



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Union Free School District of the Tarrytowns

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District Contact Information

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Section I – District Description

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

Most current information as of: June 18, 2014

District Location	
Region	BOCES
Mid-Hudson	Southern Westchester 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
2734	1124	244	472	361	1507

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0	5	56	3	34	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
96%	5%

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
212	0	0	30	16

Need Status
Average Need District

Section II – Academic Performance

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

Most current information as of: March 20, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	50	5	0	19
3(2012-13)	37	7	5	19
4(2011-12)	60	4	10	34
4(2012-13)	33	0	0	10
5(2011-12)	50	12	6	34
5(2012-13)	39	0	0	12
6(2011-12)	53	0	0	32
6(2012-13)	26	4	3	10
7(2011-12)	62	23	0	40
7(2012-13)	45	0	0	23
8(2011-12)	56	11	0	35
8(2012-13)	39	6	0	17
District Wide (2011-12)	55	10	3	33
District Wide (2012-13)	36	3	1	15

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	61	5	16	39
3(2012-13)	37	3	7	14
4(2011-12)	70	16	22	51
4(2012-13)	35	5	3	13
5(2011-12)	62	58	24	53
5(2012-13)	38	9	6	19
6(2011-12)	68	23	31	53
6(2012-13)	31	0	5	17
7(2011-12)	58	19	4	36
7(2012-13)	27	0	0	7
8(2011-12)	53	17	12	35
8(2012-13)	35	10	0	15
District Wide (2011-12)	62	24	19	44
District Wide (2012-13)	34	5	4	14

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	81	56	38	63
4(2012-13)	88	55	58	80
8(2011-12)	41	11	8	39
8(2012-13)	53	40	14	44
District Wide (2011-12)	84	37	25	50
District Wide (2012-13)	74	46	40	63

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	82	35	43	7
Integrated Algebra	84	23	52	2
Geometry	92	34	n<5	n<5
Algebra 2/ Trigonometry	79	45	n<5	n<5
Global History and Geography	71	29	39	0
U.S. History and Government	82	41	47	8
Living Environment	86	38	57	7
Physical Setting/ Earth Science	57	10	30	4
Physical Setting/ Chemistry	80	16	0	0
Physical Setting/ Physics	69	20	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	90	34	85	42
SWD	58	0	63	18
ELL	58	0	35	0
ED	88	17	81	28

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	92	25	89	20
SWD	67	0	63	4
ELL	73	4	70	0
ED	91	13	87	7

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	-	-	-	-
	6	1	-	-	-	-
	8	3	-	-	-	-
Mathematics	4	1	-	-	-	-
	6	1	-	-	-	-
	8	3	-	-	-	-
Science	4	1	-	-	-	-
	8	3	-	-	-	-

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	5	0	0	0	5
Mathematics	5	0	0	0	5

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	73	5	18	63	14	
General Education	67	4	15	66	15	
SWD	6	17	50	33	0	
First Grade						
All Students	56	7	14	36	43	
General Education	47	6	15	35	47	
SWD	9	11	11	56	22	
Second Grade						
All Students	53	6	11	42	42	
General Education	42	7	10	33	50	
SWD	11	0	18	73	9	
Third Grade						
All Students	28	21	46	32	0	
General Education	22	27	41	32	0	
SWD	6	0	67	33	0	

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Fourth Grade					
All Students	33	21	15	45	18
General Education	23	30	4	43	22
SWD	10	0	40	50	10
Fifth Grade					
All Students	34	26	35	38	0
General Education	22	32	27	41	0
SWD	12	17	50	33	0
Sixth Grade					
All Students	42	29	17	26	29
General Education	33	36	15	24	24
SWD	9	0	22	33	44
Seventh Grade					
All Students	22	27	23	45	5
General Education	17	35	18	41	6
SWD	5	0	40	60	0
Eighth Grade					
All Students	21	33	19	33	14
General Education	20	-	-	-	-
SWD	1	-	-	-	-
Ninth Grade					
All Students	49	31	31	27	12
General Education	42	36	33	19	12
SWD	7	0	14	71	14
Tenth Grade					
All Students	30	17	33	37	13
General Education	26	-	-	-	-
SWD	4	-	-	-	-
Eleventh Grade					
All Students	34	3	38	41	18
General Education	25	0	40	44	16
SWD	9	11	33	33	22
Twelfth Grade					
All Students	21	14	14	52	19
General Education	17	-	-	-	-
SWD	4	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	212	90	206	89
Students With Disabilities	33	82	45	71
Limited English Proficient	26	n<30	19	n<30

