



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Freeport Union Free School District

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District Contact Information

	Superintendent	STLE Grant Manager
Name	Dr. Kishore Kuncham	Fern Eisgrub
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Section I – District Description

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

Most current information as of: March 19, 2014

District Location	
Region	BOCES
Nassau Suffolk	Nassau 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
6432	3696	644	1062	879	3892

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
1	32	59	2	5	1

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	7%

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
516	0	0	18	7

Need Status
High Need/Resource Urban-Suburban District

Section II – Academic Performance

Source: All academic performance data comes from the Freeport Union Free 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)	53	15	19	47
3(2012-13)	29	6	14	25
4(2011-12)	61	27	23	56
4(2012-13)	14	0	1	12
5(2011-12)	43	4	10	37
5(2012-13)	18	2	4	12
6(2011-12)	49	16	4	43
6(2012-13)	15	1	3	12
7(2011-12)	58	14	8	53
7(2012-13)	25	3	0	19
8(2011-12)	51	8	5	44
8(2012-13)	30	0	0	27
District Wide(2011-12)	53	14	13	47
District Wide(2012-13)	22	2	5	18

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	61	31	47	57
3(2012-13)	30	12	9	28
4(2011-12)	75	58	53	71
4(2012-13)	22	3	6	21
5(2011-12)	51	19	19	47
5(2012-13)	12	2	1	9
6(2011-12)	56	16	39	52
6(2012-13)	11	1	4	10
7(2011-12)	70	45	42	67
7(2012-13)	15	0	0	10
8(2011-12)	77	63	62	75
8(2012-13)	12	0	0	11
District Wide (2011-12)	65	38	43	61
District Wide (2012-13)	17	3	4	15

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	96	88	87	96
4(2012-13)	95	89	85	95
8(2011-12)	77	57	55	73
8(2012-13)	79	61	47	78
District Wide (2011-12)	86	72	74	85
District Wide (2012-13)	87	74	70	86

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	77	14	46	0
Integrated Algebra	71	9	37	0
Geometry	58	2	19	0
Algebra 2/Trigonometry	35	7	20	10
Global History and Geography	79	18	45	1
U.S. History and Government	86	30	57	1
Living Environment	62	12	27	1
Physical Setting/Physical Earth	42	13	7	0
Physical Setting/Chemistry	57	9	27	9
Physical Setting/Physics	90	36	0	0

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	83	24	83	27
SWD	38	1	48	2
ELL	36	0	41	1
ED	87	23	84	25

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	84	10	84	7
SWD	44	3	46	0
ELL	43	0	49	3
ED	88	9	86	6

Freeport Union Free School District STLE 1 Summary Report (2012-2014)

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	3	10	3	3	3	1
	4	6	0	2	3	1
	5	4	-	-	-	-
	6	5	1	0	1	3
	7	6	0	2	0	4
	8	8	0	2	2	4
Mathematics	3	10	0	2	4	4
	4	6	0	1	4	1
	5	4	-	-	-	-
	6	5	1	0	2	2
	7	6	1	1	3	1
	8	8	0	2	3	3
Science	4	6	0	0	3	3
	8	8	0	1	3	4

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	4	-	-	-	-
Mathematics	4	-	-	-	-

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)						
	n Tested	Percent of students scoring in each performance level:				
		Beg.	Int.	Ad.	Prof.	
Kindergarten						
All Students	145	6	37	50	8	
General Education	119	6	30	55	9	
SWD	26	4	65	27	4	
First Grade						
All Students	153	4	40	41	16	
General Education	131	3	36	43	18	
SWD	22	9	64	27	0	
Second Grade						
All Students	111	8	12	59	21	

Freeport Union Free School District STLE 1 Summary Report (2012-2014)

General Education	95	7	11	59	23
SWD	16	13	19	63	6
Third Grade					
All Students	91	15	22	44	19
General Education	69	14	14	48	23
SWD	22	18	45	32	5
Fourth Grade					
All Students	85	9	15	51	25
General Education	63	6	8	54	32
SWD	22	18	36	41	5
Fifth Grade					
All Students	83	17	12	39	33
General Education	63	19	5	35	41
SWD	20	10	35	50	5
Sixth Grade					
All Students	49	22	18	35	24
General Education	32	34	13	22	31
SWD	17	0	29	59	12
Seventh Grade					
All Students	53	32	23	32	13
General Education	42	36	19	31	14
SWD	11	18	36	36	9
Eighth Grade					
All Students	54	33	17	33	17
General Education	44	36	16	30	18
SWD	10	20	20	50	10
Ninth Grade					
All Students	133	28	41	27	4
General Education	112	32	41	23	4
SWD	21	5	43	48	5
Tenth Grade					
All Students	74	9	18	54	19
General Education	65	9	18	52	20
SWD	9	11	11	67	11
Eleventh Grade					
All Students	37	5	30	54	11
General Education	30	7	30	50	13

SWD	7	0	29	71	0
Twelfth Grade					
All Students	23	17	9	48	26
General Education	20	-	-	-	-
SWD	3	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	524	77	573	79
Students With Disabilities	74	59	84	57
Limited English Proficient	71	39	90	52
Economically Disadvantaged	288	83	249	84

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA – White • Elementary/Middle-Level Math – White • Secondary- Level ELA – Students With Disabilities • Secondary- Level ELA – Limited English Proficient • Secondary-Level Math – Students With Disabilities • Secondary-Level Math – Limited English Proficient • Graduation Rate: 5-Year Graduation-Rate Total Cohort – White

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle-Level Math – Asian or Native Hawaiian/Other Pacific Islander • Secondary- Level ELA – All Students • Secondary- Level ELA – Hispanic or Latino • Secondary- Level ELA – Students With Disabilities • Secondary- Level ELA – Limited English Proficient • Secondary-Level Math – All Students • Secondary-Level Math – Hispanic or Latino • Secondary-Level Math – Students With Disabilities • Secondary-Level Math – Limited English Proficient • Secondary-Level Math – Economically Disadvantaged • Graduation Rate (4 or 5- Year Graduation Rate) - Limited English Proficient • 4- Year Graduation- Rate - Limited English Proficient • 5- Year Graduation- Rate – All • 5- Year Graduation- Rate – Hispanic or Latino • 5- Year Graduation- Rate –White • 5- Year Graduation- Rate – Students With Disabilities • 5- Year Graduation- Rate - Limited English Proficient

