

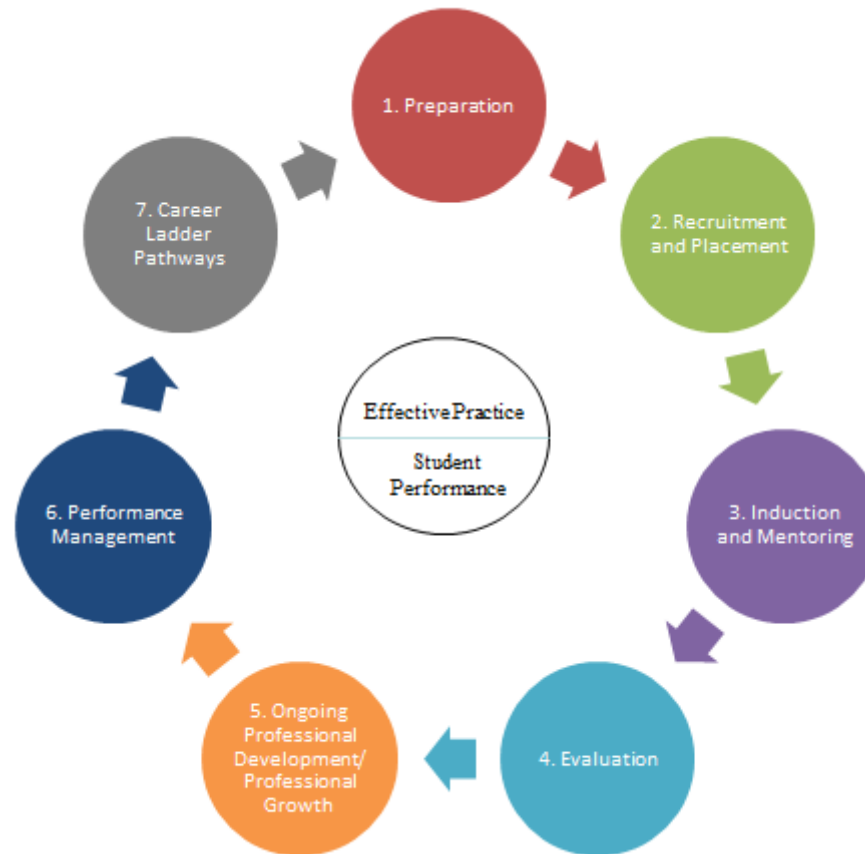


Our Students. Their Moment.

**Strengthening Teacher and Leader  
Effectiveness (STLE)  
Grant Programs**

**Dr. Julia Rafal-Baer, Assistant Commissioner**

# The Teacher Leader Effectiveness (TLE) Continuum



# STLE Grants: Extending the Reach





# 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:

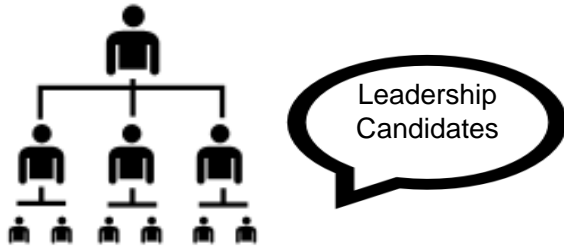
- Utilizing Highly Effective and Effective Principal Leaders as peer coaches to provide differentiated support and mentoring
- Targeted professional development offered in a forum for rethinking administrative practice, sharing experiences, and examining leadership theory and its impact on school and 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.**

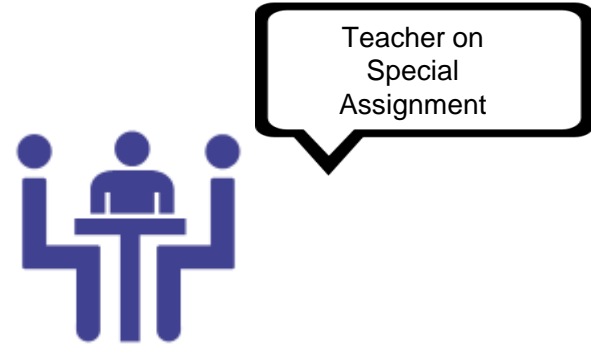
- **Develop cohesive district-wide plans informed by a theory of action and evidence of best practice**
- **Plan every action to be purposeful and aligned with the district's vision of student success and educator quality**
- **Set ambitious and measurable goals for student achievement outcomes**
- **Invest 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



