Strengthening Teacher and Leader Effectiveness (STLE) Grant Programs

Dr. Julia Rafal-Baer, Assistant Commissioner
The Teacher Leader Effectiveness (TLE) Continuum

1. Preparation
2. Recruitment and Placement
3. Induction and Mentoring
4. Evaluation
5. Ongoing Professional Development/Professional Growth
6. Performance Management
7. Career Ladder Pathways

Effective Practice
Student Performance
Green: STLE 1 only (19 out of 47 participating LEAs)
Blue: STLE 2 (43 out of 74 participating LEAs, inclusive of 4 LEAs that participated in only STLE 1 and 2, and 39 LEAs participating in an STLE program for the first and only time)
Purple: STLE 3 (68 out of 85 participating LEAs, inclusive of 9 LEAs that participated in only STLE 1 and 3, and 59 LEAs participating in an STLE program for the first and only time)
Yellow: STLE-D (91 participating LEAs, inclusive of 51 LEAs that have previously participated in STLE, and 40 LEAs participating in an STLE program for the first time)
Strengthening Teacher and Leader Effectiveness
Dissemination Grant: Principal Leadership

Grantees will address the development of teacher leaders on principal pathways and current principals through a variety of program designs:

- Utilizing Highly Effective and Effective Principal Leaders as peer coaches to provide differentiated support and mentoring
- Targeted professional development offered in a forum for rethinking administrative practice, sharing experiences, and examining leadership theory and its impact on school and student achievement
- The development of a Model Schools Program for the modeling and exchange of high-quality teacher and leadership practices such as Focus Walks and embedded coaching
- The creation of strong regional networks that will provide technical assistance and support to neighboring districts, as well as schools around the state and country through onsite visits, virtual Q&A sessions, handbooks with concrete how-to-guides, and one-on-one coaching sessions
- The development of a video series that will capture research-based leadership strategies that support the implementation of the English Language Arts and mathematics instructional shifts, as well as the implementation of the New York State curriculum modules
We’ve learned that those districts who are seeing the greatest impact on teaching and learning employ the same strategies that successful leaders do in any challenging context.

- Develop cohesive district-wide plans informed by a theory of action and evidence of best practice
- Plan every action to be purposeful and aligned with the district’s vision of student success and educator quality
- Set ambitious and measurable goals for student achievement outcomes
- Invest educators, students and their families in working hard to achieve these goals
- Execute plans with informed judgment and wise adjustments to ensure continuous learning by all
- Continuously increase effectiveness to accelerate student learning and educator quality
- Work relentlessly to navigate obstacles and challenges to ensure dramatic student achievement
Teacher Career Ladder Pathway Research and Models

Recruit
- Leadership Candidates

Develop
- Teacher on Special Assignment

Retain
- Teacher Leader

Equitable Access
- Multi-Classroom Teacher
Promising Approaches to Increase Student Access to the Most Effective Educators

- Focus on Retention of HE/E Educators: 100%
- Targeted PD based on APPR Results: 63%
- Targeted Incentives to Work with High Needs Subgroup(s): 25%
- Transfer Incentives: 16%
- Recruitment Incentives: 10%
Overview of Financial Incentives

Forms of Financial Incentives

- Stipends for additional roles/responsibilities: 65%
- Hourly/Per Session: 16%
- FT Salary: 11%
- Release Time for PD: 8%
- Tuition Reimbursement: 7%

Ranges of Financial Incentives

- Range of Financial Stipends:
  - Minimum: $200
  - Maximum: $12,000

- Range of Transfer/Recruitment Awards:
  - Minimum: $600
  - Maximum: $30,000
Career ladder pathways harness the power and potential of educators to transform teaching and learning by providing career advancement opportunities to excellent educators, enabling them to impact the field and support their colleagues through diverse leadership positions.
What is a Teacher Leader?

https://www.engageny.org/resource/what-is-a-teacher-leader
Greece Central School District uses APPR data and their district strategic action plans to create comprehensive “career pathway” approaches.

