinators.

### High School PLC Facilitator

- ◆ Personalize learning by addressing professional development that addresses the needs of struggling learners which enables academic success.
- ◆ Identifies instructional strategies that enhance the learning of all learners.
- ◆ Unlocks the potential of all students through a variety of opportunities.
- ◆ Empower creativity in instructional solutions.
- ◆ Stimulate teachers' cognitive processing through discussion, inquiry, and optimization of ideas and processes.
- ◆ Prioritize focus on instruction and learning.
- ◆ Effectively utilize data for instructional decisions.
- ◆ Collaborate with leadership (High School administrators and Teacher Leaders) to empower professional growth and student learning through peer coaching.

## Linn-Mar Community Schools Instructional Coaching Model

<b>Role of Instructional Coaches</b> -----	<b>Role of the Principal</b> -----	<b>Role of the Teacher</b> -----
<ol style="list-style-type: none"> <li>1. Support and improve the quality of effectiveness of classroom instruction by:               <ul style="list-style-type: none"> <li>*Collaborating</li> <li>*Co-planning</li> <li>*Modeling</li> <li>*Co-teaching</li> <li>*Providing descriptive feedback based on teacher requested Observation</li> </ul> </li> <li>2. Maintain confidentiality with professional relationships and records.</li> <li>3. Supports the implementation of effective instructional strategies including, but not limited to:               <ul style="list-style-type: none"> <li>*Assessment for learning</li> <li>*Differentiation of instruction</li> <li>*Standards-based grading</li> </ul> </li> <li>4. Curriculum or Content Facilitator:               <ul style="list-style-type: none"> <li>*Increases teacher content knowledge</li> <li>*Facilitates a better understanding of the structure of the curriculum</li> <li>*Engages teachers in reflective thinking while looking at their own instructional practices</li> </ul> </li> <li>5. Data Coach:               <ul style="list-style-type: none"> <li>*Facilitates conversations at PLC meetings using data</li> </ul> </li> <li>6. Life-Long Learner/Resource Kiosk:               <ul style="list-style-type: none"> <li>*Engages in continuous learning in order to keep current on District initiatives and current best practices</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Communicator:               <ul style="list-style-type: none"> <li>*Builds an understanding of the connection of the Teacher Leadership Program and the school improvement plan</li> <li>*Leading and communicating to staff about the District and building initiatives</li> </ul> </li> <li>2. Maintain confidentiality with professional relationships and records.</li> <li>3. Facilitator:               <ul style="list-style-type: none"> <li>*Collaboratively plans and coordinates professional learning</li> <li>*Fosters a safe and trusting environment</li> </ul> </li> <li>4. Instructional Leader:               <ul style="list-style-type: none"> <li>*Supports Coaches and teachers in the coaching process</li> <li>*Meets with school Coaches and leadership team on a regular basis to examine school data</li> <li>*Advocates for student learning based on data used to inform instruction</li> <li>*Shares best practices and research</li> </ul> </li> <li>5. Learner:               <ul style="list-style-type: none"> <li>*Engages in professional reading and learning opportunities</li> </ul> </li> <li>6. Evaluator:               <ul style="list-style-type: none"> <li>*The Principal is responsible for evaluating the Teachers in the building.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor:               <ul style="list-style-type: none"> <li>*Reflect, refine, and implement effective instructional practices to increase student achievement</li> <li>*Aligns instruction to standards</li> <li>*Advocates for their students' learning needs</li> <li>*Collaborates with Coaches</li> </ul> </li> <li>2. Maintain confidentiality with professional relationships and records.</li> <li>3. Engages in continuous learning including, but not limited to:               <ul style="list-style-type: none"> <li>*Chooses learning opportunities, supported by the Instructional Coach such as book studies, collaboration time, one-on-one coaching, co-planning, etc.</li> <li>*Creates learning goals consistent with school improvement plan</li> <li>*Explores, implements, reflects, and adheres to best practices</li> <li>*Learns and implements intervention strategies in the classroom</li> </ul> </li> <li>4. Participates in data conversations that influence instructional decisions based on analyzing formative and summative assessments</li> </ol>

