

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Catskill Central School District**

Abstract:

The Strengthening Teacher and Leader Effectiveness 2 Grant will be utilized by the Catskill Central School District in the following ways:

1. To encourage teachers to become “master teachers” and to provide and expand support for teachers who are struggling; this grant will also be used to enhance our TLE career ladder by enhancing and augmenting a master teacher program. This program will provide additional compensation to teachers designated as “professional” and “leader” teachers to work with “novice” teachers and more experienced teachers seeking to further develop skill sets to target our lowest achieving students by expanding ones skills working with students with special needs, those living in poverty, and those otherwise not on track to proficiency and college and career readiness. The grant will also expand the opportunities for release time for teachers to collaborate, observe others, participate in professional development, and visit model programs in other districts.
2. To support principals as building instructional leaders by expanding professional development opportunities, supporting principal coaching by experienced retired school administrators, and enhancing research opportunities by building leaders to target particular areas of need to improve student engagement, learning, and acquisition of the necessary skills and understandings to demonstrate proficiency/mastery of the Common Core Learning and other NYS Standards.
3. To support teachers with services of an Educational Technology Specialist, who would be assigned to work directly with individual or small groups of teachers utilizing a coaching model. It is anticipated that this process will enable the district to more fully integrate and implement instructional technologies into the classrooms and provide teachers with skills which may then enable them to become leaders in this area. To build sustainability with this model, 9 teachers (ideally teachers from each of the three campuses) would be identified as “Instructional Technology Integrators”, or ITI. These turn-key trainers

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("Professional" level) would receive coaching support by the Educational Technology Specialist. The ITI teachers would model lessons for the use of integrating technology in the curriculum, conduct staff development during scheduled professional development days and for ongoing courses, and be involved in presenting at meetings and attending conferences. In addition, the development of Assistive Technology strategies would be delivered as a result of the expertise of the Educational Technology Specialist. These strategies would impact the literacy skill acquisition of students with disabilities and create new digital learning environments.

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