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 (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers (12-13)	# of Teachers (13-14)
Freeport Public Schools	Dr. Kishore Kuncham	2010-14	Con	6,256	6,888	8 P, 10 AP	8 P, 10 AP	550	541

School Name	School Principal	Time of Service	Status	Grades Served	# of Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teach (2012-13)	# of Teach (2013-14)
Columbus Avenue Early Childhood Center	Peggy Miller	2003-13	Original	PreK-K	520	506	1 P	1 P	21	23
	Anne-Marie Hudley	2013-14	New							
Archer Street ES	Paula Lein	2000-14	Con	K-4	551	607	1 P, 1 AP	1 P, 1 AP	48	51
Bayview Avenue ES	Odetta Wills	2004-14	Con	K-4	577	619	1 P, 1 AP	1 P, 1 AP	47	48
Leo F. Giblyn ES	Amanda Muldowney	2006-14	Con	K-4	542	604	1 P, 1 AP	1 P, 1 AP	45	50
New Visions ES	Renee Crump	2003-14	Con	K-4	484	530	1 P, 1 AP	1 P, 1 AP	41	41
Caroline G. Atkinson IS	Consuelo Velez	2012-14	Con	5-6	950	909	1 P, 2 AP	1 P, 2 AP	84	77
John W. Dodd MS	Robert Micucci	2012-13	Other New	7-8	986	1,041	1 P, 2 AP	1 P, 2 AP	93	94
	Johane Ligonde	2013-14	New							
Freeport HS + Community School	Linda Carter	2012-14	Con	9-12	1,525 + 121	1,906 + 166	1 P, 4 AP	1 P, 4 AP	167	168

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/freeport-appr-plan.pdf
Most current version as of: July 10, 2014

Performance Evaluation Rubrics	
Teacher	Principal
NYSUT Teacher Practice Rubric	Marshall's Principal Evaluation 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	69	59	77	19
Effective	31	27	21	80
Developing	0	9	2	0
Ineffective	0	6	0	1

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	-	-	-	-

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

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	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	May 14, 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	September 11, 2013
2013-14	Site Visit	Courtney Jablonski, Project Coordinator	December 18, 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 9, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Interim Report Status Update Call	Robert Husain, Project Assistant	August 11, 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
5545-13-0013	\$786,591	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. Preparation –: Collaboration or formal partnership between the applicant and IHEs and/or other eligible partner: <i>The district developed a formal partnership with Adelphi University, Nassau BOCES and Freeport Teacher Center to prepare new teacher leaders on the districts’ career ladder with skills to support their new roles.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>Six Freeport teachers completed courses at Adelphi University in 2012-13 toward dual certification in special education in attempt to meet an area of shortage.</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>Teachers in seven district schools worked with colleagues to share new instructional strategies, infuse technology, and align classroom practice with Common Core Learning Standards (CCLS).</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>The district offered opportunities to its administrators to receive professional development from Nassau BOCES to effectively rate teachers and principals according to the Annual Professional Performance Review (APPR).</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 took steps to prepare educators for the CCLS shifts in Science, ELA and Math. Collegial circles took place in all buildings in which teachers discussed the CCLS shifts and planned for a new curriculum mapping project.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>Collegial circles, mentoring, workshops, in-class coaching/modeling, curriculum development, and dual certification opportunities were aligned to the CCLS and designed to cultivate professional learning communities within each district school that continually focused on strengthening teacher and leader effectiveness toward improved student</i>

achievement.

7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: *Collegial circles met for four hours each month on areas of mutual concern. Eleven mentors worked with peers in a total of 152 sessions over the course of the 2013-14 school year that lasted between one hour and 3.5 hours each, with an average of one hour.*

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
<p>Goal I: Remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service courses in science, technology, engineering and math (STEM).</p>	<p>At least four teachers will receive dual certification in special education each year.</p>	<p>Six teachers became dually certified in special education as of June 30, 2014.</p>
<p>Goal II: Improve capacity of all teachers so that ALL students meet the CCLS.</p>	<p>Teachers will report their satisfaction with professional development received from Adelphi University and Nassau BOCES.</p> <p>Teachers will report that they were able to strengthen their science instruction through Adelphi professional development.</p> <p>Write new lessons aligned with CCLS and Next Generation Science Standards (NGSS).</p>	<p>The 171 teachers who attended workshops responded overwhelmingly with a 5 (strongly agree) or a 4 (agree) to survey questions around the relevance of content, whether the information presented was timely to the current assignment, if presentation deliveries were clear, if the workshops were well-structured, whether new knowledge and skills were gained, and if their needs and concerns were addressed, among other questions.</p> <p>Freeport Teacher Center provided a series of three professional development sessions on the use of multi-screen displays. At the conclusion of the series, all ten teachers who completed the series were given a multi-screen display for their classrooms. Teachers reported to the district that they feel more confident in having students use technology, that</p>

		<p>there is increased student engagement, that the multi-screen displays facilitated use of small group work and allowed teachers more time to differentiate instruction. See also Appendix A.</p>
<p>Goal III: Improve the rigor of math and science K-12; Develop master teachers of STEM.</p>	<p>Teachers who receive push-in coaching and modeling from Adelphi University will report their STEM knowledge and skills increased.</p> <p>Students will report that the hands-on activities in which they participated improved their attitudes toward science.</p> <p>Students will report that the hands-on activities in which they participated improved their attitudes about taking more advanced science and math courses.</p>	<p>Survey responses were received from 76.9% (20 out of 26) 2nd grade teachers in the district who worked with Adelphi University professors in the integration of hands-on and inquiry based science lessons. Teachers were extremely positive about these professional development experiences.</p> <p>More than 181 teachers at the seven ‘Bio Bus’ schools participated in the laboratory visits with their students; 40 of those teachers participated in the Bio Bus after school professional development opportunities. Additionally, 32 teachers attended professional development sessions run by Bio Bus staff focusing on hands-on science activities. Teachers were extremely satisfied with the training they received, rating it either “Excellent” or “Good”; with the majority pointing out how interesting it was to see the creatures under the microscope. See also Appendix A.</p>
<p>Goal IV: Provide training to help teachers and leaders better utilize data to track student progress and growth over time.</p>	<p>Teachers will report that the BOCES training was effective in helping them use data to inform instruction.</p> <p>Teachers will report use of the</p>	<p>The BOCES professional development specialist worked with 20 5th and 6th grade teachers for two days each month to help them become more comfortable</p>