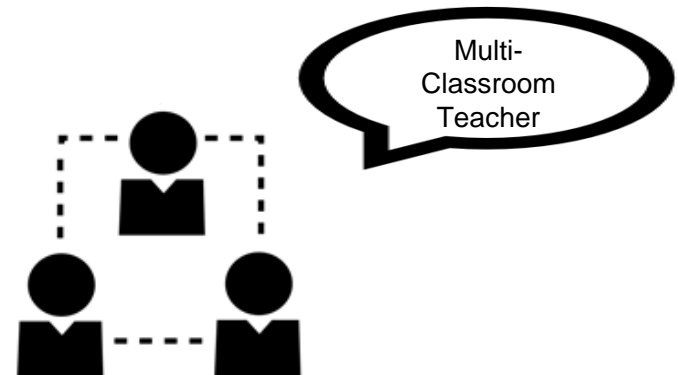
## Develop



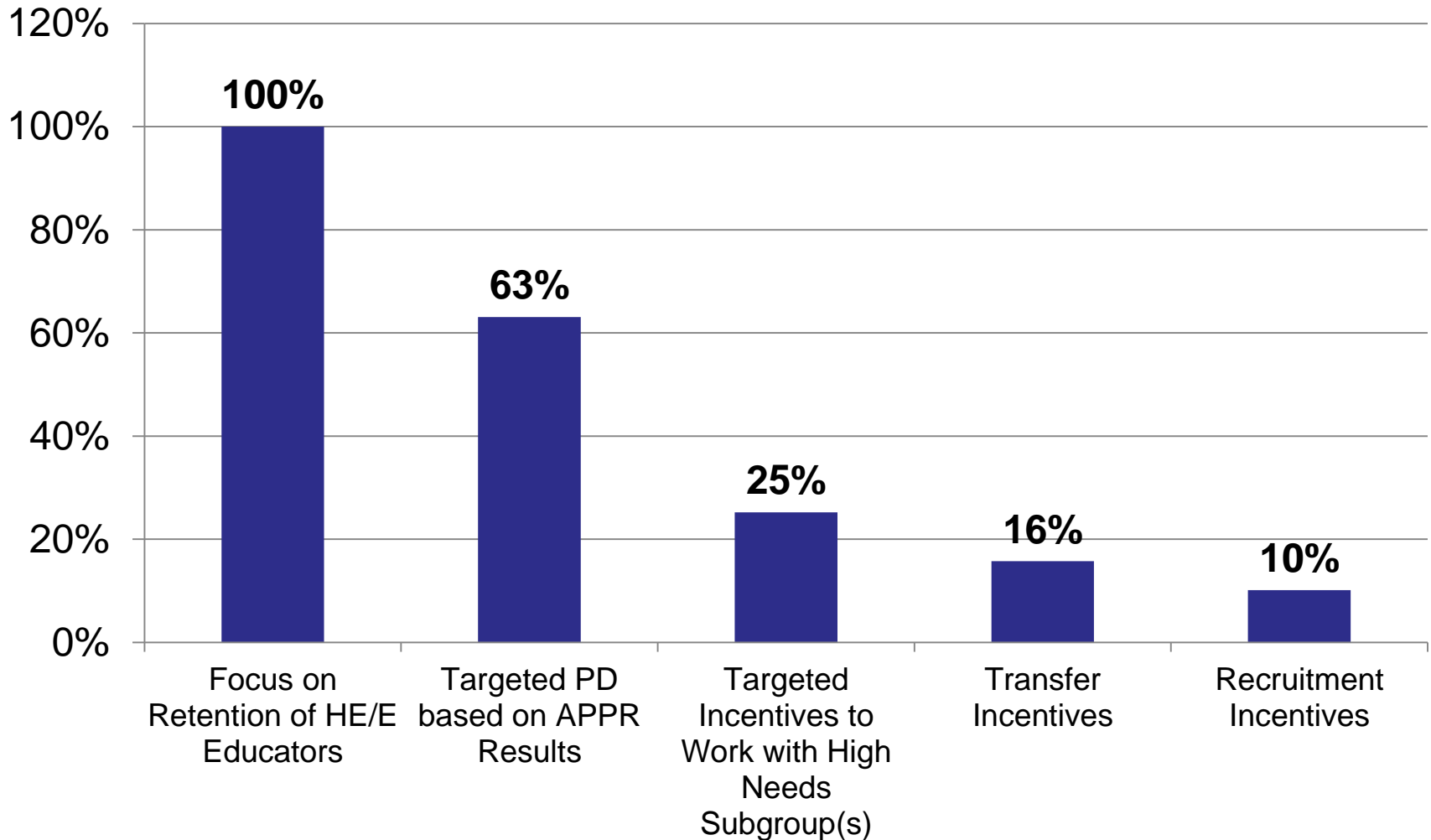
## Retain



## Equitable Access

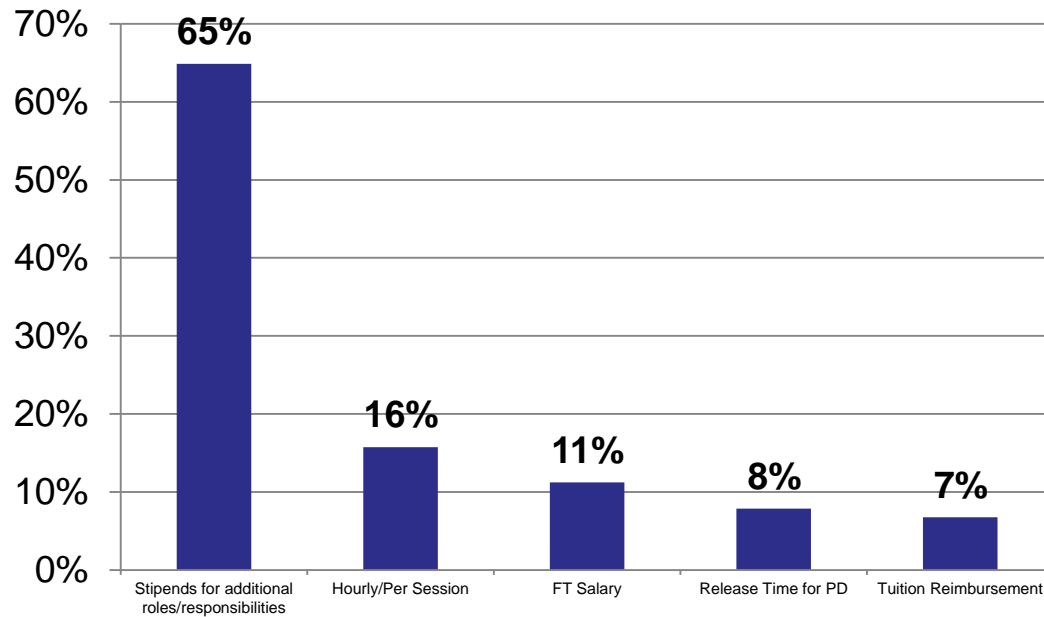


# Promising Approaches to Increase Student Access to the Most Effective Educators

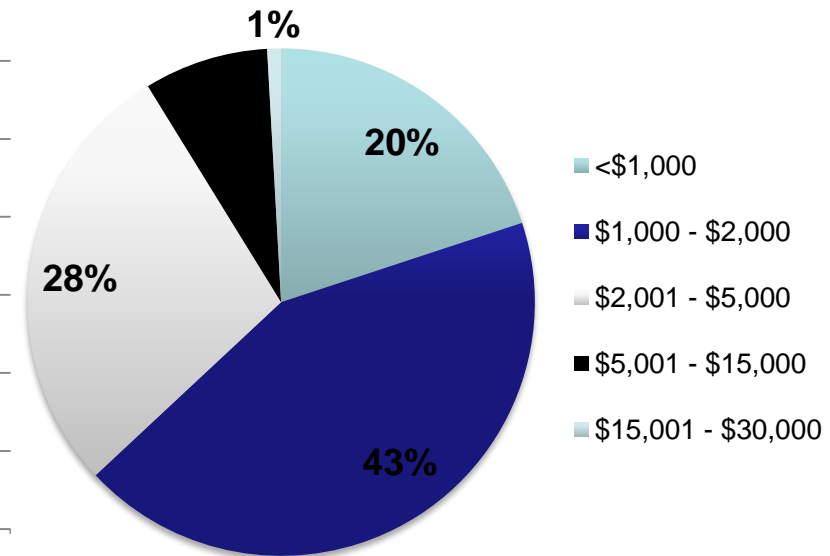


# Overview of Financial Incentives

## Forms of Financial Incentives



## Ranges of Financial Incentives



### Range of Financial Stipends:

Minimum: \$200

Maximum: \$12,000

