



**TO:** Higher Education Committee  
P-12 Education Committee

**FROM:** John L. D'Agati *John L. D'Agati*  
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**SUBJECT:** Update on Strengthening Teacher and Leader Effectiveness (STLE) Grant Program

**DATE:** January 6, 2014

**AUTHORIZATION(S):** *John L. D'Agati*  
**SUMMARY**

**Issue for Discussion**

An overview of the Strengthening Teacher and Leader Effectiveness (STLE) Grant Program, including rounds one, two and three.

**Reason(s) for Consideration**

Update for the Board.

**Proposed Handling**

This item will come before a joint meeting of the Higher Education Committee and P-12 Education Committee for discussion at its January 2014 meeting.

**Background Information**

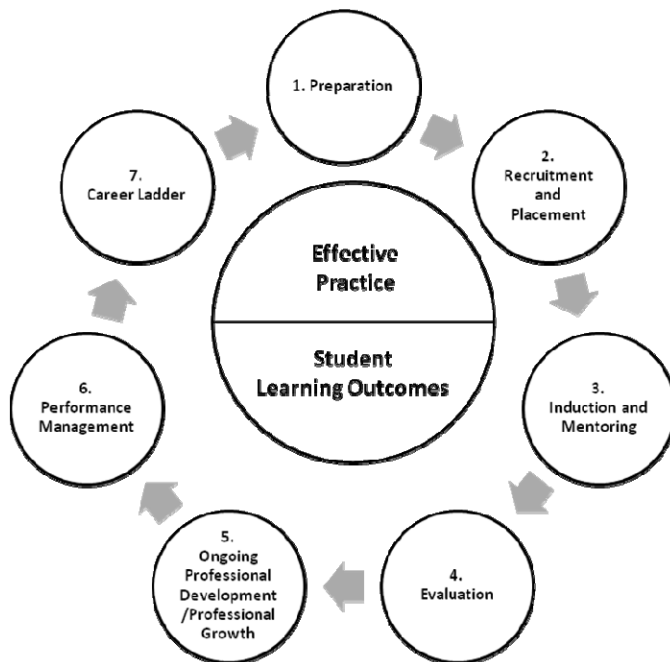
Ensuring every classroom is led by an effective teacher and every school is led by an effective principal is an important part of preparing more students to graduate college- and career-ready. New York State's teacher and principal evaluation system was enacted into law with the explicit goal of improving educator effectiveness. With the early stages of implementation behind us, the opportunity now is to ensure that districts and BOCES embed the metrics and processes of educator evaluation into a comprehensive system of continuous improvement in teacher and leader effectiveness.

As such, the Strengthening Teacher and Leader Effectiveness (STLE) grant is part of the Board of Regents statewide effort to strengthen educator effectiveness.

STLE grants help districts take a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of great teachers and leaders as part of their implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012-c. The grants place special emphasis on supporting high-need students, improving learning of English language learners and students with disabilities, advancing student learning in STEM (Science, Technology, Engineering, and Mathematics) disciplines, and improving the equitable distribution of highly effective teachers and leaders.

Across three grant cohorts, eligible school districts, BOCES, and public charter schools, along with their local unions, collaborated to develop, implement, and/or enhance programs that focus on various elements of a strategically planned Teacher and Leader Effectiveness (TLE) continuum (see below). The system is meant to utilize data/evidence to inform decision-making about educator practice and student learning.

### **Teacher Leader Effectiveness (TLE) Continuum**



*This graphic represents the TLE continuum recommended by the New York State Education Department. All components of this continuum are eligible for funding under this grant. (Adapted from: Heneman and Milanowski, 2007)*

**Preparation** - Collaboration or formal partnership between the applicant and Institutions of Higher Education (IHEs) and/or other eligible partner.

**Recruitment and Placement** - Activities to attract educators to the district and the schools that need them.

**Induction and Mentoring** - Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.

**Evaluation** - Activities/programs to support the new APPR system based on Education Law §3012-c.

**Professional Development/Growth** - Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning.

**Performance Management** - Use of evaluation data in development and employment decisions.

**Career Ladder** - Opportunities for advancement for educators identified as highly effective or effective.

Under New York State's Race to the Top application, the State committed to the creation of a teacher and principal career continuum (also referred to as a "career ladder") to provide recognition and advancement for educators as they demonstrate increased performance. By linking the teaching and leadership standards and evaluation metrics to all phases of educator performance management, successful STLE grantees were able to ensure sound decision-making and personalized support for educators from recruitment, induction and early career development through the tenure decision and ongoing professional and career growth. Eligible districts were those that had at least 25% of students from low-income families and an approved APPR plan in place.

The Department seeks to continuously support districts and public charter schools in determining methods for extending the influence of the most effective teachers. This could include placement of these teachers in positions to assist other educators and influence curriculum and instruction without having to leave the classroom or pursue administrative pathways in order to seek advancement. The Department also seeks to support districts and public charter schools in extending and bolstering the influence of the most effective principals by creating opportunities to put them in positions to help other administrators and/or administrative candidates and to support and advance their own instructional leadership. Well-designed career ladder programs can increase retention of the most capable educators, even in high need schools and even attract more talented educators into high need schools.