	<p>data warehouse to access student data.</p>	<p>with use of technology for teaching and to engage students in their own learning through classroom sets of iPads. Teachers reported an increased comfort using data to inform instruction, using data to create guided reading groups, and using Northwest Evaluation Association (NWEA) to guide instruction. See also Appendix A.</p>
<p>Goal V: Provide additional opportunities for teachers to engage in reflective practice.</p>	<p>Each school will engage at least five teachers in collegial circles at each building.</p> <p>Teachers who participated in collegial circles will report that participation resulted in improved teaching.</p> <p>Mentees will report that working with their mentor helped them improve their teaching.</p>	<p>Collegial circles met for four hours each month on areas of mutual concern. A total of 197 meetings took place (262 hours) over the course of the school year. A total of 125 teachers participated in 28 collegial circles that met over the course of the school year. Eleven mentors worked with peers in a total of 152 sessions over the course of the 2013-14 school year that lasted between one hour and 3.5 hours each (average=1 hour). Ten collegial circle logs were submitted as evidence in paper form with signatures from participating teachers and discussion topics; topics ranged from CCLS math shifts to parent relations. See also Appendix A.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$786,591	\$363,038	\$541,194

Freeport Union Free School District STLE 1 Summary Report (2012-2014)

Budget Code	Description of Funded Activities/Strategies/Initiatives <i>(This information is available from STLE interim and final reports)</i>	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported <i>(10/31/12 – 3/1/13)</i>	Year 1 Final – Actual Exp. Per FS-10 F <i>(10/31/12 – 6/30/13)</i>	Year 2 Interim Report – School Reported <i>(7/1/13 – 12/31/13)</i>	Year 2 Final – Actual Exp. Per FS-10 F <i>(7/1/13 – 6/30/14)</i>
15	Teacher Payments (Collegial circles, Professional Development with Adelphi University, Mentors, Summer Institute)	85	-	\$26,811	-	\$54,590
15	Collegial Circles	125	-	-	\$1,301	\$37,006
15	Mentors	11	-	-	\$304	\$10,911
15	Math Curriculum Development (K-12)	11	-	-	\$17,266	\$20,515
15	Literacy integration workshops for grades 6-12 science teachers	All	-	-	\$1,018	\$1,553
45	Purchase of supplies and materials including technology to improve teaching and learning	All Students	-	\$107,506	\$18,036	\$148,765
40	Adelphi University - professional development	All 2 nd Grade Teacher	-	\$ 25,826	\$4,635	\$40,227
40	Adelphi University dual certification in special education	6	-	\$9,000	-	\$50,724
40	Cell Motion Laboratories - Bio Bus	K – 8 Students	-	\$24,000	\$46,593	\$46,620
40	Freeport Teacher Center	10	-	\$10,000	-	\$10,000
40	Informed Decision – Process and outcome evaluation	14	-	\$5,000	-	\$4,995
46	Attendance at conferences (NCTM in Maryland)	8	-	-	\$3,612	\$5,008
49	Nassau BOCES partners with Adelphi University to provide after school workshops on technology integration in STEM and literacy	20	-	\$23,625	-	\$40,850
80	Employee Benefits	85	-	\$9,708	-	\$50,957
90	Indirect Costs	85	-	\$3,921	-	\$9,181
	Total Actual Expenditures		\$0	\$245,397	\$92,765	\$531,902

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 district met this standard by developing a formal partnership with Adelphi University, Nassau BOCES and Freeport Teacher Center to prepare new teacher leaders on the districts’ career ladder with skills to support their new roles. The district supported the achievement of Goal II: improve capacity of all teachers so that ALL students meet the CCLS and Goal V: Provide additional opportunities for teachers to engage in reflective practice.</p> <p>The Freeport UFSD strengthened their relationship with the Adelphi University School of Education. As a result, the district opened another pipeline for teacher recruitment.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Adelphi University dual certification in special education	New Role	T-CL	SWD, D Strategy	District	40	6	\$9,000
Teacher Payments (Collegial circles, Professional Development with Adelphi University, Mentors, Summer Institute)	New Role	T-CL	CC – Math, CC - ELA	District	15	85	\$26,811

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 Notes:

- The superintendent and the grant manager reported that Freeport accomplished much through STLE. The district reports that the relationship with Adelphi University was well received and is bringing results. Teams of two teachers were sent to both national science and math conferences with the clear expectation that turnkey professional development be provided to district faculty once they return.

Evidence from Year 1 Final Report:

- Extensive planning and preparation occurred upon grant funding to ensure that that implemented programs and services to strengthen elementary STEM and literacy met the needs of all stakeholders, which included multiple meetings with project partners and school administrators and teachers. Following numerous conversations, it was agreed that while the grant would target teachers in all schools through mentoring and collegial circles, all 2nd grade (and some 1st grade) teachers in each school would receive intensive

professional development from Adelphi University and Nassau BOCES in STEM, literacy, and technology integration.

- Extensive meetings took place between Nassau BOCES and Adelphi University to make sure teachers were prepared to use technology in relation to what they were learning from professors.
- The Freeport Teacher Center complemented Adelphi University and Nassau BOCES activities to provide support for teachers in technology integration.
- Adelphi University provided opportunities for Freeport teachers to become dually certified in special education.

Evidence from Year 2 Interim Report:

- Ten teachers began the process of registering for Adelphi University courses to obtain dual certification in special education.
- Nassau BOCES continued technology integration training for teachers in 5th and 6th grade with specific attention to English Language Learners (ELLs) and special education students.
- All 2nd grade teachers at the four elementary schools shared their valuable Adelphi University learning experiences with colleagues who were new to the grade.
- The 5th and 6th grade teachers working with Nassau BOCES on technology infusion and worked closely with colleagues to share and demonstrate new strategies.