Economically Disadvantaged	98	85	98	88
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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 – Hispanic or Latino • Elementary/Middle-Level ELA – Students With Disabilities • Elementary/Middle-Level ELA – Limited English Proficient • Elementary/Middle-Level ELA – Economically Disadvantaged • Elementary/Middle-Level Math – All Students • Elementary/Middle-Level Math – Hispanic or Latino • Elementary/Middle-Level Math – Students With Disabilities • Elementary/Middle-Level Math – Economically Disadvantaged • Elementary/Middle-Level Science – All Students • Elementary/Middle-Level Science – Hispanic or Latino • Elementary/Middle-Level Science – Students With Disabilities • Elementary/Middle-Level Science - Economically Disadvantaged • Graduation Rate: 4-Year Graduation-Rate Total Cohort – Economically Disadvantaged

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • 5-Year Graduation-Rate – Students With Disabilities

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
John Paulding PS	Maureen Barnett	2013-14	New	K	-	233	1 P	1 P	-	19
	Rosemary Prati	2012-13	original		239	-	1 P	1 P	17	-
W.L Morse ES	Thomas Holland	2012-14	Continuing	1-2	430	416	1 P	1 P	30	31
Washington Irving IS	Dr. Deb Hand	2011-14	Continuing	3-5	601	630	1 P, 1 AP	1 P, 1 AP	40	49
Sleepy Hollow MS	Elizabeth Lopez	2008-14	Continuing	6-8	581	566	1 P, 1 AP	1 P, 1 AP	46	47
Sleepy Hollow HS	Carol Conklin-Spillane	1994-14	Continuing	9-12	895	894	1 P, 1 AP	1 P, 1 AP	56	52

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/union-free-schools-of-the-tarrytowns-appr-plan.pdf
Most current version as of: August 28, 2012

Performance Evaluation Rubrics	
Teacher	Principal
Danielson’s <i>Framework for Teaching</i> (2011 Revised Edition)	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	151	121	-	40
Effective	43	59	-	153
Developing	0	4	-	1
Ineffective	0	10	-	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	-	-	-	-

*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
2012-2013	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-2013	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	April 29, 2013
2013-2014	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-2014	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator	August 19, 2013
2013-2014	Site Visit	Courtney Jablonski, Project Coordinator	December 19, 2013
2013-2014	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-2014	Year 2 Interim Report Status Update Call	April Marsh, Project Assistant	April 21, 2014
2013-2014	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-2014	Year 2 Final Report Status Update Call	April Marsh, Project Assistant	July 28, 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
5545-13-0036	\$323,003	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>A formal partnership was attained between the UFSD Tarrytowns and Manhattanville College and Bank Street College.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by the STLE grant funded activities.</i>

<p>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>The district used grant funds to ensure that new and early career educators were mentored. The district intent was to fill gaps from the implementation of an enhanced Teacher Mentor Program that provided comprehensive support based on individual needs related to teaching performance and the establishment of an Administrator Mentor Program.</i></p>
<p>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></p>
<p>5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. Teachers had the opportunity to engage in the Teacher Mentoring Program. Teachers also had the opportunity to participate in the Teacher Leader Certification Program through Manhattanville College. Field based experiences were performed in conjunction with participation in a one credit monthly leadership seminar with Bank Street College.</i></p>
<p>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></p>
<p>7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Teachers were selected to assume leadership roles within district including the After School Coordinator, the Community Read Coordinator and the Home Study Coordinator. In addition, two teachers were selected to run the new Teacher Mentor Program. Building level administrators had the opportunity to be a part of the Administrator Mentoring Program.</i></p>