### ***Cohorts 1-3 of the Strengthening Teacher and Leader Effectiveness Grant***

It is estimated that in total \$72 million in Race to the Top funds will be provided to support grantees utilizing a comprehensive approach to the TLE continuum. Three rounds of this grant have been issued by the Department. Grant recipients include districts, public charter schools, and BOCES-led consortia from across New York State. To date, these include:

- 9 individual districts - Buffalo Region
- 18 individual districts - Capital Region
- 13 individual districts - Long Island
- 17 individual districts - Rochester & Southern Tier Region
- 10 individual districts - Syracuse & North Country Region
- 8 individual districts - Yonkers Region

- 1 charter school - New York City
- 6 BOCES-led consortiums made up of 35 individual component districts (Capital Region, Broome-Tioga County, Dutchess County, Herkimer County, Southern Westchester County, St. Lawrence-Lewis County)

Please see Appendix A: STLE Recipients for a comprehensive list.

The original STLE grant ("STLE 1") Request for Proposals (RFP) was issued on April 18, 2012 with a grant period of October 31, 2012 through June 30, 2014. Forty-seven districts were awarded a total of \$22,685,109. A list of school districts that were awarded STLE 1 grants and program abstracts can be found on the web at <http://usny.nysed.gov/rttt/rfp/gt-16/fundable-applicants.html>.

The STLE 2 RFP was issued by the Department on June 4, 2013 for a grant period of October 1, 2013 through June 30, 2015. STLE 2 focused specifically on the development, implementation, and/or enhancement of career ladders for both teachers and principals. Thirty-three individual school districts and six BOCES-led consortia (which include thirty-five component districts) received \$24,816,799 for the STLE 2 program. A list of STLE 2 recipients and program abstracts is available at <http://usny.nysed.gov/rttt/rfp/gt-22/fundable-applicants.html>.

STLE 3 is similar to STLE 2 in its career ladder focus. The STLE 3 RFP was issued by the Department on October 18, 2013 for a grant period of March 3, 2014 through June 30, 2015. NYSED received 51 eligible STLE 3 applications, which are currently under review. NYSED anticipates completing STLE 3 application review by January 10, 2014 and will inform successful applicants by January 31, 2014. STLE 3 will fund up to \$24,180,000.

### ***Program Monitoring***

The following table provides a high-level overview of STLE 1 and STLE 2 program trends as represented in district proposals. Please be aware when comparing the trends across rounds 1 and 2 of the grant that there were different programmatic requirements across project periods.

<i>STLE Program Trends</i>		<b>Number of STLE 1 Grantees (out of 47)</b>	<b>Percent of STLE 1 Grantees</b>	<b>Number of STLE 2 Grantees (out of 39)</b>	<b>Percent of STLE 2 Grantees</b>
<b>TLE Components</b>	<i>Preparation</i>	28	60%	9	23%
	<i>Recruitment and Placement</i>	23	49%	4	10%
	<i>Induction and Mentoring</i>	37	78%	14	36%
	<i>Evaluation</i>	39	83%	25	64%
	<i>Professional Development and Growth</i>	47	100%	39	100%
	<i>Performance Management</i>	34	72%	39	100%

<i>STLE Program Trends</i>		<b>Number of STLE 1 Grantees (out of 47)</b>	<b>Percent of STLE 1 Grantees</b>	<b>Number of STLE 2 Grantees (out of 39)</b>	<b>Percent of STLE 2 Grantees</b>
	<i>Career Ladder</i>	46	98%	39	100%
<b>Areas of Focus</b>	<i>STEM</i>	22	47%	13	33%
	<i>SWDs</i>	22	47%	13	33%
	<i>ELLs</i>	7	15%	6	15%
<b>Structures</b>	<i>Principal Career Ladders</i>	8	17%	39	100%
	<i>Principal Recruitment/Transfer Awards</i>	3	1%	3	8%
	<i>Teacher Career Ladders</i>	46	98%	39	100%
	<i>Teacher Recruitment/Transfer Awards</i>	3	1%	1	3%

In addition to the regular status update calls, quarterly reporting, and budget review, the Office of Teacher and Leader Effectiveness, Policy and Programs has conducted extensive site visits. By the end of January 2014, the STLE Team will have completed 47 site visits to all STLE 1 districts. These visits include document review, observations, and interviews with school leadership and staff to assess the impact and effectiveness of the TLE continuum activities.

The team also provides continuous technical assistance to support grant applicants and recipients. Examples include, but are not limited to:

- Development of webinars focused on key components for successful TLE continuum implementation, such as the development of career ladders, communication plans, etc.
- Posting of tools and resources, including professional development turnkey kits on subjects related to successful APPR implementation.
- Development of resources and Professional Learning Communities to support districts in sustaining programs and initiatives, as well as the sharing of best practices with the wider public.
- Support of cross-cohort learning and work sessions on focused initiative efforts.

