



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Cambridge Central School District

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District Contact Information

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Section I – District Description

Source: All district description data comes from the Cambridge Central School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: May 1, 2014

District Location	
Region	BOCES
Lake Geo Champlain	Washington-Saratoga-Warren-Hamilton-Essex BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Good Standing

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
876	226	72	-	118	301

Racial/Ethnic Origin					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0% (2)	2% (19)	1% (10)	1% (9)	95% (836)	0% (0)

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	6%

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
70	0%	0%	40%	16%

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the Cambridge Central School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: June 18, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	69	N<5	None tested	50
3(2012-13)	17	0	None tested	16
4(2011-12)	78	0	None tested	58
4(2012-13)	38	-	None tested	11
5(2011-12)	69	0	None tested	47
5(2012-13)	41	0	None tested	30
6(2011-12)	62	0	None tested	42
6(2012-13)	57	0	None tested	35
7(2011-12)	62	31	None tested	37
7(2012-13)	40	0	None tested	16
8(2011-12)	65	15	None tested	45
8(2012-13)	41	0	None tested	25
District Wide (2011-12)	67	12	None tested	46
District Wide (2012-13)	58	0	None tested	22

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	71	n<5	None tested	50
3(2012-13)	27	0	None tested	11
4(2011-12)	78	20	None tested	73
4(2012-13)	15	-	None tested	16
5(2011-12)	81	10	None tested	65
5(2012-13)	34	0	None tested	19
6(2011-12)	79	11	n<5	59
6(2012-13)	38	0	Not available (n<5)	6
7(2011-12)	81	46	None tested	65
7(2012-13)	31	13	None tested	12
8(2011-12)	77	31	None tested	70
8(2012-13)	8	0	None tested	4

District Wide (2011-12)	78	26	Not available (n<5)	64
District Wide (2012-13)	38	2	Not available (n<5)	11

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	95	60	None tested	96
4(2012-13)	95	-	None tested	89
8(2011-12)	90	69	None tested	85
8(2012-13)	81	55	None tested	67
District Wide(2011-12)	93	67	None tested	91
District Wide(2012-13)	88	55	None tested	77

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	82	33	54	8
Integrated Algebra	84	6	71	0
Geometry	74	15	9	0
Algebra 2/Trigonometry	37	4	-	-
Global History and Geography	90	50	57	7
U.S. History and Government	96	85	73	45
Living Environment	100	75	-	-
Physical Setting/Physical Earth	88	45	58	8
Physical Setting/Chemistry	95	17	-	-
Physical Setting/Physics	100	75	0	0

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	88	35	80	27
SWD	64	7	50	0
ELL	None tested	None tested	None tested	None tested
ED	85	31	80	16

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery

Cambridge Central School District STLE 1 Summary Report (2012-2014)

All	95	24	83	14
SWD	86	7	86	7
ELL	None tested	None tested	None tested	None tested
ED	92	19	80	8

2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	4	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
	7	0	0	0	0	0
Mathematics	4	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
	7	0	0	0	0	0
Science	4	1	-	-	-	-

2012-13 New York State Alternative Assessment (NYSAA) Secondary Level					
	n Tested	Number of students scoring at:			
		Level 1	Level 2	Level 3	Level 4
English Language Arts	2	-	-	-	-
Mathematics	3	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	78	90	96	84
Students With Disabilities	14	n<30	20	n<30
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	26	n<30	25	n<30

List Any Measures Where the District <u>Did Not Meet</u> AYP in 2011-12
<ul style="list-style-type: none"> Elementary/Middle-Level ELA-Students with Disabilities Secondary-Level Math-White
List Any Measures Where the District <u>Did Not Meet</u> AYP in 2012-13
<ul style="list-style-type: none"> Secondary-Level Math – White

Section III – District Schools Profile

Source: Information in the following table was provided by the district.