<p>Program Goals (Taken from year 1 Final Report)</p>	<p>Targets (Taken from year 1 Final Report)</p>	<p>Outcomes (Taken from year 2 Final Report)</p>
<p>Goal I: To ensure that our highly qualified teachers are given opportunities to take on both formal and informal leadership roles</p>	<p>By the end of the 2012-13 school year, the first Teacher Leader Certification (TLC) cohort will complete 2 of the 5 course leading toward certification. By the end of the 2013-14 school year, the first cohort will have completed all 5 courses and the second cohort that will begin in September 2013 will have completed 12 of the 15 credits leading to certification.</p> <p>By the end of the 2012-13 school year, one candidate completed their internship and received their stipend as part of the Future School Leader</p>	<p>100% of the members of both TLC cohorts fulfilled the requirements and received their credits/TL certificates. 70% of cohort #2 is continuing to finish the last 2 courses. Several members of cohort #1 are continuing on for their administrator certificate.</p> <p>All 7 professionals completed their field based experience and corresponding coursework with Bank Street.</p>

	<p>Student Academy (FSLSA) Program. By the end of the 2013-14 school year, 3 additional teachers will have completed their internships and received their stipends.</p>	
<p>Goal II: To ensure that our new teachers and our new teachers mentors are fully supported so that they can succeed in their roles</p>	<p>Mentors and mentees will be asked to share their experiences with the Teacher Mentor Program at the end of the 2012-13 school year so that modifications can be made for next year</p> <p>At the end of the 2012-13 school year, all mentors and mentees will have had the support of two professionals to assist them during their first year teaching and in the mentoring/coaching of their peers</p>	<p>6 teachers completed the program</p> <p>6 teachers received their certification and in-service credits.</p>
<p>Goal III: To ensure that our administrators are continually supported in their roles as leaders</p>	<p>By the end of the 2012-13 school year, building level administration will have attended all 4 sessions in the Administrator Mentoring Program</p>	<p>UFSD Tarrytown unexpectedly had very little turn over in their building level admin and Director of Pupil Personnel Services (PPS). Therefore they did not have a need to run the program again (this was discussed with and approved by Race to the Top (RTTT) staff).</p> <p>All staff in place during the 2012-13 school year did participate in the Administrator Mentoring Program</p>

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Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$323,003	\$87,130	\$236,673

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	After School Coordinators	12	-	-	-	\$26,683
15	Community Read Coordinators	2	-	-	-	\$1,000
15	Home Study Coordinator	1	-	-	-	\$1,080
15	Program Coordinator – Tantillo & Kelly	2	-	\$24,225	-	\$31,831
40	Teacher Leadership Program through Manhattanville College	20 Teachers	\$452	\$48,179	\$16,828	\$134,024
40	Teacher Mentor Program – NYSUT - ELT	6 Teachers	\$1,500	-	-	\$800
40	Teachers placed in leadership roles and cooperating monthly seminar series with Bank Street (Dec was first monthly meeting)	8 Teachers	-	-	-	\$7,884
40	Admin Mentoring Program – NYSUT - ELT	8 Admin	\$800	-	-	-
40	Edith Winthrop Teacher Center	1	-	\$5,900	-	\$3,500
40	Clare Murphy-Carr	1	-	\$6,859	-	-
40	Tina Kelly	1	-	-	-	\$33
40	Lori D’Andrea	1	-	-	-	\$600
40	Angela Grady	1	-	-	-	\$600
40	Betty Davidson	1	-	-	-	\$600
40	C-Town Supermarket, Main Street Pizza and The Horseman Restaurant & Pizza	-	-	-	-	\$1,372
45	Apple, Inc.	-	-	-	-	\$3,408
45	Amazon	-	-	\$910	-	\$7,289
45	WB Mason	-	-	\$853	-	-
45	Rebecca Almogabar	1	-	\$4	-	-
45	Barnes & Noble, Inc.	-	-	-	-	\$460
45	Calculator & Computer Center, Inc.	-	-	-	-	\$14,440
	Total Actual Expenditures		\$2,752	\$87,130	\$16,828	\$235,604

