

## Strengthening Teacher and Leader Effectiveness 2 Program

### **Grantee Information:**

Grantee: **Depew Union Free School District**

### **Abstract:**

The Depew Union Free School District will strengthen our TLE Continuum by supporting our Career Ladder approach for teachers and principals. We will focus on three areas to improve academic success for all students:

1. Effective use of data and instructional coaching to create a common understanding and implementation of the Tri-State Quality Review Rubric and the six shifts expected by the Common Core Learning Standards in literacy and math.
2. Develop a school-based learning community (Master Teacher Development Program) to provide high quality professional development opportunities for teachers and principals through a partnership with Buffalo State.
3. Become a TLIM (The Leader In Me) elementary school, certified by Franklin Covey. This school-wide model will increase teacher effectiveness, student engagement, and academic achievement.

**Our comprehensive Career Ladder will include:** financial incentives for effective or highly effective teachers and principals taking on additional responsibilities. This will involve ongoing, job-embedded professional development and training for both teachers and administrators. A key focus will be implementing data Inquiry Teams with common protocols that drive our instructional approaches. By identifying effective/highly effective teachers and principals to fulfill these additional responsibilities, we will be distributing the talents of our educators across content areas, grade levels and buildings. Emphasis will be placed on supporting high need students through the use of data, mentoring, professional development, and consistent, district-wide utilization of evidence-based strategies that support student success and achievement. Candidates for career ladder opportunities will be selected across all grade levels (selection criteria based in part on APPR/performance review results) and content areas to ensure equal distribution of talent and the capacity to serve all identified student needs. The Superintendent, Assistant Superintendent and Principals will select the individuals to

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participate in the Career Ladder positions and ensure equitable distribution of Career Ladder positions across grades and content areas.

**Goals and objectives:** The overarching goal of this project is to improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of our students—particularly among socioeconomically disadvantaged students and students with disabilities. Our **objectives** include:

1. By the end of year two, 25% of our educators will be involved in one or more leadership activities (e.g., Data Coach and/or team leadership, Instructional coaching, pre-service/student teacher clinical supervisor, demonstration teacher, principal mentor, peer coach, chair of a building or district committee
2. By the end of year two, 80% of our educators will be actively participating in at least one data team.
3. By the end of year two, a coherent, common language of instruction aligned with CCLS and the Tri-State rubric will be evident in planning, instruction, and evaluation, as measured by lesson plan reviews and teacher evaluations.
4. By the end of year two, a district-wide process and protocol for data analysis and curriculum instruction revision is implemented.
5. By the end of year two, improve the overall percentage by 10% of economically disadvantaged students and students with disabilities that score proficient in ELA and Math.

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