

Strengthening Teacher and Leader Effectiveness Program

Grantee Information:

Grantee: **South Huntington Union Free School District**

Partner: **Stony Brook University**

Abstract:

The overarching purpose of this grant is to establish a comprehensive systems approach to the recruitment, development, retention, and equitable distribution of effective teachers and principals as part of our implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012-c. The following is a summary of the activities that the STLE grant will support in the South Huntington Union Free School District (SHUFSD).

Preparation

The SHUFSD will work with surrounding colleges and universities to provide professional development opportunities to student teachers who are placed in the district. In order to provide the most effective instructional program, SHUFSD will provide mentoring and professional development to substitute teachers throughout the year in order to help them hone instructional strategies. In addition, we will create an Educational Leadership Program (EDL), provided through a partnership with Stony Brook University (SBU), in order to focus on the development of post master's certified teachers to become highly effective school principals or assistant principals with the SHUFSD.

Recruitment

In order to attract educators to the district and the schools, the SHUFSD will participate in the BOCES regionally organized diversity fair and recruit based on data-driven identified areas of need.

Induction and Mentoring

Induction and mentoring will be provided for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes. This will include the enhancement of our existing Teacher Mentor Program, including building and content specific on-site mentors. The district will also formalize a principal mentoring program for new principals.

Evaluation

Through the purchase of a comprehensive system for teacher/principal evaluation, the tracking of professional development hours, and the procurement of a student and teacher data system, the district will have the ability to measure the effectiveness of this project/grant as well as to fulfill the requirements of our APPR plan.

Professional Development/Growth

In order to differentiate ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning, the district will expand Teacher Center capacity. We plan to hire a Common Core and Data Instructional Administrator and Coach to model and train teachers and

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administrators in the use of data gathered from multiple sources. Consultants will be used to work with coaches, teachers and administrators on identified areas of need, including Response to Intervention, English Language Learners/English as a Second Language and STEM. We will also expand content knowledge/certification of identified teachers through our partnership with SBU. In addition, we will acquire support materials for principal professional development and reflection.

Performance Management

The district will collect and store teacher and leader APPR and component/composite scores using data collection and storage tools and resources in teacher and leader development, employment decisions and Teacher Improvement Plans (TIPs)/Principal Improvement Plans (PIPs)

Career Ladder

In the district's APPR, there is a formal Career Ladder component that provides enhanced training opportunities for effective and highly effective teachers and leaders. This includes National Board Certification opportunities for effective and highly effective teachers and Principal Academy opportunities for effective and highly effective leaders.

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