

Strengthening Teacher and Leader Effectiveness Program

Grantee Information:

Grantee: **Ogdensburg City School District**

Partner(s): **Saint Lawrence-Lewis BOCES**

Abstract:

In year one, the Ogdensburg City School District (OCSD) will form five Building-Level Teacher Leadership Teams. Interested candidates will complete an application, which includes a short essay response. These teams will be responsible for developing a plan for improvement of student performance. The teams will also participate in a book study "Driven by Data", by Paul Bambrick-Santoyo. This will serve as a guide in beginning the process of mapping our curriculum to the new Common Core Learning Standards, as well as creating common grade level interim assessments.

In year two, the OCSD Building-Level Leadership Teams will take on a more active role in mentoring new teachers, as well as teachers labeled as Developing or Ineffective. The Building-Level Leadership Teams will also be part of the overall teacher improvement process. The purpose of these teams is to set measurable goals, follow an action plan, and determine, as teams, if the goal was met. If the goals are not met, additional actions could be taken. They include: teacher visits to classrooms of teachers who are effective in the identified area, peer observations, and work with the building-level coach.

The OCSD will be sending teacher leaders to professional development opportunities in key areas such as Marzano Teacher Training and research-based instructional strategies, National and State Level Math, ELA, Science, and Social Studies Conferences, conferences dealing with the education children of poverty and differentiated instruction for Students with Disabilities, to name a few.

A common vision of teaching literacy across the content areas will be addressed through the hiring of a Literacy Coach. This coach will be in all classrooms assisting teachers with the new Common Core Curriculum initiatives. This coach will be responsible for supporting teachers in their instructional planning, as well as the implementation of lessons and units designed to help students deepen their understanding of concepts and improve their skills. The coaches will also assist teachers in the process of reflective planning using data derived from interim assessments as well as those used for progress monitoring.

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