## Professionalism

Teacher Leaders are the face of the Teacher Leadership Program (TLP). They represent the Linn-Mar Community School District everywhere they go. It is imperative that Teacher Leaders dress in accordance with Board policies in regard to *Employee Relations, Appearance, and Conduct*:

### **Board Policy 403.21:**

Rules and standards are necessary to protect the health and safety of students, staff, and community. Through rules, standards, and expectations, the District provides students, staff, and the community an awareness of the dignity and worth of the individual, civic responsibility and respect for authority, as well as a safe and secure environment for optimal working and learning.

Employees are role models for the students who come in contact with them before, during, and after school hours. If an employee's conduct could reasonably be expected to have an adverse effect on the employee's continuing ability to perform any of his/her professional functions in an effective manner, discipline up to and including termination may be exercised, even if the conduct occurred outside school hours.

It is the District's expectation that employees maintain a professional working environment that encourages mutual respect and promotes civil and congenial professional relationships among staff, students, and the public.

### **Employee Relations:**

The District prohibits employees from intentionally harming or threatening to harm other employees, students, or the public or property belonging to any of these parties. This prohibition includes, but is not limited to, intentional acts such as verbally abusing others using intimidation tactics and/or making threats, sabotaging another's work, making malicious, false, or harmful statements about others, publicly disclosing another's private information, or using electronic devices for harassment, or bullying or any other behavior that is discourteous, disrespectful or demeaning. District employees are expected to exercise good judgment and discretion when using social networking and blogging venues such as Myspace, Facebook, Twitter, etc. Content that is published on such blogs is public (for students, parents, the community, and administration to view) and the employee is ultimately responsible for his/her posts.

### **Appearance:**

The Board expects employees to conduct themselves in a professional manner appropriate to the educational environment and as such, employees will be well groomed and dress in attire appropriate for their position. Clothing should be neat, clean, and free from inappropriate graphics. Discretion and common sense call for an avoidance of extremes which would interfere with or have a detrimental effect on the educational process. In addition, employees are expected to follow appropriate cleanliness practices as needed for the specific job assignment.

### **Employee Expectations/Conduct:**

Employees should refer to specific job descriptions for a full list of required standards, knowledge, skills, abilities, and expectations.

---

*Adopted 6/15/70 Reviewed 12/11 Revised Related Policy (Code#) 1/06; 2/09; 2/10; 3/11; 4/15/13; 9/8/14*  
*Legal Reference (Code of Iowa) 279.8 (2005); 282 IAC 13*

## Procedures for Scheduling Model Teacher Visits

1. Access the Model Teacher website to schedule/request observations and for detailed information about each Model Teacher.

<http://tinyurl.com/lmmodelteachers>

2. Observations will be scheduled for a **maximum** of 90 minutes: approximately 15 minutes for travel time to observation, 60 minutes for observation, and 15 minutes travel time back to home building.
3. Instructional Coaches or Program Coordinators may be available to help cover classrooms for teachers doing observations. It may be preferable to schedule your model teacher visit during your planning/prep time or to back it up to your prep time.

*\*\*Detailed sub plans should be left for those covering the classroom, name tags would be preferred, notes/information about attention grabbers, procedures, discipline, etc., are needed.*

4. Please sign in at the office of each building and wear a visitors badge in addition to your school I.D.
5. Some Model Teachers will not have time to talk immediately following the lesson; consider planning a follow up conversation or email questions.

### **Coaches Talking Points Before an Observation:**

- ♦ Be respectful of the scheduled time.
- ♦ Remember, not all Model Teachers will have time to talk immediately following the lesson. *If you have questions about the lesson, schedule a time to talk at a later date or email.*
- ♦ Be respectful of the Model Teacher's objective with students: observe, watch, take notes; do not disturb student learning. *\*Do not interact with students unless the Model Teacher has given prior approval.*
- ♦ If desired, ask permission to take photos of artifacts or classroom structure.