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 has met this standard by attaining a formal partnership between the UFSD Tarrytowns and Manhattanville College and Bank Street College. These partnerships supported the district in attaining its Goal I: to ensure that our highly qualified teachers are given opportunities to take on both formal and informal leadership roles.</p> <p>Manhattanville College courses were offered as part of the Teacher Leader Certification (TLC) program addressing needs specific to UFSD Tarrytowns school district including the instruction of English Language Learner (ELL) students and their unique needs. The course offered through Bank Street in conjunction with the field based experience addressed working with the community, including the district’s large percentage of ELL parents and students.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Participation in Teacher Leader Certification Program through Manhattanville College	New Role	T-CL	ELL	IHE-Partner	40,45	20	\$147,870
Participation in field based Coordinator positions (leadership positions) in conjunction with a 1 credit seminar series through Bank Street College of Education	New Role	T-CL	Community	IHE-Partner	15,40,45	8	\$34,180
Participation in Teacher Mentoring Program	New Role	T-CL	Coach	IHE-Partner	40,45	6	\$17,720

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 Interim Report:

- By the end of the 2012-13 school year, the TLC cohort will have completed 2 of their 5 courses and it is planned that by the end of the 2013-14 school year will have completed all five courses and received their Teacher Leadership Certificate.
- It is planned that 8 teachers will have completed a field based leadership experience and applicable coursework through Bank Street College by the end of the 2013-14 school year.
- For the Teacher Leader Certificate Program, an information session was held on October 10, 2013 to discuss the program and forming a second cohort. A flyer and program information was posted to the “News” section of district-email so that every teacher was made aware of the opportunity. Seven teachers came to the meeting and thirteen teachers ended up forming the second cohort. The district reports that there has been nothing but positive feedback about this program.

Evidence from Year 2 Final Report:

- 100% of the members of both TLC cohorts fulfilled the requirements and received their credits/TL certificates.
- 70% of cohort #2 is continuing to finish the last 2 courses. Several members of cohort #1 are continuing on for their admin certificate.
- All 7 professionals completed their field based experience and corresponding coursework with Bank Street College. The group responded that they enjoyed their sessions so much that they planned a reunion later in the fall to revisit some of the ideas discussed during the sessions.

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 have effective or highly effective educators.
Summary: This component was not addressed by the STLE grant funded activities.	

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

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 used grant funds to ensure that new and early career educators will have mentoring. Through these activities the district attained its STLE Goal II- To ensure that new teachers and new teacher mentors are fully supported so that they can succeed in their roles and Goal III: to ensure that administrators are continually supported in their roles as leaders.	

The district intent was to fill gaps from the implementation of an enhanced Teacher Mentor Program that provided comprehensive support based on individual needs related to teaching performance and the establishment of an Administrator Mentor Program where school leaders learned and grew into their roles. The Teacher Mentor Program held regularly scheduled meetings as well as additional meetings facilitated by guest speakers focused on lesson planning, working with English Language Learner (ELL) students and classroom management. The district also instituted a Future Mentors Certificate program where teachers interested in becoming mentors took 15 credit hours and received certification. An Administrator Mentoring Program was also established with at least one of the sessions in the Administrator Mentoring Program focusing on instructing ELLs.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	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 Abstract:

- Both teachers and leaders will have the opportunity to be mentored in order to create a seamless transition to their new role.

Evidence from Year 2 Interim Report:

- The new partnership with Bank Street College entailed 8 teachers in the district that were given various leadership roles (Coordinator level positions). These field based experiences were performed in conjunction with participation in a 1 credit monthly leadership seminar where the individuals learned from one another and grew into their leadership roles with the support of their peers and a teaching professional from Bank Street College.
- The Teacher Mentoring Program, where teachers from the district enrolled in a series of workshops (15 in-service credits) that taught them how to be a mentor and upon completion received a mentoring certificate from the district.
- At the conclusion of school years, all mentees and mentors had the support of two professionals to assist them during their first year of teaching.
- By the end of the 2013-14 school year, 20 teachers took part in the Mentoring Certification Program offered by the district.
- By March 2013, all building level administrators attended the 4 sessions comprising the Administrator Mentoring Program.

Evidence from Year 2 Final Report:

- 6 teachers received their certification and in-service credits for mentoring.
- All staff in place during the 2012-13 school year participated in the Administrator Mentoring Program.