Most current information as of: April 4, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Cambridge Central School District	Vincent Canini		Original			2 P, 1 AP	2 P, 1 AP No		

District School Profiles During STLE Grant Period (2012-13 through 2013-14 School Years)							
School Name	School Principal	Time of Service	Status	Grades Served	# of Students	# of Admin.	Number of Teachers
Cambridge Elementary School	Colleen Lester	2009-14	Original	K-6	434	1P	37
Cambridge Jr/Sr High School	Tammy Silvernell	2009-14	Original	7-12	434	1P, 1AP	37

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/cambridge-appr-plan.pdf
Most current version as of: November 26, 2012

Performance Evaluation Rubric	
Teacher	Principal
Danielson's <i>Framework for Teaching</i>	Multidimensional Principal Performance Rubric

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
Highly-Effective	61	49	-	93
Effective	39	42	-	6
Developing	0	7	-	1
Ineffective	0	1	-	0

*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information

Principal Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of principal effectiveness
Highly-Effective	*	*	*	*
Effective	*	*	*	*
Developing	*	*	*	*
Ineffective	*	*	*	*

*No data are available for this combination of filters

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 23, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; Megan Lee Collins, Project Assistant, April Marsh, Project Assistant	August 16, 2013
2013-14	Site Visit	Courtney Jablonski, Program Coordinator; Carrie Smith, Project Coordinator	October 21, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	February 27, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Courtney Max, Project Coordinator	August 12, 2014

Section VI - STLE Grant Profile

Source: District STLE Grant Application, interim reports, and year end final reports.

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0004	\$113,500	10/31/2012 - 6/30/2014	Individual

Key Program Design Elements
1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>The district has created a partnership with SUNY Plattsburgh for placement of student teachers in the district, for an extended period of 16 weeks. The cooperating teachers working with the student teachers are provided professional development by the college.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>The district’s STLE program included embedding student teachers in district classrooms, to develop the next generation of teachers and provide a pool for anticipated/unanticipated openings in the district.</i>
3. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>Professional Support Providers (Teacher Leaders) served as mentors to new teachers.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by the STLE grant funded activities.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The District partnered with SUNY Plattsburg to provide cooperating teachers Understanding By Design and Common Core Learning Standards (CCLS) Literacy Shift training. Also, SUNY Plattsburgh provided professional development for cooperating teachers and professional support providers on the NYS teaching standards and instructional shifts. All staff received professional development in the Regents Reform Agenda and Data Driven Instruction (DDI).</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>The district created a career ladder for teachers to serve as Professional Support Providers and Cooperating Teachers.</i>

Program Goals (Taken from Year 2 Interim Report)	Targets (Taken from Year 2 Interim Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: Develop teacher leadership to encourage next generation of teachers to select high needs area and provide a	Establish a partnership with SUNY Plattsburgh for student teachers and embed those student teachers in effective or	The district has successfully established a partnership with SUNY Plattsburgh and has embedded student teachers in

<p>pool for anticipated or unanticipated openings</p>	<p>highly effective classrooms each semester</p> <p>Provide Professional Development (PD) for the cooperating teachers around the Regents Reform agenda (CCSS, DDI, and Instructional Shifts) Provide a stipend for cooperating teachers</p>	<p>the district.</p> <p>Through the partnership with SUNY Plattsburgh, the cooperating teachers (teacher leaders) have received training on Regents Reform agenda goals. 7 cooperating teachers received a stipend for participation.</p>
<p>Goal II: Increase the number of teachers with certification in the Science, Technology, Engineering, and Math (STEM) areas, increase available offerings to students, and increase the number of effective or highly effective teachers for students with disabilities</p>	<p>Cover the cost of additional college coursework toward additional certifications in STEM or Students With Disabilities (SWD) areas for effective or highly effective teachers</p>	<p>The teacher that was going to pursue STEM certification through STLE funds left the district. The district in consultation with NYSED removed this goal from the grant. The district discovered that professionals were not willing to pursue additional certifications since it could result in a broader assignment and multiple preps.</p>
<p>Goal III: To develop a career ladder which financially rewards effective and highly effective teachers and utilizes their expertise to support other faculty to improve student outcomes</p>	<p>Effective and highly effective teachers will be nominated to apply for Professional Support Provider roles. Applications will be scored on a rubric and PSPs will be trained to provide coaching and support to their colleagues. Training included cognitive coaching, CCLS, Understanding By Design (UBD), New York State Teaching Standards (NYSTS), and APPR.</p>	<p>The district has awarded qualifying effective and highly effective educators positions as Professional Support Providers (PSPs), and trained and compensated them for providing PD to other staff on cognitive coaching, CCLS, UBD, NYSTS, and APPR. PSPs participated in monthly meetings, initiated a Best Practices Blog, produced and delivered a staff wide needs assessment to use relevant data for targeted PD and Best Practices Blog.</p>
<p>Goal IV: To develop teacher awareness around the collection of evidence, reflection, and the use of data</p>	<p>National Board Take One: novice and professional teachers were invited to participate in the NB Take</p>	<p>Teachers are no longer interested in taking advantage of this element of the grant because of changes in</p>