Evidence from Year 2 Final Report:

- The district used grant funds to provide opportunities for six effective and highly effective teachers to become dually certified in special education. Additionally, all six teachers became dually certified by June 30, 2014.

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.
<p>Summary: The district achieved its STLE Goal I: remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service courses on STEM.</p> <p>The district specifically funded dual certification of teachers in the area of special education, attracting educators to the district and targeting placement and recruitment to ensure high needs students and schools have effective or highly effective educators. The Freeport UFSD strengthened their relationship with the Adelphi University School. As a result, they opened another pipeline for teacher recruitment.</p>	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Nassau BOCES partners with Adelphi University to provide	Teacher	Recruit, Transfer	STEM, D	ISC	49	20	\$23,625

after school workshops on technology integration in STEM and literacy.			Strategy				
Adelphi University dual certification in special education	Teacher	Transfer	SWD, D Strategy	Course C	40	6	\$9,000

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:

- Six Freeport teachers completed courses at Adelphi University in 2012-13 toward dual certification in special education; ten teachers initially committed to course. However, only six enrolled in the program due to time commitments and some needed to take two courses as pre-requisites.
- The six teachers completed the prerequisites during the summer and continued taking courses during the Year 2 of the project, with dual certification expected by May, 2014.

Evidence from Year 2 Interim Report:

- At least four teachers were set to receive dual certification in special education each year.
- The Freeport UFSD strengthened their relationship with the Adelphi University School of Education. As a result, they have opened another pipeline for teacher recruitment.

Evidence from Year 2 Final Report:

- The district provided opportunities for six effective and highly effective teachers to become dually certified in special education. All six teachers were set to become dually certified by June 30, 2014.
- In addition, these teachers were set to become mentor teachers in their schools focused on meeting the needs of students with special needs.
- Further, these six teachers would also be part of the team to sustain the good work started with the STLE Grant.

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.
Summary: The district achieved its STLE Goal V: provide additional opportunities for teachers to engage in reflective practice.	
Eleven mentor teachers in seven district schools worked with colleagues to share new instructional strategies, infuse technology, and align classroom practice with CCLS. Eleven mentors provided 152 (1-3.5 hours each) sessions for their colleagues to improve teaching and learning.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Mentor Teachers were hired using Grant funds	T – Mentor	Formal	APPR – TIP, Coach	District	15	11	\$14,340

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:

- 21 teachers filled the career ladder position of Mentor Leader and were to mentor less experienced teachers on effective STEM/literacy practices.
- Adelphi University began pushing into classes to model exemplary lessons in early April. After school workshops and push-in coaching and modeling also began each week after school beginning in April. A four day summer institute occurred in which teachers participated in local field trips and Adelphi University professors modeled lessons using data from trips.
- Collegial circles were formed in each building to create a more professional learning community in which teachers shared knowledge and learning and collaborated on curriculum and other engaged learning practices.

Evidence from Year 2 Interim Report:

- Mentoring began in September 2013, and three mentor pairs in each building met to discuss and implement more student-centered STEM and literacy instruction.
- Mentor meetings began and were conducted four hours a month. Collegial circles continued into Year 2.
- Representatives from Adelphi University began push-in coaching and the modeling of best practice to 2nd grade classes.

Evidence from Year 2 Final Report:

- The six teachers who became dually certified in special education through the first cohort of STLE will become mentor teachers in their schools focused on meeting the needs of students with special needs.
- Collegial circles provided ways for teachers to share and engage in reflective practice. Prior to this, there were few formal opportunities for teachers to share experiences, resources and expertise. Feedback and data was collected for each session including the number and types of participants, topics of discussion, new learning and recommendations for classroom implementation.
- Eleven mentors provided 152 (one to three-hour) sessions to their colleagues to improve teaching and learning.

Evaluation

Evaluation	
Standard	The district is fully implementing an Annual Professional Performance Review (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
<p>Summary: The district used grant funds to fully implement an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. The activities the district implemented enabled them to fulfill Goal II: improve the capacity of all teachers so that ALL students meet the CCLS and Goal IV: provide training to help teachers and leaders better utilize data to track student progress and growth over time.</p> <p>The district implemented the NYSUT rubric for teacher evaluation and the Marshall rubric for principal evaluation for the first time in 2012-13.</p> <p>The district’s use of its approved APPR plan allowed for the identification of eleven teachers to provide mentoring to their less effective colleagues.</p> <p>Additionally, the district’s approved APPR plan identified six effective and highly effective teachers who became dually certified in special education.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
District administrators received professional development from Nassau BOCES to effectively rate teachers and principals according to APPR.	T – Eval, P - Eval	PD	APPR – Obs, APPR – SLO	BOCES – Partner	N/A	All Admin	N/A	N/A, Not funded through STLE
Most effective, experienced teachers as selected by school and district administrators mentored their less experienced colleagues.	T – Eval	Pos – TIP	Coach	District	15	Newer Teachers	11	\$11,609
Six Freeport teachers are completing courses at Adelphi University in 2013-14 toward dual certification in special education.	T – Eval	PD	SWD	FP - DS	40	N/A	6	\$54,750

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:

- When the grant was awarded in December, almost six months after the proposal’s submission, and following major development of Freeport’s Student Learning Objectives (SLOs) and implementation of its approved APPR, the district reevaluated its greatest professional development needs, taking into account the intensity and urgency in grades 3-8 to align curriculum and assessments to the Common Core Learning Standards

(CCLS). As a result, the focus was modified to engage early elementary teachers, specifically 2nd grade teachers and their multi-year/looping colleagues in 1st grade, as well as ineffective STEM teaching and learning.

Evidence from Year 2 Final Report:

- The district implemented the New York State United Teachers’ (NYSUT) teacher evaluation rubric and the Marshall rubric for principal evaluation for the first time in 2012-13. District administrators received professional development from Nassau BOCES to effectively rate teachers and principals according to APPR.