### **Coaches Talking Points After an Observation:**

- ♦ Set up a meeting with the teacher who went to the Model teacher Observation
- ♦ Have a Cognitive Coaching Conversation with the teacher using the Reflective Map
- ♦ Fill out feedback form together from the Model Teacher Website to submit to Erin.

## Schedules, Planning, Coaching Cycles, Professional Development

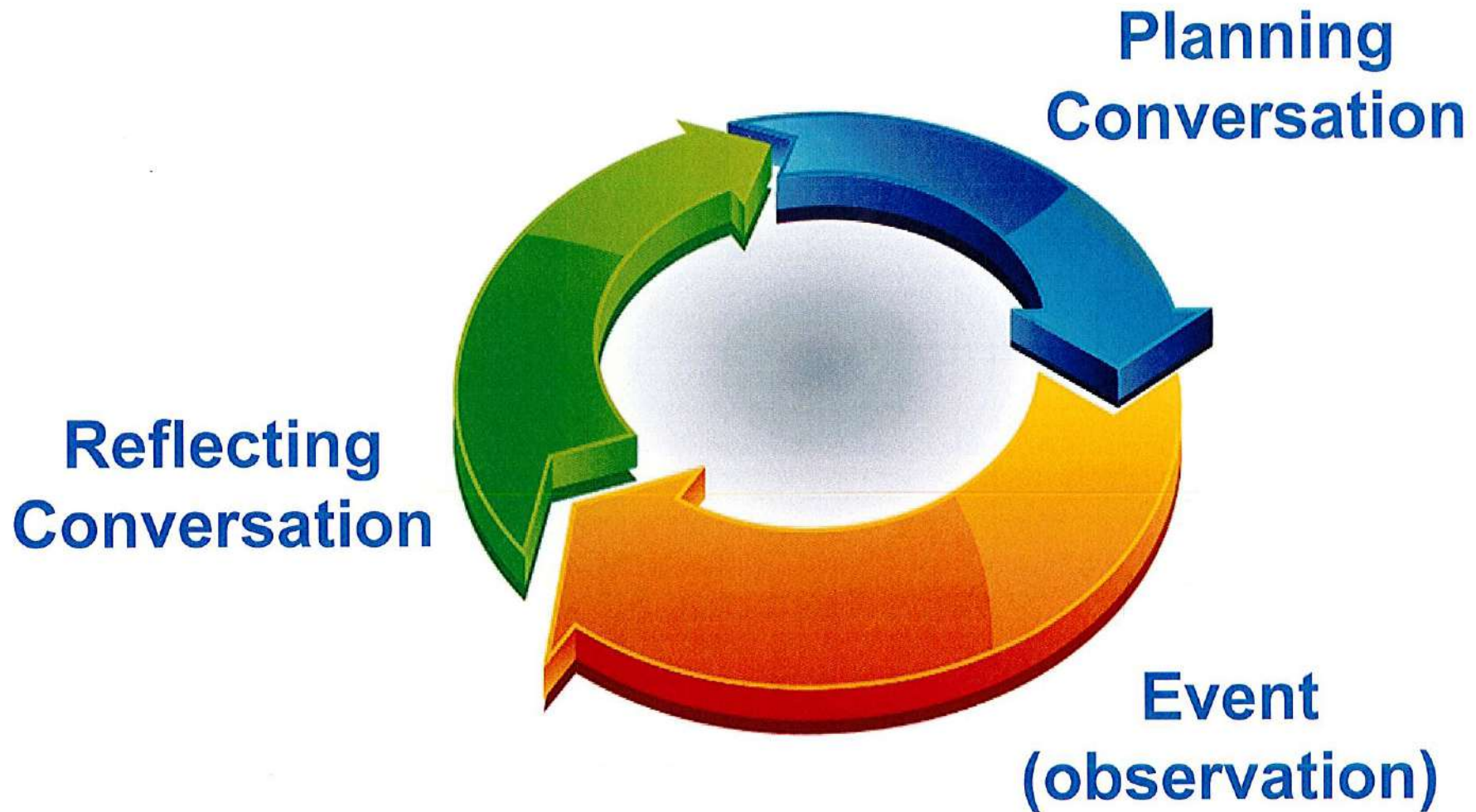
- 1) The main responsibility of Teacher Leaders is to work with teachers. The expectation is that Teacher Leaders will be in classrooms/buildings meeting with teachers during building planning/ PLC times.
- 2) **Teacher Leaders will have weekly required meetings at the LRC on Tuesdays from 8:00 a.m. to 10:00 a.m.** Schedule your time in buildings around this meeting. Program Coordinators will provide PD and weekly training from 8:00-9:30. You will be given time to meet with your team and/or job alike groups from 9:30 TO 10:00 some weeks.
- 3) Teacher Leaders will be required to track coaching cycles on the google form Erin has shared with you. As staff change from year to year, please update your tracker as soon as you return in the fall.
- 4) Coaching cycle requirements will be:

Position	Minimum # of Coaching Cycles Required
Program Coordinators	Coordinators will conduct coaching cycles with the coaches by splitting their rosters in half. Erin and Debra will complete at least 30 coaching cycles each during the year.
Mentor Coaches	2 per month with 1 <sup>st</sup> year teachers/1 per month with 2 <sup>nd</sup> year teachers
HS Instructional Coaches	1 per teacher on your roster per year (Sheri-43/Tina-42/Sue-27) <i>*Special Ed. Teachers are not included in this count because they are on Beth and Symon's Roster</i>
MS Instructional Coaches	1 per teacher on your roster per year (Amy- 47/Jess-58) <i>*Special Ed. Teachers are not included in this count because they are on Beth and Symon's Roster</i>
Elementary Instructional Coaches	1 per teacher on your roster per year (EH-37/WF-31/BW-30/NE-32/IC-31/WE-32/LG-34) <i>*Special Ed. Teachers are not included in this count because they are on Beth and Symon's Roster</i>
Student Support Instructional Coaches	1 per teacher on your roster per year Beth-30(covering PK-5 <sup>th</sup> ) Symon-38(covering 6th-12th)
Technology Integration Coaches	30 coaching cycles for the year. Cycles can be done 10 each trimester at the elementary or 15 per semester at secondary.








- 5) Teacher leaders will check OneNote for agendas and minutes before and after weekly TL meetings.
- 6) Teacher Leaders will attend trainings designated by the District and Teacher Leader Program Coordinators. Trainings will vary from year-to-year and several books and articles will be part of the The professional development.
- 7) Full-time Teacher Leaders and in-the-classroom Teacher Leaders will help with various professional development opportunities throughout the year as needed.



