

## **Strengthening Teacher and Leader Effectiveness Program**

### **Grantee Information:**

Grantee: **Hudson City School District**

Partner(s): **The Capital Area School Development Association**

### **Abstract:**

We have chosen to focus on mentoring, evaluation, and professional development because these are the biggest gaps in our current TLE practice. There are three ways we intend to utilize the funds: to hire a full-time Lead Evaluator; to develop a cadre of Master Teachers and Leaders providing peer workshops, example lesson plans, and mentoring; and to work with our partner Capital Area School Development Association (CASDA) to provide a Summer Institute of Professional Development. The funding of a full-time Lead Evaluator, along with their supervisor the Coordinator of School Improvement (not funded through this grant) will support three specific initiatives: 1) teacher and leader evaluation in fulfillment of the APPR plan, 2) utilization of evaluation data in planning mentoring, coaching, and professional development, and 3) ongoing coaching of teachers and leaders.

### **How teachers and/or leaders will be affected**

- Foster mentoring through peer education
- School and district-wide coordination of evaluation
- Planning PD and coaching/mentoring school and district-wide
- PD reaching into the classroom

Our goal is that at least 85% of classes will exceed the growth goal of 5% change per year, including in classes of teachers rated less than effective. We believe that the ultimate test of whether PD is reaching into our classroom is if our students are improving in their learning outcomes. To ensure these changes are reaching high need students, we will also analyze student outcome data in a disaggregated manner with goals that, class by class, each identified high needs group – ELLs, students with disabilities, and students living in poverty – increase their grades and test scores by at least 1 standard deviation. School and district-wide coordination of evaluation and planning PD, as well as coaching/mentoring school and district-wide, also support high need students.

### **Goals and Objectives**

- Teacher and leader evaluation in fulfillment of the APPR plan
- Utilization of evaluation data in planning mentoring, coaching, and professional development
- Ongoing coaching of teachers and leaders

Hudson City School District (HCSD) as a district is limited in administrative staff. The fact that we are a Focus District serving a high number of high needs students compounds this problem because of the demands put on the administrative staff. Although Hudson is a small city it has many of the same problems as a large city with fewer resources to address those challenges. By hiring a full-time Lead Evaluator, we will be able to drastically improve the quality teacher evaluation at multiple levels. The creation of this position will assist in the seamless implementation of the new APPR plan.

The Lead Evaluator will be responsible for creating school-wide professional development plans each year, in collaboration with the many stakeholders involved. Professional development plans will target identified strengths and weaknesses and will be grounded in evidence-based practice for training teachers and improving student outcomes. A culture of ownership must be developed in order for systemic change to occur. Data will be used to reveal the areas in need of improvement and plans for instructional strategies to address the improvements required will be approached with laser like focus. As part of the evaluation process, the Lead Evaluator will be responsible, by working with the Principals and District Leadership, for identifying the coaching needs of teachers and leaders and will deliver much of that coaching themselves while also facilitating connections with effective teachers and leaders who are able to mentor their colleagues as well. Research has shown one-on-one coaching and modeling to be an effective way to follow up on PD to ensure that learned practices are implemented. Coaching and PD will support implementation of the Common Core Curriculum.

We intend to provide a financial incentive for effective and highly effective teachers and leaders to provide workshops, example lesson plans, and/or formal mentoring to their colleagues, identifying these individuals as Master Teachers or Master Leaders and providing them the opportunity to share their expertise and success with others. This will build on our existing strong career ladder, where grade level and department heads are provided with a stipend, and also where highly successful teachers are frequently promoted to positions of leadership. The incentive proposed under this grant provides the opportunity for a larger group of teachers to be recognized for their leadership ability, and for them to utilize that ability to improve the district. We have chosen to fund additional PD during the summer and to focus on coaching, mentoring, and peer learning during the school year as complementary strategies.

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