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 implemented grant funded activities to meet Goal I: remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service courses on STEM; Goal II: improve capacity of all teachers so that ALL students meet the Common Core Learning Standards (CCLS); Goal III: improve the rigor of math and science K-12 and develop master teachers of STEM; Goal IV: provide training to help teachers and leaders better utilize data to track student progress and growth over time; and Goal V: provide additional opportunities for teachers to engage in reflective practice.</p> <p>The district engaged in activities to prepare educators for CCLS implementation. Science, ELA and math collegial circles met in all buildings in which teachers discussed the instructional shifts and planned for a new curriculum mapping project. Two professors from Adelphi University continued to provide extensive professional development with 2nd grade teachers in all buildings to strengthen the elementary science curriculum using hands-on activities and inquiry-based questioning, integration of science with ELA and math, and the alignment of curriculum with CCLS and Next Generation Science Standards (NGSS). Nassau BOCES provided professional development on the integration of the new technology into the classroom.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Freeport Teacher Center worked on the use of multi-screen displays for classroom use.	T – PD External	Group	CC – Other, DDI	NP – DS	40	10	3 Days	\$10,000
Nassau BOCES worked with teachers in 5 th and 6 th grade to push into classes and coach, model, observe, and give teachers feedback to improve their use of technology for teaching.	T – PD External	Group	STEM, Coach	NP – Partner	49	20	22 Days	\$39,775
Most effective, experienced teachers as	T – PD Internal	Group	Coach	District	15	11	152 Sessions	\$11,609

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selected by school and district administrators mentored their less experienced colleagues.							(1 – 3.5 hours)	
Teachers worked with colleagues to share new instructional strategies, infuse technology, and align classroom practice with CCLS. (Collegial Circles)	T – PD Internal	Group	CC – Math, ELA, Other, STEM	District	15	125 in 28 Collegial Circles	197 meetings – Total of 262 hours	\$32,891
Adelphi professors work with all Freeport 2 nd grade teachers to create hands-on, inquiry-based science lessons aligned with CCLS and NGSS.	T – PD External	Group	STEM, CC – Other	FP – Partner	40	All 2 nd Grade Teachers	16 sessions at 1.5 hours each	\$39,000
Teacher pay for PD with Adelphi.	T – PD External	Group	STEM, CC – Other	District	15	All 2 nd Grade Teachers	16 sessions at 1.5 hours each	\$9,876
Six Freeport teachers are completing courses at Adelphi University in 2013-14 toward dual certification in special education.	T – PD External	Group	SWD	FP – DS	40	6	30 Credit Hours	\$54,750

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 teacher reported that the energy from Adelphi University has helped to revive the faculty and that it is enlightening to see students connecting concepts to real life. It was discovered that while waiting for the bus, students were overheard talking about what they are seeing and that they have the ability to communicate their thoughts in English (English Language Learning [ELL] Students).
- Another teacher reported that Adelphi University teaches teachers, providing them the tools to go back to students within their buildings and teach with a new level of comfort and enthusiasm.
- The Adelphi University representative reported that in their dealings with Freeport, there was no preset agenda and that they were able to meet the unique needs and interests for Freeport’s schools. The atmosphere allowed for learning on demand and was teacher/classroom centered with practical applications and professionally driven.

Evidence from Year 1 Final Report:

- Freeport creatively scheduled Adelphi University faculty to meet with all Freeport 2nd grade teachers during their common planning and lunch periods. This allowed the college professors to discuss the 2nd grade curriculum with teachers and identify areas of need for their professional development sessions in STEM and CCLS in literacy. Beginning April 9th, two faculty members from Adelphi University pushed into 2nd grade

classes two days per week until the end of the school year. They modeled (and co-taught) exemplary lessons for/with teachers, to demonstrate and help them to internalize what was learned in the previous after school workshop and to see the Next Generation Science Standards (NGSS) in action.

- Beginning April 4, 2013 and for each Thursday afternoon through June 16, 2013, Adelphi faculty, Nassau BOCES, and/or the Freeport Teacher Center provided after school professional development for 2nd grade teachers, and teachers across other grades (Freeport Teacher Center on May 9, May 23, June 6), which highlighted use of digital cameras across the curriculum.
- Specific topics covered for the Adelphi University/Nassau BOCES professional development included: creating STEM lessons that focused on inquiry, generating and interpreting tables and graphs, evaluating the validity of claims, evidence, and reasoning; academic language, supporting ELLs in STEM, improving reading comprehension using close reading strategies, implementing data driven decision making, assessment and student learning objectives, and alignment of curriculum to the CCLS.
- Freeport teachers also received professional development to help them better utilize new technology. The majority of teachers reported that the professional development they received helped them better integrate Google applications and Smart Notebooks, either moderately or significantly.

Evidence from Year 2 Interim Report:

- Six general education teachers were enrolled at Adelphi University to receive special education certification in 2014.
- Adelphi University provided professional development in elementary STEM and literacy after-school and during a four-day Summer Institute (June 25-28, 2013).
- Bio Bus provided hands on science activities aligned with the CCLS.
- One reading teacher and four K-4 teachers were selected to discuss STEM and literacy instruction, and collegial circles began meeting in March 2013.
- The Freeport Teacher Center complemented STEM activities to provide support for teachers in technology integration. Fourteen teachers were enrolled in a six hour course designed to help teachers integrate the use of document cameras in their teaching.
- The Nassau BOCES professional developer pushed into Atkinson Intermediate School to work with 5th and 6th grade students and teachers on integrating technology into science and social studies lessons.
- 1st and 2nd grade teachers received professional development from Adelphi University professors in hands-on science learning including in class coaching and modeling. Teams of 7th and 8th grade science and ELA teachers received professional development from Adelphi University professors on implementing lessons aligned with the NGSS.
- The Freeport Teacher Center provided targeted professional development in applying technology and the CCLS for differentiation and project-based learning.
- BOCES provided technology integration training to teachers in 5th and 6th grade with specific attention to ELLs and special education students. Collegial circles will be expanded to discuss best practice.