# Coaching Cycle



## TLC System – Framework for Learning Supports

	<b>Adult Learning</b> 	<b>Collaborative Culture</b> 	<b>Communication</b> 	<b>Content/Pedagogy/ Assessment</b> 	<b>Systems Thinking</b> 	<b>Data</b> 	<b>Organizational Leadership</b> 
<b>Focus Areas</b>	Design and delivery of professional learning	Facilitation of group processes and development of necessary structures for professional learning environments to be effective.	Cultivation of skills associated with effective dialogue with colleagues.	Implementation of research and best practice in content (Iowa Core), instruction, and assessment.	Integration and alignment of district and statewide educational improvement efforts.	Facilitation of data analysis and data informed decision making.	Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To use knowledge and understanding of adult learning styles and preferences; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning or to support those who do.</li> <li>• To incorporate existing and emerging technologies in the design and delivery of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To cultivate educator's facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.</li> <li>• To utilize peer to peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.</li> <li>• To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To give and elicit honest, open, and constructive feedback.</li> <li>• To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions.</li> <li>• To seek and engage in non-evaluative, reflective dialogue with colleagues.</li> <li>• To balance advocacy and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in studying and applying current professional literature and pursue professional learning opportunities focused on content, instruction and assessment.</li> <li>• To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction.</li> <li>• To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards.</li> <li>• To support colleagues in the alignment of content, instruction, and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the processes of school improvement and 2nd order change.</li> <li>• To align teacher leadership efforts to implement: MTSS Iowa Core Early Literacy</li> <li>• To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards.</li> </ul>	<ul style="list-style-type: none"> <li>• To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning, or to support those who do.</li> <li>• To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning.</li> <li>• To facilitate program evaluation and impact in collaboration with team.</li> </ul>	<ul style="list-style-type: none"> <li>• To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders.</li> <li>• To develop the <a href="#">Professional Capital</a> of an organization.</li> <li>• To cultivate a mindset that supports empowerment of teacher leaders.</li> <li>• To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership.</li> <li>• To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/situation analysis).</li> <li>• To identify a change process and support teachers and teacher leaders as they experience change.</li> </ul>

## Attendance and Supervisors

Teacher Leaders will record ALL absences in iVisions. To know if you can have a SWAP Day or personal day you must contact Erin and Debra first before logging it on iVisions. If you are going to be absent for ANY reason, illness, professional development, etc., please send an email to your building principal/supervisor, and Erin and Debra. Never assume that we know all of your meetings.

Your leave is approved by your supervisor:

Erin, Debra- Shannon Bisgard

Sue– Jeff G.

SSIC– Leisa Breifelder

TICS– Bob Read

Instructional Coaches– Building Principals

For information on extra days, or how to take a personal day during the month of May see p. 13 of the Handbook.

## Hours

**Teacher Leader Program Coordinators:** Will keep the hours of 7:30 AM to 3:30 PM; with the understanding that they may have to stay later on some days.

**Mentor Coaches & Technology Integration Coaches (TICs):** Will keep the hours of 8:00 AM to 4:00 PM or 7:30 AM to 3:30 PM depending on the schedule for their day/week. These Teacher Leaders will understand that on some days they may have to come in at 7:30 AM for an occasional meeting or stay after 4:00 PM.

**Instructional Coaches:** Will keep the hours that match the building they are assigned to; which could be one of the following: 7:30 AM to 3:30 PM, 7:45 AM to 3:45 PM, or 8:00 AM to 4:00 PM.

**Induction Specialists, Model Teachers, Team Leaders, Program Leaders, & Curriculum Facilitators:** Will keep their regular work hours assigned by their building administrator. They will be responsible for meeting during PLC/prep/planning times or after school on an as-needed basis.

**Course Development Facilitators:** Will work on course planning and development outside the regular school day.

## Housing & Equipment

The Program Coordinators will reside at the Learning Resource Center (LRC).

All Teacher Leaders will be issued a laptop or a tablet for work purposes.

Student Support Instructional Coaches and TICS will be housed at their assigned buildings. Your space may have to be flexible.

Instructional Coaches/Mentor Coaches will be assigned space at the building they are assigned.

In-Classroom Teacher Leaders will be housed in their assigned buildings and will be pulled out for meetings on an as-needed basis.

## Additional Information & Procedures

### Conferences and Comp. Days:

**Instructional Coaches-** will attend common conference nights in your building.

**Mentors and Technology Integration Coaches** will attend the common conference nights in one of the buildings they are assigned, or you can split your time between the buildings you are assigned.

**Program Coordinators** will work the Comp Days each semester.

\*\*\*\*\*

### TICs Co-lead Technology Programs at Their Buildings with the Tech Program Leaders:

- Meet monthly as a Technology Committee
- Co-plan agendas with Program Leader
- Discuss integration of technology into classroom teacher's curriculum
- Discuss building technology purchases and initiatives
- Discuss the equitable distribution of technology within building

\*\*\*\*\*

### Olweus:

Teacher Leaders can participate in Olweus in the K-8 setting if it is a building-wide activity because there are no adults for you to meet with at that time.