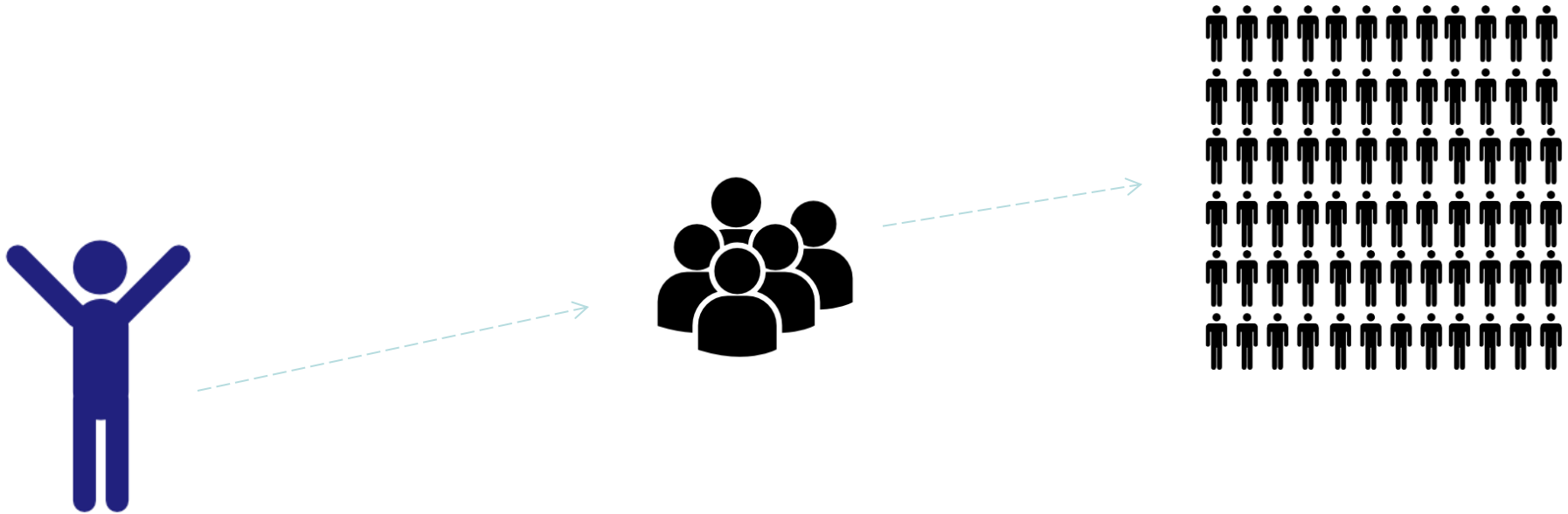
### Range of Transfer/Recruitment Awards:

Minimum: \$600

Maximum: \$30,000



# New York State Career Ladder Pathways



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

*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
- **Toya 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>

### Tools and Resources:

<https://www.engageny.org/resource/initiatives-systems-developing-sustainable-career-pathways-and-leadership-roles>