Evidence from Year 2 Final Report:

- All 2nd grade teachers, at all four schools, received ongoing professional development from Adelphi University on making science learning more hands-on and inquiry based and aligned with CCLS and NGSS. In addition, all 2nd grade teachers learned how to develop new lessons integrating math, science, and ELA.
- The Nassau BOCES professional developer pushed into 5th and 6th grade classes for a total of 22 days in 2013-14 to show teachers how they can better engage their students using technology tools.
- Teachers reported new learning including using technology for science exploration, including Smartboards and document cameras. Teachers learned new ways to help students compare and contrast through the use of Venn diagrams and graphic organizers.
- Teachers received professional development through the Freeport Teacher Center, Nassau BOCES and Adelphi University on using data to inform instruction. In addition, the use of data and monitoring was also mentioned as a topic of discussion for collegial circles and mentoring.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions. Collegial circles, mentoring, workshops, in-class coaching/modeling, curriculum development, and dual certification opportunities have been aligned to the Common Core Learning Standards (CCLS) and were designed to cultivate professional learning communities within each district school that continually focused on strengthening teacher and leader effectiveness toward improved student achievement.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
Most effective, experienced teachers as selected by school and district administrators mentored their less experienced colleagues.	T – PM	Develop	APPR – TIP, Coach	Stipend	15	11 Mentors	\$11,609

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:

- Multiple opportunities existed for performance management through STLE including collegial circles, mentoring, workshops, in-class coaching/modeling, curriculum development, and dual certification opportunities have been aligned to the CCLS and designed to cultivate professional learning communities within each district school that continually focuses on strengthening teacher and leader effectiveness toward improved student achievement.
- Schedules and topics were discussed with feedback from Nassau BOCES and Adelphi University services as well as expressed teacher needs. Fourteen teachers enrolled in a

six hour course designed to help teachers integrate the use of document cameras in their teaching. The report also indicates that one of the STLE goals was to increase the use of data to inform instructional decisions with at least 75% of the teaching staff.

Evidence from Year 2 Interim Report:

- 1st and 2nd grade teachers and the teams of 7th and 8th grade science and English teachers met with the Adelphi University professors to reflect on, evaluate, and celebrate the Year 2 professional experiences and the extent to which teacher effectiveness was strengthened. The Freeport Teacher Center was to convene with its Year 2 participants to share triumphs and challenges and Nassau BOCES was to meet with 5th and 6th grade teachers to reflect, evaluate, and celebrate the Year 2 professional experiences and the extent to which teacher effectiveness was strengthened. All the collegial circles and mentoring dyads were to meet to share and evaluate their experiences and plan for sustainability.

Evidence from Year 2 Final Report:

- Mentors and mentees worked on a number of projects over the course of the year including CCLS shifts in ELA and math, use and interpretation of formative assessments including Fountas and Pinnell, integration of ELA and math in all other subject areas, creating a three block schedule in the elementary grades, developing bilingual materials, developing IEP goals, developing guided reading skills, cultivating Spanish literacy skills, integrating technology into the curriculum, developing response to intervention (RtI) strategies, learning the Literacy Collaborative Framework, participating in a writing workshop and using running records.
- Continual data collection allowed the district to engage in mid-course correction. As a result of data collected through collegial circle logs, the English department chair conducted a series of ELA/literacy workshops for all grades 6-12 science teachers. The department chair also shared materials for the science teachers to turnkey for colleagues across departments in their schools.

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 effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. The strategies employed by the district assisted them in attaining Goal III: improve the rigor of math and science K-12 and develop master teachers of STEM and Goal V: provide additional opportunities for teachers to engage in reflective practice.</p> <p>The most effective, experienced teachers were selected by school and district administrators to mentor their less experienced colleagues. Eleven mentors provided 152 sessions (1-3.5 hours each) to their colleagues to improve teaching and learning.</p>	

Additionally, collegial circles provided ways for teachers to share and engage in reflective practice. Collegial circles met four times a month with a group consisting of anywhere from six to ten teachers.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teachers in district schools worked with colleagues to share new instructional strategies, infuse technology, and align classroom practice with CCLS.	T – FT	STLE 1	STEM, CC Math, CC ELA, CC Other	15	Stipend	125	\$32,891

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:

- All teachers were selected at the elementary schools including one reading teacher and four K-4 teachers to discuss STEM and literacy instruction. Collegial circles began meeting in March 2013.
- Freeport recruited its most effective and experienced teachers as selected by school and district administrators to mentor their less experienced colleagues.

Evidence from Year 2 Interim Report:

- 21 teachers were selected as mentors to work with less experienced teachers on effective STEM/literacy practices.
- Three mentor pairs in each building met to discuss and implement more student-centered STEM and literacy instruction, and that mentoring was set to begin in September, 2013.

Evidence from Year 2 Final Report:

- Eleven mentors worked with peers in a total of 152 sessions over the course of the 2013-14 school year that lasted between one hour and 3.5 hours each, with an average of one hour per session.
- Mentors and mentees worked on a number of projects over the course of the year including CCLS shifts in ELA and math, use and interpretation of formative assessments including Fountas and Pinnell, integration of ELA and math in all other subject areas, creating a three block schedule in the elementary grades, developing bilingual materials, developing IEP goals, developing guided reading skills, cultivating Spanish literacy skills, integrating technology into the curriculum, developing response to intervention (RtI) strategies, learning the Literacy Collaborative Framework, participating in a writing workshop and using running records.
- Collegial circles met for four hours each month on areas of mutual concern. A total of 197 meetings took place, totaling 262 hours, over the course of the school year, and a total of 125 teachers participated in 28 collegial circles that met over the course of the school year.

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 STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
Summary: The district used STLE funded activities to support the equitable distribution of high quality educators. The district had a need for more teachers with knowledge of teaching strategies that effectively engage students with disabilities. Six teachers completed prerequisites and twelve credits toward dual certification in special education through partnership with Adelphi University.	

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 notes:

- A principal reported that, as a team, the principals were delighted to have the partnership with Adelphi University noting they were not prepared to deal with some of the needs of the changing demographics within the district. Adelphi University representatives are seen as part of the district staff and there is a noticeable impact from their instructional modeling work. Freeport is over 60% English Language Learners (ELLs) and, as a result of grant activities, engagement is high and the work is bridging gaps for this subgroup of students.