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 used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. These activities supported the district in attaining its Goal I: to ensure that our highly qualified teachers are given opportunities to take on both formal and informal leadership roles.</p> <p>Teachers had the opportunity to engage in the Teacher Mentoring Program, where teachers from the district enrolled in a series of workshops (15 in-service credits) that taught them how to be a mentor and upon completion received a mentoring certificate from the district. Teachers had the opportunity to participate in the Teacher Leader Certification Program through Manhattanville College. Field based experiences were performed in conjunction with participation in a 1 credit monthly leadership seminar where the individuals learned from one another and grew into their leadership roles with the support of their peers and a teaching professional from Bank Street College.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	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 Abstract:

- Partnering with Manhattanville College to offer selected teachers the opportunity to participate in their Teacher Leadership Certificate Program at a reduced cost to the district.
- Teachers had the chance to learn and apply skills that will be invaluable to them, whether they choose to remain in the classroom, take on informal leadership roles, or pursue a formal administrative role.

Evidence from Year 2 Interim Report:

- The new partnership with Bank Street College afforded 8 teachers in the district that were given various leadership roles (Coordinator level positions). These field based experiences were performed in conjunction with participation in a one credit, monthly leadership seminar where the individuals learned from one another and grew into their leadership roles with the support of their peers and a teaching professional from Bank Street.
- The Teacher Mentoring Program, where teachers from the district enrolled in a series of workshops (15 in-service credits) that taught them how to be a mentor and upon completion received a mentoring certificate from the district.
- By the end of both school years, all building level administrators had participated in professional development.

Evidence from Year 2 Final Report:

- 100% of the members of both Teacher Leadership Certificate (TLC) cohorts fulfilled the requirements and received their credits/TL certificates. 70% of cohort #2 is continuing to finish the last 2 courses. Several members of cohort #1 are continuing on for their admin certificate
- 7 professionals completed their field based experience and corresponding coursework with Bank Street. The group reported that they enjoyed their sessions so much that they planned a reunion later in the Fall to revisit some of the ideas discussed during the sessions.
- Every teacher in cohort #1 has reported that because they were so pleased with the program that they plan to apply their 15 credits toward the 30 credits needed to earn their administrative certification.
- 10 of the 12 members of cohort #2 have reported that they will take the remaining 2 courses needed to obtain their TL certification utilizing the 33% discount that Manhattanville College has extended to them.

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	# Hired/ Developed	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 effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. These activities supported the district in attaining its Goal I: to ensure that our highly qualified teachers are given opportunities to take on both formal and informal leadership roles, Goal II: to ensure that our new teachers and our new teacher mentors are fully supported so that they can succeed in their roles and Goal III: to ensure that our administrators are continually supported in their roles as leaders.</p> <p>Teachers and principals with additional roles and responsibilities had the training and preparation needed to fulfill the career ladder positions. Teachers were selected to assume leadership roles within district including After School Coordinator, Community Read Coordinator and Home Study Coordinator and 2 teachers were selected to run the new Teacher Mentor Program. Building level administrators had the opportunity to be a part of the Administrator Mentoring Program.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leader Certification	New Role	T-CL	ELL	IHE-Partner	40,45	20	\$147,870

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 Abstract:

- The benefits of this coursework included increasing a teacher’s ability to take on leadership roles within their building as well as the opportunity to apply the credits toward an Administrative Certificate if choosing to do so.

Evidence from Year 2 Interim Report:

- The new partnership with Bank Street College afforded 8 teachers in the district were given various leadership roles (Coordinator level positions). These field based experiences were performed in conjunction with participation in a 1 credit monthly leadership seminar where the individuals learned from one another and grew into their leadership roles with the support of their peers and a teaching professional from Bank Street College.

Evidence from Year 2 Final Report:

- The original cohort for Teacher Leader Certificate (TLC) (cohort #1) had 8 participants who took their 3rd, 4th and 5th courses toward their certification. In June 2014 they were awarded their Teacher Leader Certification. (15 credits)
- Every teacher in cohort #1 has reported that because they were so pleased with the program that they plan to apply their 15 credits toward the 30 credits needed to earn their administrative certification.
- 10 of the 12 members of cohort #2 have reported that they will take the remaining 2 courses needed to obtain their TL certification utilizing the 33% discount that Manhattanville College has extended to them.
- Chosen teachers took on paid Coordinator roles both district and building wide (After School Coordinator, Home Study Coordinator and Community Read Coordinator).
- 6 monthly sessions focused on leadership including challenges, new experiences and triumphs of new field based leadership positions.
- The teachers interested in becoming a mentor in the district attended 6 sessions (15 in-service credits) in the Teacher Mentoring Program. They received a mentoring certificate and 1 credit on their salary scale.