# Greece Central School District

*A Presentation for the New York State Board of Regents*

## Strengthening Teacher and Leader Effectiveness

November 18, 2014

**ONE VISION • ONE TEAM • ONE GREECE**





## 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

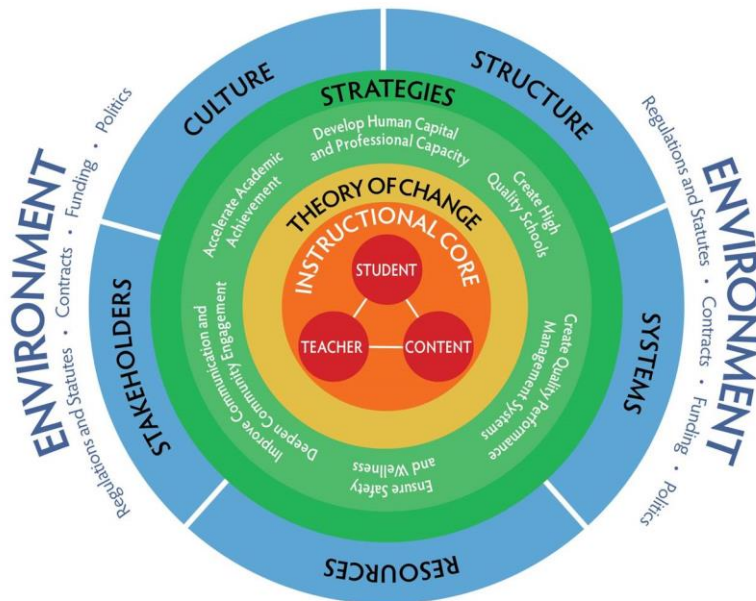
We will use data to hold ourselves accountable for student results and apply evidence-based practice to foster high achievement for all students.