<p>as evidenced by APPR and participation in Professional Learning Communities</p>	<p>One process. The grant will cover the \$395 cost for up to 8 teachers who complete the process and submit the required video portfolio entry. This initiative builds skills around gathering evidence, video analysis, and reflection.</p> <p>Addressing the CCLS Instructional Shifts: PSPs and cooperating teachers were trained in the CCLS Instructional Shifts. This summer PD will be continued in DDI and evidence collection to be rolled out to all staff in September.</p>	<p>National Board certification.</p> <p>PSPs have served as cooperating teachers, and received the training necessary to roll out evidence collection and DDI to all staff.</p>
<p>Goal V: To monitor and adjust the district Teacher and Leader Effectiveness (TLE) continuum and initiatives as based on data, evidence and feedback as well as facilitate conversations about distributed leadership and empowering teachers to support sharing expertise</p>	<p>Steering Committee meets to review data, discuss, plan, and revise the initiatives addressed in the TLE continuum. This facilitated high-level professional conversations between stakeholders (Superintendent, teacher leaders, and principals) and the partners participating in the program (SUNY Plattsburgh and Capital Area School Development Association {CASDA}). The partners did and will continue to help facilitate conversations about distributed leadership and empowering teachers to share expertise. It will continue to meet quarterly during the upcoming year.</p>	<p>A steering committee has met to discuss TLE initiatives and will continue to meet and discuss these issues on a quarterly basis.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$113,500	\$39,887	\$73,613

Cambridge Central School District STLE 1 Summary Report (2012-2014)

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)
15	8 Professional Support Providers (PSPs) to provide bi-weekly meetings, group workshops, or individual coaching specific to the NYS Teaching Standards and CCLS	8	-	\$7,200	-	\$14,000
15	Program Managers (Teacher Leader and Building Principal) working to coordinate and oversee initiatives as well as work with partner groups.	1	-	\$6,000	\$18,796	\$31,953
15	Substitutes for PSPs	20	-	\$3,810	-	\$750
40	Professional Development: 1) professional development on implementing CCLS shifts for cooperating teachers and PSPs from SUNY P 2) PSPs supporting PLC around student/cooperating teacher experience	7	-	\$1,800	-	\$4,500
40	offer STEM and SWD teachers the opportunity to take coursework to acquire additional certifications In those identified areas	-	-	\$536	\$563	-
40	Professional Development for PSPs in the area of Cognitive Coaching and mediating an adults' thinking	11	-	\$12,648	-	-
45	Battenkill Books	-	-	\$297	-	-
45	Center for Cognitive Coaching	-	-	\$682	-	\$1,726
46	Travel Expenses	-	-	\$525	-	-
80	Employee Benefits	-	-	\$3,315	-	\$20,548
	Total Expenditure	-	-	\$36,813	\$19,359	\$73,387

Section VII – STLE Grant Analysis

Source: STLE file compiled by the New York State Education Department

Guiding questions to direct the review:

I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?

II. Is the grant impacting high need students and shortage subject areas?

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
<p>Summary: The Cambridge CSD engaged in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities. These activities led Cambridge CSD toward accomplishment of Goal I, to develop teacher leadership to encourage the next generation of teachers to select high needs areas and to provide a pool for anticipated or unanticipated openings. Also, Goal IV, to develop teacher awareness around the collection of evidence, reflection, and the use of data as evidenced by APPR and participation in Professional Learning Communities (PLC), is being furthered by this partnership.</p> <p>Cambridge CSD developed a partnership with SUNY Plattsburgh for placement of student teachers in the district, for an extended period of 16 weeks. The cooperating teachers who worked with the student teachers were provided professional development by the college in the areas of Understanding By Design, Data Driven Instruction and the Common Core Learning Standards.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Partnership with SUNY Plattsburgh to host student teachers	Pre-Service	T-PS	Coach	IHE	15	4	\$3,000

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected

Evidence from site visit interviews:

- The project coordinator indicated that through an already established relationship with Steve Dana at SUNY Plattsburgh, the district was able to have discussions regarding the bridge needed between student teachers and what is happening in education (putting theory into practice). Through this mutually beneficial relationship Steve Dana met with teachers to provide PD in the areas of UBD, DDI, and CCLS.
- The PD provided by SUNY Plattsburgh has allowed for the district to shift focus to embed DDI within the classroom according to the project coordinator.
- The project coordinator also remarked that teachers felt that they have a stake in leadership and what was happening in the district.
- A cooperating teacher indicated that DDI training was helpful to gain a new perspective to help formulate units and give a better idea of what teachers needed to help student

teachers, so as to ensure they were prepared as classroom teachers. Placement of student teachers helped to prepare them very well for "real world" teaching.

