

## Strengthening Teacher and Leader Effectiveness Program

### Grantee Information:

Grantee: **Wheatland-Chili Central School District**

### Abstract:

We will use the STLE grant to strengthen our ability to develop and retain effective teachers. Our program will focus on the APPR process, which will include professional development (PD) around that process, using the data from the APPR process to make employment and development decisions, and using APPR Coaches to work with those teachers identified by our APPR process as developing or ineffective.

Our project will address several gaps in the Teacher and Leader Effectiveness continuum:

- **Induction and Mentoring:** Our current New Teacher Mentor Program focuses on classroom management and instructional design, and pragmatic and practical issues related to routine job duties; it does not emphasize instruction in classroom practices. Our New Teacher Induction Program focuses on classroom best practices. Missing from both programs is mentoring on instruction itself, which will be evaluated by the new APPR system. Our **GOAL** is to address this gap by establishing a third program, APPR Coaching, to offer coaching to teachers identified by our APPR plan as Developing or Ineffective. We will establish APPR Coach positions, paid opportunities for our effective/highly effective teachers to work with new and established teachers in the developing/ineffective teachers categories, to help them improve and ultimately become effective teachers themselves.
- **Evaluation:** Our APPR process will be based on the Danielson 2011 Framework for Teaching (Framework). We have purchased the Teachscape product through District funds, but have not provided our teachers and administrators with any training on it. Our **GOAL**, therefore, is to train our administrators and our Teachers Center Director in the Danielson 2011 Framework through the Teachscape resources and McKay Consulting; this training will provide administrators and the Teachers Center Director with eight mini-workshops that they will use as turn-key training with teachers.
- **Professional Development/Growth:** Our current PD initiatives (provided through our Teachers Center) include common core learning standards, collaborative inquiry process, and response to intervention (RtI). Our Curriculum Council consists of Curriculum Leaders in the content areas and grade levels, and administrators within the District. Council members support teachers through grade level and content areas meetings, and faculty meetings. We lack training in the new APPR system. Our **GOAL**, therefore, is to provide the additional training our staff will need to support the Danielson Framework and to help our developing/ineffective teachers improve their skills to become effective/highly effective.
- **Performance Management:** The current evaluation process set forth in the teachers' contract is used in development and employment decisions. Although the contract incorporates the Danielson Framework, data are not collected and organized in a way that supports objective decisions relative to staff development. Our **GOAL** is to obtain data upon which we can make development and employment decisions.
- **Career Ladder:** As a small school district with only one school per grade span, we have few opportunities for advancement for educators identified as effective/highly effective. Our **GOAL**

is to establish a new rung on our career ladder – APPR Coach – which will provide effective and highly effective teachers with paid opportunities to coach and mentor developing/ineffective teachers.

We define High Needs Students as those who are not successful on the NYS assessments – those who score at levels 1 or 2. Since a large proportion of our high needs students are students with disabilities (SWDs), we will focus on our SWDs. We will use RtI as a diagnostic approach to resolve learning opportunities proactively – to address problems early, and to keep as many students from being classified as possible. We will use the STAR assessment tool to help us determine the progress of these high needs students. Our RtI program enables us to disaggregate the data on our students, so we'll know how many of our SWDs are scoring at the 1 and 2 levels; we'll also be able to see how effective our STLE program is at moving those students, especially our SWDs, up to levels 3 and 4.

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