

## Strengthening Teacher and Leader Effectiveness Program

### Grantee Information:

Grantee: **Cambridge Central School**

Partners: **SUNY Plattsburgh; Capital Area School Development Association; The Greater Capital Region Teacher Center**

### Abstract:

Our strategy is essentially to empower our teachers to lead change through the development of professional learning communities that will allow them to learn, grow and collaborate; provide opportunities for teachers to assume different leadership roles; and to offset the loss of program by building our capacity to offer courses for students in STEM areas with existing staff by encouraging additional certifications.

- Student Teacher Placements: This will serve to create a bridge between the SUNY program and our school, offering opportunities for our staff and students beyond the student teachers. This partnership will promote the participation and learning on both sides. The teachers involved as cooperating teachers will have the opportunity to model effective and highly effective practices including lesson planning, instructional strategies, data analysis and use in instructional decision making, assessment design, and professional responsibilities outside the classroom and student teachers will benefit from being immersed in an environment rich in effective and highly effective patterns, behaviors, and strategies. The relationship will also serve as an important component of both parties professional reflection on practice.
- Expanding Certification Areas for Existing Staff: This offering will encourage staff to engage in further learning opportunities to better serve students in STEM areas and students with disabilities in all classrooms, providing highly qualified as well as effective or highly effective instructors.
- Professional Development and Teacher Leadership Opportunities: During the grant cycle, in partnership with both the Capital Areas School Development Association (CASDA) and the Greater Capital Region Teacher Center (GRCTC), monies will be used for targeted professional development (Cognitive Coaching and Great Teachers Academy) and facilitating teacher leadership conversations. In addition, this initiative will identify teacher leaders, Professional Support Providers (PSP), and develop Professional Learning Communities (PLC). Finally, the intensive nature of professional development sponsored through the partnerships and development of on-staff resources will guide current experienced staff through the myriad of changes in teaching practice, data use, and evaluation procedures.
- PD around the Common Core Learning Standards (CCLS) Instructional Shifts: The professional development required to assist teachers in embedding these shifts across the curriculum will set higher standards for all students in all classes. These identified Instructional Shifts are a key component to achieve the desired results of improving student achievement through CCLS.

The purpose of these initiatives is to layer an encompassing solution to the complex task of increasing student achievement through the strengthening of teacher and leader effectiveness. The multilayered dilemmas and duty facing our educational institution, as we strive to close the gap especially with students with disabilities and challenging yet essential STEM areas, cannot be summed up in a simple solution, or done alone. Instead our initiatives, partnerships, and multifaceted approach reflect the richness and complexities of the task and changes at hand.

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