- A teacher indicated that SUNY Plattsburgh did a great job to prepare students for the student teaching experience.

Evidence from Year 2 Interim Report

- Through a partnership with SUNY Plattsburgh, district PSPs (Teacher Leaders) provided 4 clinically rich student teacher experiences to pre-service student teachers.

Evidence from Year 2 Final Report:

- All teacher candidates from SUNY Plattsburgh were placed with effective or highly effective faculty.
- Cambridge CSD indicated a key accomplishment was the successful completion of a second semester 16 week clinically rich student teacher placements for 3 elementary candidates. This was measured in two ways, survey results and feedback from candidates, cooperating teachers, the (Institute of Higher Education (IHE) supervisor and reflective surveys targeting the NYS Teaching Standards.
- Professional Development for the cooperating teachers was around the Regents Reform agenda (CCSS, DDI, and Instructional Shifts); targeted PD was provided to cooperating teachers, 100% participation occurred from cooperating teachers.

Recruitment and Placement

Recruitment and Placement	
Standard	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools has effective or highly effective educators.
Summary: The district has built the foundation to recruit well prepared teachers, through the activities of the STLE program, and therefore has met this standard. These activities supported the district in attaining Goal I: to develop teacher leadership to encourage the next generation of teachers to select high needs areas and provide a pool for anticipated or unanticipated openings is being supported by the districts grants funded initiatives.	
It is not clear however, as to how many new teachers have completed the District/SUNY Plattsburg student teaching program.	

Short Description	Code	Type	Purpose	Provider	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
N/A								

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from site visit interviews:

- A building administrator indicated that a stable staff has limited the ability to recruit new teachers.

Evidence from Year 2 Final Report:

- Cambridge CSD reported that a key accomplishment was the successful completion of a second semester 16 week clinically rich student teacher placements for 3 elementary candidates. This was measured in two ways, survey results and feedback from candidates, cooperating teachers, the IHE supervisor and reflective surveys targeting the NYS Teaching Standards.
- All teacher candidates from SUNY Plattsburgh were placed with effective or highly effective faculty.

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
<p>Summary: The district is meeting this standard and the activities helped the district address Goal III: to develop a career ladder which financially rewards effective and highly effective teachers and utilizes their expertise to support other faculty to improve student outcomes and Goal IV: to develop teacher awareness around the collection of evidence, reflection, and the use of data as evidenced by APPR and participation in Professional Learning Communities.</p> <p>Professional Support Providers (Teacher Leaders) served as mentors to new teachers. They received their own professional development to better serve the needs of the mentees, as well as supported the mentees with individualized professional development to best meet their needs.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Professional Support Provider	T-Mentor	Group	APPR-other	District	15	8	\$14,000

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Final Report:

- The district appointed 8 Professional Support Providers to conduct bi-weekly meetings, group workshops, or individual coaching specific to the NYS Teaching Standards and CCLS.

Evidence from site visit interviews:

- A building administrator indicated that the Professional Support Providers (Teacher Leaders) served as mentors to new teachers and those teacher leaders unofficially mentored all teachers.

- A mentee indicated that she/he worked with her/his mentor on all areas of instruction as well as received PD based on what the mentor and the mentee felt was most needed.
- Mentees indicated that they were analyzing student data in order to determine what areas are most in need of improvement and that the mentors provided ongoing support and assess the mentees instructional practices. It was also stated that PD was individualized.
- A Mentee further indicated that they would not have been as far along without mentor support. It was a great resource and it would have been very difficult to implement CCLS without the assistance of the mentor.