“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.



Harvard University PELP Framework

# 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

INSTRUCTIONAL COACHING • MATH INTERVENTION TEACHERS • TEAM LEADERS

WRAP-AROUND TEAM LEADERS • TEACHING AND LEARNING LEADERS • COMMON CORE COACHES

RESPONSE TO INTERVENTION TEACHERS • PROFESSIONAL LEARNING COMMUNITIES

LITERACY LEADERS • MENTORS • INSTRUCTIONAL LEADERSHIP

**"IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE,  
LEARN MORE AND BECOME MORE, YOU ARE A LEADER."**

— John Quincy Adams



**entrepreneurs  
by design**

*"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





# 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

# Teacher and Principal Career Ladders

## Teacher Leaders – Principal Leaders – Turnaround Initiative Principal

- 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

# Teacher and Principal Career Ladders

Teacher Leaders – Principal Leaders – Turnaround Initiative Principal

- 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

# Teacher and Principal Career Ladders

Teacher Leaders – Principal Leaders – Turnaround Initiative Principal

## 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 iTeams)
- 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

*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>

**HUNTINGTON UNION FREE SCHOOL DISTRICT**  
**Strengthening Teacher and Leader**  
**Effectiveness (STLE) Grant**

**FOCUS WALKS**  
**&**  
**PEER COACHING**

**Meeting of the New York State Board of Regents**  
**Tuesday, November 18, 2014**

“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*

# Where We Began...





# ADMINISTRATIVE CHALLENGES



**COORDINATION**

With

**BUILDING INITIATIVES**

**TRAINING**

**IDENTIFYING  
TEACHER  
LEADERS**

# Our Process





walkthroughs.Huntington.site.eboard.com translate

@ Office of Curriculum and Instruction  
Information and forms

post/edit mode

Tab 1 Calendar

**Classroom Walkthrough form**

---

Use the following link to access the walkthrough form

[https://docs.google.com/forms/d/13ct8JvrH-wubhoJ2JOtrdGYIjJ6sxP1y\\_1EJ9DLRkoM/viewform](https://docs.google.com/forms/d/13ct8JvrH-wubhoJ2JOtrdGYIjJ6sxP1y_1EJ9DLRkoM/viewform)

# Round Two - Focus Walks - Huntington Union Free School District

Data Collection Sheet - Round 2

\* Required

**Building \***

Select One

**Grade Level \***

Select One

**Class Tpye \***

- Math
- English Language Arts
- Social Studies
- Science
- Other

### English Language Arts and Literacy, Grades K-2

Use this section for K-2 ONLY

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

# Building Relationships

TEACHERS FEEL..

FACILITATES ...

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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

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# Coaches' Role:



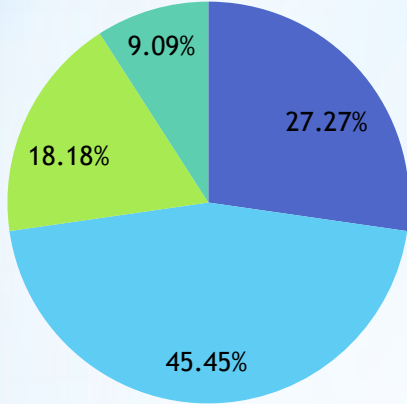
- Ensure anonymity
- 5-8 minutes
- Gather data on implementation of Common Core standards & student engagement
- Guide consistency in teacher practice

