

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Cambridge Central School District**

Partners: **Capital Area School Development Association; Greater Capital Region Teacher Center; SUNY Plattsburgh**

Abstract:

Our strategy is essentially to continue to empower our teachers and principals to lead change through the institutionalization of professional learning communities that will allow them to learn, grow and collaborate. We will also provide opportunities for teachers to assume different leadership roles including peer evaluators; expand professional development opportunities to target Data Driven Instruction k-12, to continue to place student teachers in highly effective and effective classroom supporting both the next generation of teachers while also supporting teachers in this leadership role of mentor, continue to encourage additional certifications in the STEM areas for existing staff, and not only continue, but supplement the National Board initiative by providing an additional Teacher Leadership path through partner, SUNY Plattsburgh's, new Teacher Leadership Certificate program.

- **Data Driven Instruction Professional Development:** The professional development required to assist teachers in developing the skill set to review data, reflect on the outcomes, and incorporate this information in future instruction will impact the curriculum, teaching styles, and set higher standards for all students in all classes. The use of Data Driven Instructional methods is a key component to achieve the desired result of improving student achievement through CCLS.
- **Student Teacher Placements:** This will continue to serve as a bridge between the SUNY program and our school, offering opportunities for our staff and students beyond the student teachers. This partnership promotes the participation and learning on both sides. The teachers involved as cooperating teachers have the opportunity to model effective and highly effective practices including lesson planning, instructional strategies, data analysis and use in instructional decision making, assessment design, and professional responsibilities outside the classroom and student teachers benefit

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from being immersed in an environment rich in effective and highly effective patterns, behaviors, and strategies. These relationships serve as an important component of both parties professional reflection on practice and building the bridge between theory and practice.

- **Professional Development Opportunities:** During the grant cycle, in partnership with both the Capital Areas School Development Association (CASDA) and the Greater Capital Region Teacher Center (GRCTC), monies will be used for targeted professional development (Cognitive Coaching) for both teachers and administrators, and facilitating teacher leadership conversations. In addition to the previously identified teacher leaders, Professional Support Providers (PSP), STLE 2 will offer the opportunity to train a new cadre of teacher leaders in Cognitive Coaching as Peer Evaluators and supplement those already on the career ladder in positions such as mentors or department coordinators. Current PSPs (both teachers and administrators) will be given the opportunity to continue their professional development growth through Advanced Cognitive Coaching and developing as agency trainers to make the work sustainable beyond the grant cycle. Through our partnership with SUNY Plattsburgh, teachers opportunity for pursuing a pathway to teacher leadership will be expanded from the National Board certification pathway to include SUNY Plattsburgh's new Teacher Leader Certificate program, giving teachers one more option to pursue their learning and professional growth. Finally, the intensive nature of professional development sponsored through these partnerships will guide current experienced staff through the myriad of changes in teaching practice, data use, and evaluation procedures.
- **Expanding Certification Areas for Existing Staff:** This offering will encourage staff to engage in further learning opportunities to better serve students in STEM areas and students with disabilities in all classrooms, providing highly qualified as well as effective or highly effective instructors.

The purpose of these initiatives is to layer another level of opportunities, support, and professional development encompassing and building on the existing work and solutions in

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place to address the complex task of increasing student achievement through strengthening both teacher and leader effectiveness. The multilayered dilemmas and duties facing our educational institution, as we strive to close the gap cannot be summed up in a simple solution, or done alone. Instead our initiatives, partnerships, and multifaceted approach reflect the richness and complexities of the task and changes at hand.

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