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.
<p>Summary: A portion of the sessions in the Teacher Mentoring Program focused on teaching English Language Learner (ELL) students. At least one of the sessions in the Administrator Mentoring Program focused on instructing ELLs. The course offered through Bank Street College in conjunction with the field based experience addressed working with the community, including the district’s large percentage of ELL parents and students.</p>	

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 Abstract:

- Both mentor programs worked with the districts high needs population, specifically Limited English Proficient students, as a prioritized topic throughout the duration of the program.
- Teaching high needs students was discussed in various ways in each of the 5 classes in the Teacher Leader Certificate program from Manhattanville College. These classes were geared toward a Westchester County teacher, knowing that these teachers teach a large number of Hispanic, Limited English Proficient, and immigrant students.

Evidence from Year 2 Interim Report:

- The requested and received comments to the previous mentoring program were analyzed and in response the district expanded the mentoring sessions to include other dynamic guest speakers and facilitators who specialize in specific content areas (e.g., working with ELL students, classroom discipline, etc.).

Evidence from Year 2 Final Report:

- Sessions were facilitated by consultants in topics that included Response to Intervention (RTI), classroom management and teaching ELL students.

Evidence from Year 2 Final Update Status Call:

- Through STLE funds the district purchased English as a Second Language (ESL) classroom materials, workbooks in English and Spanish and dictionaries.

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 Grant Writer is currently looking for opportunities to continue some of the work that has taken place under the STLE grant. Several local sources have been identified and proposals are currently being written. Manhattanville College is offering a significant discount for those students in the second cohort who want to continue with the courses and received their Teacher Leader certification. This</p>	

discount is also being given to any future students who wish to enroll in the program. The district is also considering paying for 1/3 of the cost of tuition by reallocating some other funding.

Short Description	Code	Type
Grant Manager	Personnel	SF
Certification through Manhattanville	Program	SF

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 Interim Report:

- The district’s Grant Writer is currently looking for opportunities to continue some of the work that has taken place under the STLE grant. Several local sources have been identified and proposals are currently being written.
- Manhattanville College is offering a significant discount for those students (i.e. teachers from the district) in the second cohort who wants to continue with the courses and received their certification. This discount is also being given to any future students (i.e. teachers from the districts) who wish to enroll in the program. The district is also considering paying for 1/3 of the cost of tuition by reallocating some other funding.
- The webinar on sustainability provided the district with some useful information and ideas for carrying on the initiatives of this grant after the grant period ends.

Evidence from Year 2 Final Report:

- The Grant Manager will continue working for the district after June 30, 2014. The Grant Writer will manage other district grants and pursue other funding opportunities.
- The Grants Writer is actively pursuing other funding opportunities. The district would especially like to be able to find a grant so that the members of cohort #2 would be able to take the last 2 courses toward the Teacher Leader Certification.
- The district is looking for a grant to provide coursework to the members of cohort #1 who are ready to continue on toward their administrative certification program through Manhattanville.
- The district states if a grant opportunity does not come their way, the college has generously agreed to extend the 33% discount to the current members of the cohort so that they can continue their coursework.
- The district is also considering allocating some funds for these teachers to continue, perhaps making a three way split between the college, the teacher and the district each paying a third of the cost.

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 Funded Programs Coordinator

High School

Principal

Teacher utilizing Career Ladder opportunity through Manhattanville

Teacher and Co-Coordinator of Teacher Mentoring Program, Teacher utilizing Career Ladder opportunity through Bank Street College

Teacher utilizing Career Ladder opportunity through Manhattanville

Elementary School

Principal

Bank Street College

Representative

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

UFSD Tarrytowns Grantee Application

UFSED Tarrytowns Abstract

UFSD Tarrytowns Year 2 STLE Interim Report

UFSD Tarrytowns Year 2 STLE Final Report

UFSD Tarrytowns Year 2 Final Status Update Call Notes