\*\*\*\*\*

### Intervention Block:

Intervention Block is a K-8 building-wide focus. If the entire building is participating in the Intervention Block at the same time it would make sense for Teacher Leaders to help with it if there are no other adults available to meet with. This would be a good opportunity to work with different grade levels, as well as provide opportunities for co-teaching. This is a great area for discussion with the principal on how Teacher Leaders can be utilized during Intervention Blocks. The intent is not for you to teach multiple intervention times.

\*\*\*\*\*

### Mileage:

Teacher Leaders traveling between buildings (Mentors/TICs) may track their mileage and fill out the on-line mileage form on the Linn-Mar Intranet. The Assistant Superintendent will give approval for reimbursement monthly.

\*\*\*\*\*

## 2017-18 Teacher Leader Extra Work Days

In addition to a regular 279 contract (191 days), each Instructional Coach, Mentor Coach, and Technology Integration Coach will be issued a one-year Teacher Leader contract plus five additional days for a total of 196 days. Five days will be variable contract days which will be swapped or exchanged for five regular contract days. The Program Coordinators will work an additional ten days for a total of 201 day. Five of those days will be exchanged for five regular contract days. Dates for the swap days can be taken at any time as approved by the Superintendent or his/her designee. Similar to the contract:

***On a day before or after a holiday or vacation or Monday and Friday the last 4 weeks of the school year, the number of personal leave and swap day requests shall not exceed 15% of the total of certified staff in our teacher leadership group for the specified days. This 15% allocation equates to 3 of our teacher leaders. To schedule a day off during the last month of school, contact the Program Coordinators.***

Position	Name	Extra Dates Working	# of Days
TL Coordinator	Debra Barry	July (2 days) Aug. 10th, 11th, 14th, 15th, 16th, June 5th, 6th, 7th	10
TL Coordinator	Erin Watts	July (2 days) Aug. 10th, 11th, 14th, 15th, 16th, June 5th, 6th, 7th	10
Mentor Coach	Sue Atwater	August 10th, 11th, 14th, 15th, 16th	5
TIC	Karla Koenen	August 11th, 14th, 15th, 16th, June 5th	5
TIC	Jessica Zimmerman	August 11th, 14th, 15th, 16th, June 5th	5
TIC	Ryan Gotto	August 11th, 14th, 15th, 16th, June 5th	5
TIC	Shanna Helmke	August 11th, 14th, 15th, 16th, June 5th	5
TIC	Emily Coonrod	August 11th, 14th, 16th, June 5th	5
TIC	Todd Lane	August 11th, 14th, 15th, 16th, June 5th	5
TIC	Dana Lampe	August 11th, 14th, 15th, 16th, June 4th	5
Instructional Coach	Lori Manley	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Sara Hofer	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Tiffany Kinzenbaw	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Jo Nel Boekhoff	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Kim Ophoff	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Laura Robertson	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Terri Streicher	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Amy Collison	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Jess Dirks	August 11th, 14th, 15th, 16th, June 5th	5
Instructional Coach	Sheri Crandall	August 11th, 14th, 15th, 16th, June 4th	5
Instructional Coach	Tina Oberbroeckling	August 11th, 14th, 15th, 16th, June 4th	5
SSS Instructional Coach	Symon Sanborn	August 11th, 14th, 15th, 16th, June 4th	5
SSS Instructional Coach	Beth Hayes	August 11th, 14th, 15th, 16th, June 5th	5