Evaluation

Evaluation	
Standard	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices
Summary: This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
N/A								

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<p>Summary: The District has met this standard. A strong amount of quality professional development was provided to the professional support providers, cooperating teachers, and other staff. These activities supported Cambridge CSD in attaining of Goal I- to develop teacher leadership to encourage the next generation of teachers to select high needs areas and provide a pool for anticipated or unanticipated openings and Goal IV: to develop teacher awareness around the collection of evidence, reflection, and the use of data as evidenced by APPR and participation in Professional Learning Communities.</p> <p>Additional evidence is needed to assess if the district addressed Goal V: to monitor and adjust the district TLE continuum and initiatives based on data, evidence and feedback, as well as to facilitate conversations about distributed leadership and empowering teachers to support sharing expertise.</p> <p>It is noteworthy that faculty used data assessments in better ways and they have a greater understanding of the use of data, are monitoring students more often, and are better understanding what student instructional interventions are needed.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Partnership with SUNY Plattsburgh to provide PSP (Teacher Leaders) with training in DDI to turnkey to others	T – PD External	Group	Turn Key, DDI	IHE	40	8 PSP/ 100 staff members received turnkey	PSP-Full day DDI training/ Staff-Full day	\$4,813

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from site visit interviews:

- The project coordinator, a building administrator and a professional support provider indicated that the eight professional support providers and cooperating teachers have had immense buy in to the amount of training needed to effectively carry out their respective roles and responsibilities. DDI was presented in a way that helped teachers gain a better understanding of concepts.
- A building administrator indicated that cognitive coaching better prepared PSP's to help with those teachers who were resistant to change. Coaching gave them tools to work more effectively and help more teachers. Faculty also used data assessments in better ways and they have a greater understanding of the use of data, are monitoring students more often, and are better understanding student intervention needs.
- A teacher leader indicated that being able to provide all faculty with PD they have asked for will help to prepare them to meet the challenges of CCLS; and having the opportunity to collaborate with other PSP's helped to alleviate the time challenges they all faced.
- A cooperating teacher indicated that her/his student teacher slowly became more comfortable teaching lessons. The student teacher learned the APPR process, as well as CCLS, which will help her obtain employment after graduating.

Evidence from Year 2 Interim Report:

- SUNY Plattsburgh has provided teacher leaders (PSP) with DDI training, which the Teacher Leaders turn-keyed through workshops for district staff (teachers and administrators).

Performance Management

Performance Management								
Standard	The district is systemically using evaluation data in development and employment decisions.							
Summary: This component was not addressed by the STLE grant funded activities.								
Short Description	Code	Type	Purpose	Compensation	Budget Code	# Served	Total Amount	
N/A								

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p>Summary: The district developed a career ladder that provided effective and highly effective teachers and principals opportunities for advancement. There was evidence to support that the district successfully accomplished Goal III, to develop a career ladder which financially rewards effective and highly effective teachers and utilizes their expertise to support other faculty to improve student outcomes, as well as Goal I, to develop teacher leadership to encourage the next generation of teachers to select high needs areas and provide a pool for anticipated or unanticipated openings.</p> <p>The career ladder position of Professional Support Provider was created and stipends were paid, using STLE grant funds, to support these positions. Also, a stipend was paid to cooperating teachers; these teachers completed training to provide skills to support student teachers.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Project Manager	T-FT	STLE 1	Grant	15	Stipend	1	\$28,573
Project Co-Manager	P-FT	STLE 1	Grant	15	Stipend	1	\$3,000
Benefits, including TRS and health insurance for stipend positions				80			\$20,918

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Final Report and Year 2 Interim Report:

- In year one of the STLE program, stipends were paid to the Professional Support Providers. In year two it was planned for the district to pay stipends to the Professional Support Providers and to the cooperating teachers.
- It was also planned in year two to provide a stipend to teachers who achieved National Board Certification (NBCT).

Evidence from site visit interviews:

- The superintendent and the project coordinator indicated that the grant has allowed an opportunity for teachers to pursue extra credit certification in STEM- 1 teacher completed certification then left to another district. It was also stated that eight Professional Support Providers were nominated by staff, ranked and scored to determine the best candidates.
- A building administrator indicated that the district looked at teacher leadership standards to define the career ladder position roles/responsibilities, and that administrators were

able to take a more hands off role to allow PSP's to take more leadership opportunities. Furthermore teachers have more confidence with taking on leadership roles.

- A building administrator continued on to state that teachers were seeking out PSP's for help.
- Mentees indicated that they are better teachers because of the help being received.
- A teacher leader indicated that they are more in control of curriculum and use data more to inform instruction and help students; and that they gained satisfaction in being able to share skills with others and in helping other educators grow.
- A cooperating teacher indicated that she/he has become a better teacher because of the STLE program. She/he stated “It is a great feeling when I can walk out of the room and know my student teacher will do well. My student teacher seeks feedback and uses what is learned”.