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

- Pat Roy

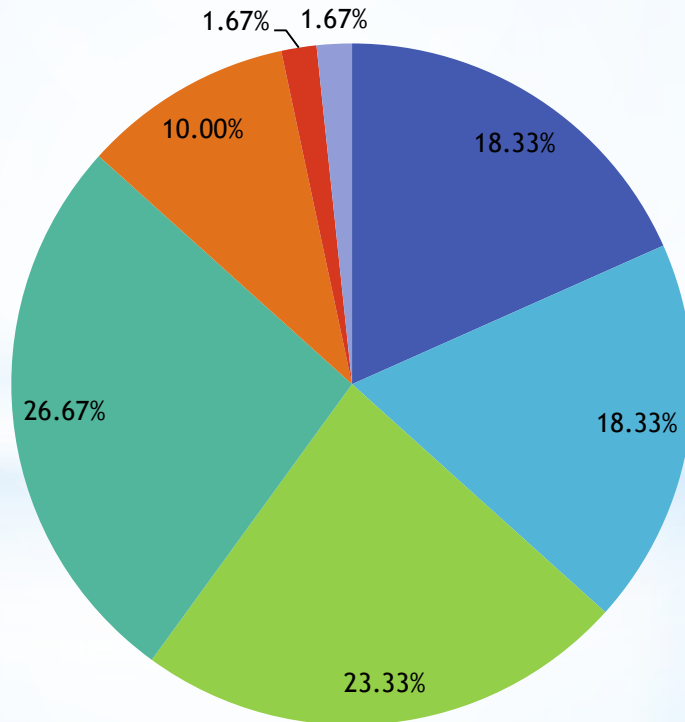
# Coaches Gather & Analyze Data:

## November Common Core Practices



- Cite Evidence
- Read closely to determine what text says
- Write arguments to support claims
- Determine central idea

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

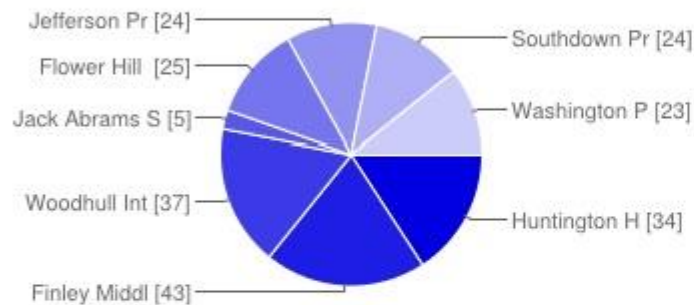
# Coaches Gather & Analyze Data:

Fall 2014 ...