# 2017-2018 School Calendar

×

## Start-Finish

August 23 – June 1

## Summary of Calendar

Days in classroom: 178/176

Hours: 1167/1131

45 Q1	Oct 25
43 Q2	Jan 12
47 Q3	Mar 29
43 Q4	June 1

## Calendar Legend

	Start/End
	Quarter
	Holidays
	Vacation
	New Teacher Orientation
	Professional Learning
	Comp Day/Work Day Combo
	K-12 Teacher Comp Day
	K-12 Teacher Work Day
	K-8 Teacher Work Day
	K-8 Student Non-Attendance
	K-8 Student Non-Attendance
	9-12 Student Non-Attendance

## Linn-Mar Days

### Elementary & Middle School (PreK-8)

176 School Days  
6 Teacher Work Days  
5 Professional Learning Days  
4 Parent/Teacher Comp Days  
**191 Total**

### High School (9-12)

178 School Days  
6 Teacher Work Days  
5 Professional Learning Days  
2 Parent/Teacher Comp Days  
**191 Total**

## Snow Days

First March 30  
Second June 4  
Third June 5  
Subsequent June 6+

M	T	W	Th	F	HS / K-8 Student Days	Teacher Days
<b>August 2017</b>						
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		2
21	22	23	24	25	3	7
28	29	30	31		7	11
<b>September</b>						
				1	8	12
4	5	6	7	8	12	16
11	12	13	14	15	17	21
18	19	20	21	22	22	26
25	26	27	28	29	27	31
<b>October</b>						
2	3	4	5	6	32	36
9	10	11	12	13	37	41
16	17	18	19	20	42	46
23	24	Q	26	27	45	51
30	31				46	53
<b>November</b>						
		1	2	3	49	56
6	7	8	9	10	54/53	61
13	14	15	16	17	59/58	66
20	21	22	23	24	61/60	69
27	28	29	30		65/64	73
<b>December</b>						
				1	66/65	74
4	5	6	7	8	71/70	79
11	12	13	14	15	76/75	84
18	19	20	21	22	80/79	88
25	26	27	28	29		
<b>January 2018</b>						
1	2	3	4	5	83/82	91
8	9	10	11	Q	88/87	96
15	16	17	18	19	92/91	101
22	23	24	25	26	97/96	106
29	30	31			100/99	109
<b>February</b>						
			1	2	102/101	111
5	6	7	8	9	107/106	116
12	13	14	15	16	112/110	121
19	20	21	22	23	116/114	126
26	27	28			119/117	129
<b>March</b>						
			1	2	121/119	131
5	6	7	8	9	126/124	136
12	13	14	15	16		
19	20	21	22	23	131/129	141
26	27	28	Q	30	135/133	146
<b>April</b>						
2	3	4	5	6	140/138	151
9	10	11	12	13	145/143	156
16	17	18	19	20	150/148	161
23	24	25	26	27	155/153	166
30						167
<b>May</b>						
	1	2	3	4	159/157	171
7	8	9	10	11	164/162	176
14	15	16	17	18	169/167	181
21	22	23	24	25	174/172	186
28	29	30	31		177/175	189
<b>June</b>						
				Q	178/176	190
4	5	6	7	8		191
11	12	13	14	15		
18	19	20	21	22		

Approved by School Board 12/12/16

## August 2017

15, 16	New Teacher Orientation
17	First Day for K-12 Teachers
18	Professional Learning Day
21, 22	K-12 Teacher Work Days
23	First Day of School K-12

## September

4	No School K-12 (Labor Day)
---	-------------------------------

## October

9-20	K-5 Conference Window
16-25	6-8 Conference Window
25	End 1 <sup>st</sup> Quarter
26-27	No School K-12 (Professional Learning Day)
30	No School K-12 (K-8 Teacher Comp Day) (9-12 Teacher Work Day)

## November

10	No School K-8 (K-8 Teacher Work Day) Elementary Grade Reporting
16	High School Conferences
22	No School K-12 (K-12 Teacher Comp Day)
23-24	No School K-12 (Thanksgiving Break)

## December

22-29	No School K-12 (Winter Break)
-------	----------------------------------

## January 2018

1-2	No School K-12 (Winter Break)
12	End 2 <sup>nd</sup> Quarter
15	No School K-12 (K-8 Comp Day) (9-12 Work Day)