Evidence from Year 2 Final Report:

- The district appointed 8 Professional Support Providers to conduct bi-weekly meetings, group workshops, or individual coaching specific to the NYS Teaching Standards and CCLS.

Other

Other						
Standard	[Note: There is no standard for “Other”.] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.					
Summary: This component was not addressed by the STLE grant funded activities.						
Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
N/A						

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including Science, Technology, Engineering and Math (STEM), English Language Learners (ELL), bilingual and/or special education.
Summary: The district had made attempts to address the standard, as Goal II is to increase the number of teachers with certification in the STEM areas, increase available offerings to students, and increase the number of effective or highly effective teachers for students with disabilities, and Goal I is to develop teacher leadership to encourage the next generation of teachers to select high needs areas and provide a pool for anticipated or unanticipated openings. The district in consultation with NYSED removed this goal from the grant. The district discovered that professionals were not willing to pursue additional certifications since it could result in a broader assignment and multiple preps.	

However it was noted at the site visit that the grant has allowed teachers the opportunity to pursue extra credit certification in STEM; however one teacher completed certification then left to work for another district. The district’s STLE Year 2 Interim report does not indicate expenditure for supporting teacher STEM certification.

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from site visit interview:

- The superintendent and the project coordinator indicated that the grant has allowed teachers an opportunity to pursue extra credit certification in STEM; however one teacher completed certification then left to work for another district.

Evidence from Year 2 Interim Report:

- Cambridge CSD stated that, “STEM teachers have not undertaken this opportunity. The teacher who was interested in pursuing has left the district.”

Evidence from Year 2 Final Report:

- Cambridge CSD indicated “another challenge has been engaging staff in pursuing additional certifications in STEM or SWD areas. Our current staff is extremely busy, with multiple preps and is concerned that additional certifications could result in a further splintering of their assignments. We have not been able to overcome that perception or concern.”

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district is beginning to develop a plan to sustain grant activities beyond the life of the grant.	
The district is currently in the process of exploring how to build the Professional Support Provider and Cooperating Teacher positions in the budget and are “currently in negotiation discussion”. NBCT is indicated as “currently in contract language”.	

Short Description	Code	Type
Professional Support Provider Stipend	Position	Shift

Evidence from site visit interview:

- The superintendent and the project coordinator indicated that they will be asking in January to add PSP's to contract.

Evidence from Year 2 Interim Report:

- In the Career Ladder section the district has indicated that Professional Support Provider and Cooperating Teacher positions are “currently in negotiation discussion”.
- In the Career Ladder section the district has indicated that NBCT is “currently in contract language”.
- Cambridge will enter into contract negotiations this year and will be discussing language for the addition of Professional Support Providers stipends, Teacher Leader Certificate pathways to stipend currently given to National Board Certification, and other sustainable teacher leader roles. The project manager has met with the Cambridge Faculty Association president, and lead negotiator, to discuss the possible addition of this language.

Evidence from Year 2 Final Report:

- The district and CFA have just completed negotiations that have embedded contract language to allow for a stipend, comparable to the National Board stipend previously in contract language, also be awarded to teacher leaders how complete a teacher leader certificate program (such as the program at partner SUNY Plattsburgh).
- The district, although not embedded in contract language, has expressed interest in continuing the Professional Support Providers beyond the grant cycle. These will continue to be part of the next negotiations.

Section VIII – Methodology

Overview of monitoring activities and site visit including a description of individuals interviewed, description of classroom observations including amount of time, student population and any protocol or rubrics used to conduct the observations and/or monitoring of the grant.

Individuals interviewed:

District Level:

- Superintendent
- Project manager

Building Principals:

- K-6 principal
- 7-12 principal

Others

- PSP/cooperating teacher
- PSP grade 5/6 Special Education
- PSP grade 7/8 Special Education
- Dean SUNY Plattsburgh

Career Ladder Individuals:

- Foreign Language
- 4th grade

- Cooperating teacher (4th grade co-teaching/inclusion/Special Education)
- Special Education , regular elementary education (1st grade)

Description of classroom observations (including amount of time, student population and rubrics used to conduct observations)

- N/A

Documents and materials reviewed to complete this report

- Cambridge Year 1 Interim STLE Report
- Cambridge Year 1 Final STLE Report
- Cambridge Site Visit Notes
- Cambridge Year 2 Interim STLE Report
- Cambridge Year 2 Final STLE Report