Panelists

- **Barbara Deane-Williams**, Superintendent
- **Dr. Shaun Nelms**, Deputy Superintendent
- **Toyia Wilson**, Former Turnaround Initiative Principal, Current High School Building Principal
- **Christopher Marino**, Teacher Leader

To learn more:

Video Collection: [https://www.engageny.org/content/development-career-pathways-greece-central-school-district](https://www.engageny.org/content/development-career-pathways-greece-central-school-district)

Greece Central School District

A Presentation for the New York State Board of Regents

Strengthening Teacher and Leader Effectiveness

November 18, 2014
EnVision Greece 2017 outlines a plan to:

• Connect the components of the NY State Reform Agenda (APPR, Common Core, Data Driven Instruction), and align the system to support teacher and principal professional growth to improve teaching and learning.
• Develop a sustainable teacher and principal leadership model that is driven by student learning, school improvement and teacher / principal voice.
• Create a Leadership Academy for Teacher Leaders and school administrators to become effective partners in developing highly effective schools for Greece students.
• Build labor management partnerships to sustain deep collaboration and strong effective methods of teacher evaluation, principal evaluation, and meaningful measures of student growth.
Strengthening Our Teachers and Leaders

**Excellence**
We will improve achievement for ALL students through a strategic focus on teaching and learning with an emphasis on results.

**Equity**
We will distribute resources to ensure access and equity, closing achievement gaps and ensuring all students achieve college and career readiness standards.

**Accountability**
We will use data to hold ourselves accountable for student results and apply evidence-based practice to foster high achievement for all students.

“A good head and a good heart are always a formidable combination.”
-Nelson Mandela
Theory of Action for Change

The Theory of Action for Change behind our Envision Greece 2017 Strategic Plan links our beliefs, vision and mission. We are systems thinkers; creating the conditions for success in every Greece school.

Developing Human Capital & Professional Capacity

If we develop human capital and professional capacity by ensuring there are effective employees at every level of the organization focused on improving student outcomes; if we give our students and parents access to high quality schools and coherent curriculum; and we hold ourselves accountable for strong performance management; then we will keep our promise to graduate every student in our schools college-prepared and career-ready.
STLE Key Components

- Development of a “Leadership Pipeline” (Focus on the recruitment, retention, and professional learning of talented teachers and leaders)
- Development of Transformational Instructional Leaders (Leadership Academy 1 and 2, Turn-Around Strategies and Central Office Transformation Toolkit)
STLE Key Components

- Development of Teacher and Principal Career Ladders using a collaborative labor-management partnership model
- Ensuring highly effective teachers and leaders work directly with students who have the greatest needs
- Design Thinking for Educators – out of the box thinking for on demand solutions
Greece Central School District
Leadership Matters
Changing Leadership for Changing Times...

• Board of Education Leadership
• District Leadership
• Union Leadership
• Principal Leadership
• Teacher Leadership

“Teacher leaders are critical in helping focus professional learning, coaching support and innovative instructional strategies to lift student achievement. I am very proud that Greece Central will create a new model of shared leadership where principals, teacher leaders, and PLCs promote a dynamic and collaborative focus on student learning.”

— Barbara Deane Williams,
Greece Central School District Superintendent

“IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE AND BECOME MORE, YOU ARE A LEADER.”
— John Quincy Adams
Greece Leadership Academy Guiding Principles

• School leaders are a crucial lever in school improvement and teacher effectiveness
• All school leadership development work must be standards-based and aimed at accelerating student learning and closing the achievement gap
• Program results must be evaluated regularly to inform continuous program improvement
• Labor-management collaboration is key to shared accountability for student achievement
31 Teacher Leaders in coaching/teaching positions and are evaluated under the NYS APPR system.

Teacher Leaders serve as coaches to their peers and teach in model classrooms for CCSS implementation focused on closing the achievement gap.

Each of the elementary schools share 11 Teacher Leaders focused on implementation of Common Core ELA and Math.

Each of our four secondary “sister schools” share Secondary Teacher Leaders who are content specific – English Language Arts, Math, Science, Social Studies.

Three district-based Teacher Leaders support APPR implementation and serve as district data coaches.
• Four Lead Principals serve as liaisons to peers to ensure schools are aligned to EnVision Greece 2017.

• Serve on Principals Cabinet to inform Leadership, Professional Learning, and monitor results.

• Participate on STLE Planning Team.

• Mentor new principals.
Our Turnaround Initiative Principal . . .