Evidence from Year 1 Final Report:

- Two trained Freeport special education teachers, under the direction of the director of special education/pupil personnel, provided ten hours of training in Universal Design for Learning (UDL). UDL provided a framework for developing instructional goals, implementation plans, materials, and assessments that improve access and achievement for student with disabilities (and mainstream students) to meet individual student needs.
- Nassau BOCES continued technology integration training for teachers in 5th and 6th grade with specific attention to ELLs and special education students. Professional development

in UDL for K-12 special education teachers began, conducted by trained special education facilitators.

Evidence from Year 2 Interim Report:

- To better equip teachers who work with students with disabilities and ELLs, the district purchased technology (iPads, sound enhancement systems, and document cameras) and provided professional development on the use of the new technology to help teachers better engage students with special needs.
- Six general education teachers were enrolled at Adelphi University to receive special education certification in 2014.

Evidence from Year 2 Final Report:

- Teachers reported increased comfort using data to inform instruction, using data to create guided reading groups, and using NWEA to guide instruction for subgroups of students. To assess the effectiveness of these interventions, evidence was collected from teacher surveys and teacher logs from collegial circles and mentoring sessions.
- The district used grant funds to provide opportunities for six effective and highly effective teachers to become dual certified in special education. All six teachers were on schedule to become dual certified by June 30, 2014.

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
<p>Summary: The district used grant funds to implement programs and practices that should have a long term impact on the district. Since Freeport is a STLE 3 grantee as well, several of the mentors will fulfill the role of Teacher Leader in STLE 3.</p> <p>Additionally, the mentor teacher position will continue as a self-sustaining option for the district. These teachers will become mentor teachers in their schools focused on meeting the needs of students with special needs.</p>	

Short Description	Code	Type
The district will use STLE 3 funds to sustain the Career Ladder positions	Personnel	Grant
The district will shift funds from the General Budget to fund the Mentor Coach position	Personnel	Shift

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 2 Final Report:

- The district received an STLE 3 grant and expects to have the 2nd grade teachers serving in new roles as ‘Teacher-Leaders,’ to disseminate their knowledge of CCLS, NGSS, and hands-on science technology resources to their colleagues. Lesson plans created during

the grant period were saved in Google Drive and are available for a music teacher interested in using the lessons.

- Several of the mentors will fulfill the role of teacher leader in STLE 3. These teachers will become mentor teachers in their schools focused on meeting the needs of students with special needs.

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
- Assistant Superintendent
- Grant Manager

Building Level

- Giblyn – Principal
- Atkinson – Principal
- Mentor/Mentees: Freeport HS, Bayview ES
- Collegial Circles - Dodd MS
- Dual Certification - Atkinson IS
- NV Principal
- Gr. 2 NV Teachers
- Archer Teachers

Institution of Higher Education

- Adelphi University:

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

- Freeport Site Visit Notes
- Freeport Year 1 Final Report
- Freeport Year 2 Interim Report
- Freeport Year 2 Final Report

Appendix A: Survey response

Survey responses were received from twenty of the 26 2nd grade teachers in the district who worked with Adelphi University professors in the integration of hands-on and inquiry based science lessons, resulting in a response rate of 76.9 percent. Teachers were extremely positive about these professional development experiences. A summary of their responses appears below. Responding teachers were in complete agreement that their project participation helped them make science more fun using hands-on and inquiry-based activities, learned about and used inexpensive science experiments, learned to teach critical and inferential thinking skills, learned to align their lessons with the Common Core Learning Standards, learned to examine student work to inform instruction, and used online resources from Smart Exchange.

Conversely, teachers were least likely to report that they learned how to find resources in Spanish to help English Language Learners learn or improve their use of PowerPoint to develop lessons, find applications for struggling readers, and use student data to explain progress to parents.

My involvement in this project has helped me...	N	Percent
		Agree
...make science much more fun for my students by using hands-on activities	20	100.0%
... plan more fun STEM activities that are grade level appropriate	20	100.0%
... adapt my science lessons to be more inquiry-based	20	100.0%
... use more inquiry-based questions	20	100.0%
... introduce inexpensive science experiments that can be easily integrated into my class	20	100.0%
... strengthen the science instruction I deliver by focusing on improving students' critical thinking	20	100.0%
... create science lessons that are aligned with the Common Core Learning Standards	20	100.0%
... examine student work to inform instruction	20	100.0%
... find online resources using Smart Exchange	20	100.0%
... get my students to engage in more inferential thinking	20	100.0%
...gain knowledge about engaging local field trips to reinforce science learning	19	100.0%
... see how using games can help make science fun for my students	20	95.0%
... better collaborate with my colleagues who teach the same grade level	20	95.0%
... write new lessons aligned to NGSS and CCLS	20	95.0%
... understand the Next Generation Science Standards	20	90.0%
... integrate science instruction with literature instruction	20	90.0%
... better integrate technology into my lessons	20	90.0%
... use data and assessments to modify instruction	20	85.0%
... how to better differentiate instruction for ELL students	20	85.0%

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... how to differentiate instruction for students with different learning modalities	20	85.0%
... better engage ELL students using body language, gestures, visual cues, pictures, and kinesthetic activities	20	85.0%
... find apps for iPads	20	85.0%
... differentiate instruction using the iPads	20	80.0%
... use data to explain student academic progress to parents	20	75.0%
... find apps for struggling readers	19	73.7%
... learn or improve my use of PowerPoint to develop lessons	20	70.0%
... find resources in Spanish to help ELL students learn academic language	19	57.8%

2nd grade teachers were further surveyed about their experiences receiving technology training through this grant opportunity. As the table below shows, the majority of teachers reported moderate or significant improvement in the use of iPads, document cameras, SmartBoards, and Smart Notebooks, Google Docs and Google Share Drive.

Technology Tool	N	Percent Reporting Moderate or Significant Improvement
iPad	19	84.2%
Document Camera	19	78.9%
Smart Board	17	76.5%
Smart Notebook	17	70.6%
Google Docs	20	70.0%
Google Share Drive	19	68.4%
Student Response System	14	35.7%

Here are some of their comments from the survey administered on June 13, 2014.