## February

16	No School K-8 (K-5 Teacher Work Day) (6-8 Teacher Comp Day) Elementary Grade Reporting
19	No School K-12 (Professional Learning Day)
26-28	K-5 Conference Window

## March

1	High School Conferences
1-9	K-5 Conference Window
12-16	No School K-12 (Spring Break)
19-29	6-8 Conference Window
29	End 3 <sup>rd</sup> Quarter
30	No School K-12 (K-5 Teacher Comp Day) (6-12 Teacher Work Day)

## April

30	No School K-12 (Professional Learning Day)
----	-----------------------------------------------

## May

27	Graduation
28	No School K-12 (Memorial Day)

## June

1	Last Day of School & Quarter
4	No School K-12 (K-8 Teacher Work Day) (9-12 Teacher Comp Day)



## Linn-Mar Teacher Leader Contact Information 2017-18

Teacher Leader	Position	Building	Phone #	Email
Debra Barry	Program Coordinator	LRC Room 312	319-447-3450	dbarry@Linnmar.k12.ia.us
Erin Watts	Program Coordinator	LRC Room 312	319-447-3451	ewatts@Linnmar.k12.ia.us
Sue Atwater	Mentor Coach	High School	319-892-4852	satwater@Linnmar.k12.ia.us
Ryan Gotto	Technology Integration Coach	WF/EH	319-892-4853	rgotto@Linnmar.k12.ia.us
Karla Koenen	Technology Integration Coach	IC/6th @EX	319-892-4854	kkoenen@Linnmar.k12.ia.us
Jessica Zimmerman	Technology Integration Coach	LG/WE	319-892-4855	jezimmerman@Linnmar.k12.ia.us
Shanna Helmke	Technology Integration Coach	BW/NE	319-730-3550	shelmke@Linnmar.k12.ia.us
Emily Coonrod	Technology Integration Coach	7th-8th @ EX	319-730-3549	ecoonrod@Linnmar.k12.ia.us
Todd Lane	Technology Integration Coach	OR	319-892-4867	tlane@Linnmar.k12.ia.us
Dana Lampe	Technology Integration Coach	High School	319-892-4857 O 319-360-3799 C	dlampe@Linnmar.k12.ia.us
Terri Streicher	Instructional Coach	Bowman Woods	319-447-3247	tstreicher@Linnmar.k12.ia.us
Laura Robertson	Instructional Coach	Echo Hill	319-892-4864	lrobertson@Linnmar.k12.ia.us
Sara Hofer	Instructional Coach	Indian Creek	319-892-4860	shofer@Linnmar.k12.ia.us
Tiffany Kinzenbaw	Instructional Coach	Linn Grove	319-892-4776	tkinzenbaw@Linnmar.k12.ia.us
Kim Ophoff	Instructional Coach	Novak	319-447-3313	kophoff@Linnmar.k12.ia.us
Jo Nel Boekhoff	Instructional Coach	Westfield	319-447-3455	JBoekhoff@linnmar.k12.ia.us
Lori Manley	Instructional Coach	Wilkins	319-892-4859	lmanley@Linnmar.k12.ia.us
Jess Dirks	Instructional Coach	Excelsior	319-447-3191	jdirks@Linnmar.k12.ia.us
Amy Collison	Instructional Coach	Oak Ridge	319-730-3697	acollison@Linnmar.k12.ia.us
Sheri Crandall	Instructional Coach	High School	319-892-4868	scrandall@Linnmar.k12.ia.us
Tina Oberbroeckling	Instructional Coach	High School	319-892-4869	toberbroeckling@Linnmar.k12.ia.us
Beth Hayes	Instructional Coach	SS-PK-5th	319-892-4870	bhayes@Linnmar.k12.ia.us
Symon Sanborn	Instructional Coach	SS- 6-12	319-892-4871	ssanborn@Linnmar.k12.ia.us