- is an experienced principal with a demonstrated capacity to close achievement gaps
- is assigned to schools to strengthen interventions and capacity to improve performance
- Teacher Leaders, Lead Principals and the Turnaround Principal work directly with the Superintendent, Deputy Superintendent, and Teaching and Learning Teams
What Results Have We Seen?

• Significant decrease in issues/items brought forth for formal problem solving

• Increased collaboration between teachers and administrators as evidenced by surveys and PLC meetings

• Increased monitoring of student performance – data walls, Teaching and Learning Walks, Student Accountability meetings with teachers, creation of Teacher and Principal Leaders

• Improved levels of student achievement on multiple growth measures

• Improvement in graduation rates
Teacher and Principal Leader Discussion...

- There is a shift from a ‘my students, my class’ to ‘our students, our district’ as the focus
- Increased collaboration between schools provides consistency and a Common Core focus
- Stronger focus on matching teachers, students, and leaders for improved student results
Greece Central School District
Plans Beyond and Sustainability Post-STLE

• Technical assistance and outreach (School iTems)
• Portfolio of innovation/grant funding (Teach2Lead)
• Linkages with:
  – Entrepreneurs By Design
  – Student Achievement Partners
  – Northeast TURN
  – Consortium of reform-minded districts
  – Alignment of Federal Grants to EnVision Greece 2017
Huntington Union Free School District conducts "Focus Walks" that are successfully helping the district collect data, analyze educator needs, and drive professional development offerings.

Panelists

- James Polansky, Superintendent
- Donna Moro, Instructional Coach

Watching the Work in Action:

Video: "Focus Walks" Foster Professional Growth in Huntington
https://www.engageny.org/resource/focus-walks-foster-leadership-growth-long-island-school-district

Additional Tools and Resources: https://www.engageny.org/resource/initiatives-systems-peer-observation-approaches-and-design-considerations
“The single greatest influence on the professional practices of teachers is the direct observation of other teachers”

-Douglas B. Reeves
Determine present level of Common Core Standard implementation and shift

Support teachers as they integrate Common Core standards by identifying/sharing best practices and providing professional development
School Board

+ Discussions with Teacher Reps

+ Administrative Needs Assessment

Walkthroughs & Peer Coaching
ADMINISTRATIVE CHALLENGES

COORDINATION
With
BUILDING INITIATIVES

TRAINING

IDENTIFYING TEACHER LEADERS
Our Process

Set Goal

Establish “look fors”

Gather & Analyze Data

Build Relationships

Feedback, Reflection & Growth

TRUST
Classroom Walkthrough form

Use the following link to access the walkthrough form:

https://docs.google.com/forms/d/13c6jv1H-wulhKe2vQjGt6IxPwYzEJ9DLKoM/viewform
Round Two - Focus Walks - Huntington Union Free School District

Data Collection Sheet - Round 2

* Required

**Building**
Select One

**Grade Level**
Select One

**Class Type**

- [ ] Math
- [ ] English Language Arts
- [ ] Social Studies
- [ ] Science
- [ ] Other
### English Language Arts and Literacy, Grades K-2

Use this section for K-2 ONLY

<table>
<thead>
<tr>
<th>Evident</th>
<th>Not Fully Evident</th>
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<tbody>
<tr>
<td>The majority of lesson time is spent reading, writing or speaking directly about a text.</td>
<td></td>
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<tr>
<td>The read aloud text is well above the complexity of what students are able to read on their own.</td>
<td></td>
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<tr>
<td>Every student is given extensive opportunity to discuss and investigate the text.</td>
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<tr>
<td>Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details.</td>
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<tr>
<td>Questions and tasks attend to the academic language (i.e. vocabulary and syntax) in the text.</td>
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<tr>
<td>Questions and tasks ask students to think about what</td>
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TRUST only gained when....

Teachers are confident you have their best interests at heart, you consistently follow through and exhibit a high degree of integrity.

NO JUDGMENTS
Coaches’ Role:

- Ensure anonymity
- 5-8 minutes
- Gather data on implementation of Common Core standards & student engagement
- Guide consistency in teacher practice

Trust is the on-ramp to achieving collaboration and collegiality.