As noted above, the Department seeks to support districts and public charter schools in determining methods for extending the influence of the most effective teachers and other school leaders. All efforts will continue to guide and support districts across the state as they integrate APPR into a coherent system of support for educators throughout their careers.

## Appendix A: STLE Recipients by Cohort

### STLE 1

District	Region
Alden Central School District	Buffalo
Binghamton City School District	Rochester and Southern Tier
Brasher Falls Central School District	Syracuse and North Country
Central Square Central School District	Syracuse and North Country
Cheektowaga Central School District	Buffalo Region
Clyde-Savannah Central School District	Rochester and Southern Tier
Coxsackie-Athens Central School District	Capital Region
Duanesburg Central School District	Capital Region
Fort Ann Central School District	Capital Region
Freeport Union Free School District	Long Island
Gates-Chili Central School District	Rochester and Southern Tier
Greenville Central School District	Capital Region
Hicksville Union Free School District	Long Island
Hudson City School District	Capital Region
Island Park Union Free School District	Long Island
John Lavelle Preparatory Charter School	New York City
Long Beach City School District	Long Island
Lyons Central School District	Rochester and Southern Tier
Mayfield Central School District	Capital Region
Middleburgh Central School District	Capital Region
Monticello Central School District	Yonkers
Mount Morris Central School District	Rochester and Southern Tier
Newfane Central School District	Buffalo Region
North Rose-Wolcott Central School District	Rochester and Southern Tier
Ogdensburg City School District	Syracuse and North Country
Patchogue-Medford Union Free School District	Long Island
Red Creek Central School District	Rochester and Southern Tier
Rotterdam-Mohonasen Central School District	Capital Region
Union Free School District of the Tarrytowns	Yonkers
Union-Endicott Central School District	Rochester and Southern Tier
Utica City School District	Syracuse and North Country
Watervliet City School District	Capital Region
West Babylon Union Free School District	Long Island
Wheatland-Chili Central School District	Rochester and Southern Tier
William Floyd Union Free School District	Long Island
Williamson Central School District	Rochester and Southern Tier
Wyandanch Union Free School District	Long Island

**STLE 1 and 2**

<b>District</b>	<b>Region</b>
Cambridge Central School District	Capital Region
Canisteo-Greenwood Central School District	Rochester and Southern Tier
Chatham Central School District	Capital Region
Greece Central School District	Rochester and Southern Tier
Huntington Union Free School District	Long Island
Ossining Union Free School District	Yonkers
Palmyra-Macedon Central School District	Rochester and Southern Tier
Rochester City School District	Rochester and Southern Tier
South Huntington Union Free School District	Long Island
Syracuse City School District	Syracuse and North Country

**STLE 2**

<b>District</b>	<b>Region</b>
Broadalbin-Perth Central School District	Capital Region
Broome-Tioga BOCES consortium: Chenango Valley Central School District Harpursville Central School District Johnson City Central School District Owego Apalachin Central School District Windsor Central School District	Rochester and Southern Tier
Capital Region BOCES consortium: Berne-Knox-Westerlo Central School District Cobleskill-Richmondville Central School District Cohoes City School District Green Island Union Free School District Ravena-Coeymans-Selkirk Central School District Schoharie Central School District Sharon Springs Central School District	Capital Region
Catskill Central School District	Capital Region
Depew Union Free School District	Buffalo Region
Dutchess BOCES consortium: Beacon City School District Dover Union Free School District Hyde Park Central School District Northeast (Webutuck) Central School District Pine Plains Central School District	Yonkers
Evans-Brant Central School District	Buffalo Region
Greater Amsterdam City School District	
Herkimer BOCES consortium: Central Valley Central School District Herkimer Central School District	Syracuse and North Country

<b>District</b>	<b>Region</b>
Highland Central School District	Yonkers
Holland Patent Central School District	Syracuse and North Country
Jordan-Elbridge Central School District	Syracuse and North Country
Lockport City School District	Buffalo Region
Lyndonville Central School District	Buffalo Region
Medina Central School District	Buffalo Region
Mount Vernon School District	Yonkers
North Babylon Union Free School District	Long Island
North Syracuse Central School District	Syracuse and North Country
Pembroke Central School District	Buffalo Region
Penn-Yan Central School District	Rochester and Southern Tier
Pine Bush Central School District	Yonkers
Southampton Union Free School District	Long Island
Southern Westchester BOCES consortium: New Rochelle City School District Port Chester Union Free School District	Yonkers
Spencerport Central School District	Rochester and Southern Tier
St. Lawrence-Lewis BOCES consortium: Canton Central School District Clifton-Fine Central School District Gouverneur Central School District Hammond Central School District Harrisville Central School District Hermon-Dekalb Central School District Heuvelton Central School District Lisbon Central School District Madrid-Waddington Central School District Massena Central School District Morristown Central School District Norwood-Norfolk Central School District Parishville-Hopkinton Central School District Potsdam Central School District	Syracuse and North Country
Taconic Hills Central School District	Capital Region
Warrensburg Central School District	Capital Region
West Hempstead Union Free School District	Long Island