## 215 responses

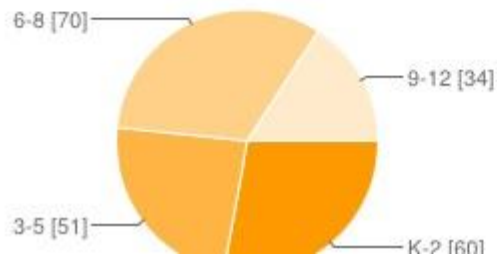
### Summary

#### 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

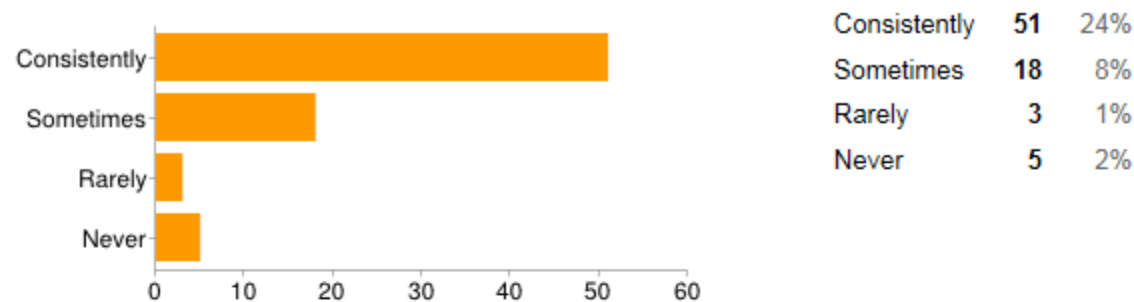


K-2	60	28%
3-5	51	24%
6-8	70	33%
9-12	34	16%

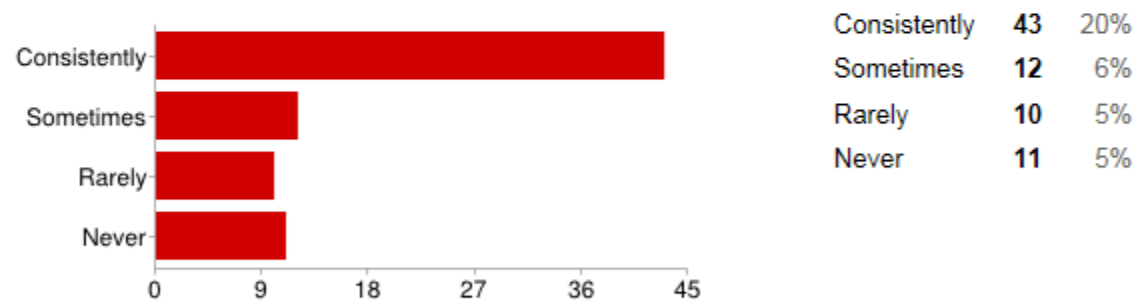
# Coaches Gather & Analyze Data:

Fall 2014 ...

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



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



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



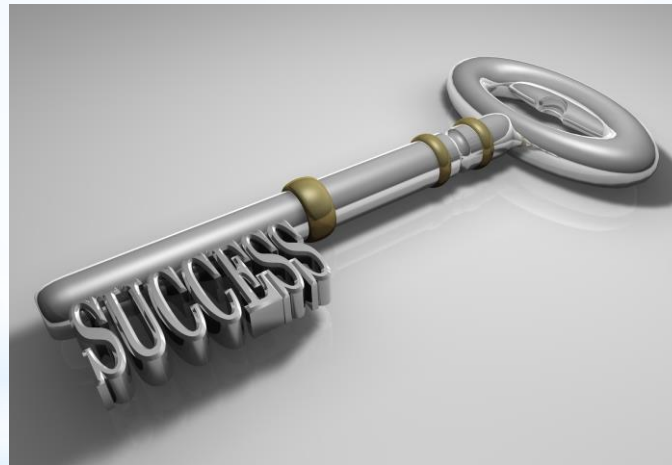
# Feedback, Reflection & Growth

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 → 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.

# “Engage-Envision-Elevate” Convening

## High Level Overview

July 24<sup>th</sup>-25<sup>th</sup>, 2014

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

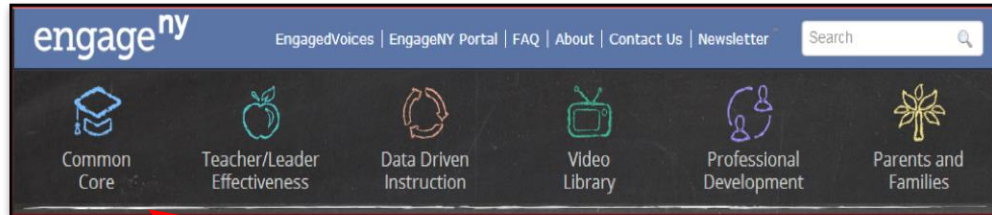
- Career ladder pathways
- Peer observation
- Systems thinking
- Community engagement
- Professional learning communities
- Strategic action planning



“Engage –Envision-Elevate” Summer 2014 Convening

**Click here for the complete toolkit:**  
[Engage-Envision-Elevate: From Initiatives to Systems](#)

# Building on Promising Practices and Innovative Models



Improving Practice

**Strengthening Teacher and Leader Effectiveness**

We know that New York State has some of the very best teachers and leaders in the nation. Our highest-performing districts and schools combine strong classroom instruction led by innovative principals with effective parent

**Professional Learning Community Opportunities**

- [Webinar: Student Perception Surveys: Actionable Student Feedback Promoting Excellence in Teaching and Learning](#)

## 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**
  - STLE 1: <http://usny.nysed.gov/rttt/rfp/gt-16/fundable-applicants.html>
  - STLE 2: <http://usny.nysed.gov/rttt/rfp/gt-22/fundable-applicants.html>
  - STLE 3: <http://usny.nysed.gov/rttt/rfp/gt-23/fundable-applicants.html>
- **Learn more about the principal leader partnerships formed through STLE-D**
  - STLE-D: <http://usny.nysed.gov/rttt/rfp/stle-d/fundable-applicants.html>
- **Follow us on Twitter**
  - #STLE, #CareerLadders, #TLE, and #APPR
- **Contact us at:** [educatoreval@mail.nysed.gov](mailto:educatoreval@mail.nysed.gov)