“Keep doing what you are doing. The most effective practice has been previewing the lessons as a group and doing them, and then viewing the lessons being taught by the amazing educators from Adelphi.”

“Would like follow up workshops for more help with technology components. Would like the opportunity to actually create the lessons and work while in the workshop.”

With respect to a STEM professional development opportunity for high school teachers integrating STEM literacy connections, comments included:

“Great Professional development! I would like to expand these ideas.”

“Very informative.”

“I really enjoyed this professional development. I would like to see more follow-up professional development that goes deeper into these ideas and how they apply to the special education science classroom.”

“Presentation was excellent. Presenter was well-prepared and gave chemistry teachers many useful techniques to improve student reading comprehension.”

Student Attitudes towards the BioBus

	n	Percent Yes	Not Sure	No
The BioBus made learning science fun.	196	90.8%	3.6%	5.6%
I would like to visit the BioBus again.	193	87.6%	4.1%	8.3%
I would like to learn more about science.	195	87.2%	5.1%	7.7%
Science is fascinating and fun.	193	85.0%	9.8%	5.2%
Science is interesting to me, and I enjoy it.	196	84.2%	11.2%	4.6%
Since visiting the BioBus I have a more positive view of learning science.	196	82.7%	8.7%	8.7%
I feel at ease with science and I like it very much.	194	78.9%	16.0%	5.2%
The feeling that I have towards science is a good feeling.	194	78.4%	13.4%	8.2%
During science class, I usually am interested.	196	76.0%	17.9%	6.1%
Science is a topic which I enjoy studying.	194	69.6%	17.5%	12.9%
If I knew I would never go to science class again, I would feel sad.	195	64.1%	15.9%	20.0%
I feel a definite positive reaction to science.	195	56.9%	30.3%	12.8%
I could never see myself as being a scientist.	194	27.8%	34.5%	37.6%
Scientists are people that I could not relate to.	194	21.6%	27.8%	50.5%
I do not like science.	196	19.4%	15.3%	65.3%
It bothers me to have to study science	193	15.5%	16.1%	68.4%
When I hear the word science, I have a feeling of dislike.	189	11.1%	13.8%	75.1%
Science makes me feel uncomfortable, restless, irritable, and impatient.	193	10.4%	17.6%	72.0%
Science is boring.	193	10.4%	8.8%	80.8%

Overall, students reported that the best part of the BioBus experience were using the microscopes and seeing their images project onto the large computer screens. They related that

seeing the Daphnia up close was very cool as well as seeing their clothes, hair, and skin under the microscope. They also related that they liked earning new and cool things about science, and that the bus runs on French fry grease.

Teacher Attitudes toward the BioBus

	N	Percent Agree
Instructors were knowledgeable.	17	100.0%
Teaching materials were effective.	16	100.0%
Instructors made clear, practical demonstrations.	17	100.0%
BioBus provided opportunity for student participation	17	100.0%
The BioBus staff asked logical, purposeful, thought-provoking questions to students.	17	100.0%
The BioBus provided motivation for students to study science.	17	100.0%
BioBus staff worked constructively with students individually and as a group.	17	100.0%
BioBus staff graciously accepted less than "right" answers.	17	100.0%
The BioBus staff provided interesting and adequate reinforcement.	17	94.1%
BioBus staff was properly prepared to address your students.	17	94.1%
Direction to students was clearly thought-out and well-stated.	17	94.1%
Materials were well-organized.	17	94.1%
BioBus lessons were adequately paced.	17	94.1%
BioBus lessons maintained student interest and attention.	17	94.1%
BioBus staff exhibited poise, voice control, and tact.	17	94.1%
The BioBus learning environment was generally neat and attractive.	17	82.4%
The BioBus learning environment had proper heat, light, and ventilation.	17	82.4%

Eleven teachers who attended the Summer Institute responded to the survey. Surveys were emailed to another nine teachers who did not attend the Summer Institute. Two surveys were subsequently received. The tables below summarize the results of the 13 teacher surveys. As shown in the table below, teachers represented all Freeport schools.

		Frequency	Percent
Valid	Archer	4	30.8
	Bayview	3	23.1
	Giblyn	3	23.1
	New Visions	3	23.1
	Total	13	100.0

The table below summarizes teacher agreement with 25 statements about the project. They were unanimous that the professional development they received helped them make science more fun using inexpensive, hands-on activities like experiments, games and field trips

that were grade level appropriate, strengthened their science instruction by improving their questioning techniques to increase student critical and inferential thinking skills, integrated science instruction with ELA, wrote new lessons aligned to the Common Core State Standards and Next Generation Science Standards, and found online resources using Smart Exchange.

My Involvement in this project helped me:	n	Percent Agree
...make science more fun using hands-on activities	13	100.0%
...plan more fun STEM activities that are grade-level appropriate	13	100.0%
...understand the Next Generation Science Standards	13	100.0%
...introduce inexpensive science experiments that can be easily integrated into my class	13	100.0%
...strengthen the science instruction I deliver by focusing on improving critical thinking skills	13	100.0%
...integrate science instruction with literature instruction	13	100.0%
...create science lessons aligned with the Common Core State Standards	13	100.0%
...write new lessons aligned with NGSS and CCSS	13	100.0%
...find online resources using Smart Exchange	13	100.0%
...gain knowledge about engaging local field trips to reinforce science learning	13	100.0%
...get my students to engage in more inferential thinking	13	100.0%
...adapt my science lessons to be more inquiry-based	12	92.3%
...use more inquiry-based questions	12	92.3%
...see how using games can help make learning science fun	13	92.3%
...better integrate technology into my lessons	13	92.3%
...better engage ELL students using body language, gestures, visual cues, pictures, and kinesthetic activities	12	92.3%
...better collaborate with my colleagues who teach the same grade level	13	92.3%
...develop new assessments aligned with NGSS and CCLS	13	84.6%
...use data and assessments to modify instruction	13	76.9%
...find apps for iPad	12	69.2%
...use data to explain student academic progress to parents	13	61.5%
...learn to use PowerPoint to develop lessons	13	61.5%
...find resources in Spanish to help ELL students learning academic language	12	61.5%
...differentiate instruction using iPads	13	61.5%
...find apps for struggling readers	13	61.5%