- Pat Roy
Coaches Gather & Analyze Data:

November Common Core Practices

- Cite Evidence: 27.27%
- Read closely to determine what text says: 45.45%
- Write arguments to support claims: 18.18%
- Determine central idea: 9.09%

Shift in our practices by year end

Academic Vocabulary
Interpret Words & Phrases
Write Arguments
Read Closely
Cite Evidence
Gather Relevant Info
Determine Central Idea of Text
215 responses

Summary

Building

- Huntington High School: 34 (16%)
- Finley Middle School: 43 (20%)
- Woodhull Intermediate School: 37 (17%)
- Jack Abrams Stem Magnet School: 5 (2%)
- Flower Hill Primary School: 25 (12%)
- Jefferson Primary School: 24 (11%)
- Southdown Primary School: 24 (11%)
- Washington Primary School: 23 (11%)

Grade Level

- K-2: 60 (28%)
- 3-5: 51 (24%)
- 6-8: 70 (33%)
- 9-12: 34 (16%)
Coaches Gather & Analyze Data:

Fall 2014 ...

The majority of class time is spent reading, writing or speaking directly about a text. [English Language Arts]

- Consistently: 51 (24%)
- Sometimes: 18 (8%)
- Rarely: 3 (1%)
- Never: 5 (2%)

Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details. [English Language Arts]

- Consistently: 43 (20%)
- Sometimes: 12 (6%)
- Rarely: 10 (5%)
- Never: 11 (5%)

Questions and tasks attend to the academic language (i.e. vocabulary and syntax) in the text. [English Language Arts]

- Consistently: 33 (15%)
- Sometimes: 23 (11%)
- Rarely: 10 (5%)
When teachers have an opportunity to observe and interact with their colleagues in a non-evaluative way regarding instruction, everyone wins.

- Robert Marzano

Reflective Conversation:
- Recall Events
- Analyze Data
- Share Concerns

Professional Collaboration:
- Construct Meaning
- Develop Practical Strategies
- Professional Development
Empowered Teacher Leaders Foster Improvements in Student Learning

A good teacher can inspire hope, ignite the imagination, and instill a love of learning. - Brad Henry

- **GOAL:** Ensure that ALL students have equal access to great teaching!
- Peer coaches use data to inform light or heavy coaching protocol with teachers in need.
- Leads to improvements in teacher effectiveness and the positive impact teachers have on their students in all settings.
- Increased instructional effectiveness and positive teacher impact \(\Rightarrow\) increased/improved student learning and outcomes!
Long-Term Sustainability

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
  -Albert Einstein

Focus Walks:
- Ongoing and continuous process
  - determining/re-evaluating ‘look-fors’
  - collecting and analyzing data
  - informing instruction and professional needs

Peer Coaching:
- Continued capacity building
- Light coaching → heavy coaching → improved supervision of instruction
- Professional development commitment (Title IIA)
References

“How To Be a Wise Consumer of Coaching” By David Yopp, Elizabeth A. Burroughs, Jennifer Luebeck, Clare Heidema, Arlene Mitchell and John Sutton

“Shifting From Data to Evidence for Decision Making” By Steve Benjamin

“Engaging Teachers in Classroom Walkthroughs” By Donald S. Kachur, Judith A. Stout, and Claudia L. Edwards.
High Level Overview
July 24th-25th, 2014

Concrete tools, resources, and inspirational district stories related to:

• Career ladder pathways
• Peer observation
• Systems thinking
• Community engagement
• Professional learning communities
• Strategic action planning

Click here for the complete toolkit:
Engage-Envision-Elevate: From Initiatives to Systems
Building on Promising Practices and Innovative Models

**Available Tools:**
- Interactive Webinar Sessions
- Teacher and Leader Effectiveness (TLE) Continuum
- Engage-Envision-Elevate Toolkit
- District Spotlight Videos
- Additional Resources
- “In the News” press clips

**Continued Work:**
- STLE 1 Summary Reports
- 2014-15 Site Visits
- Pilot use of the Quality Framework
- STLE Advisory Panel
- Hope Street Group
Continue to Follow the Work

- Learn more about STLE programs by reading the abstracts posted for STLE 1, 2 and STLE 3

- Learn more about the principal leader partnerships formed through STLE-D

- Follow us on Twitter
  - #STLE, #CareerLadders, #TLE, and #APPR

- Contact us at: [educatoreval@mail.nysed.gov](mailto:educatoreval@mail.nysed.gov)