

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Herkimer-Fulton-Hamilton-Otsego BOCES**

Consortium Members: **Central Valley CSD, Herkimer CSD**

Partners: **St. Rose College, Capital Area School Development Association**

Abstract:

The Herkimer BOCES Instructional Services will work with teachers and school leaders from Herkimer Central School District and Central Valley Central School District to build capacity for improved teaching and learning through enriched professional training and development, examination of instructional practice, and enhanced leadership opportunities across the region. The Herkimer BOCES LEAD Consortium is committed to accomplishing this by building collaborative cross-district professional learning communities, training and supporting teachers in implementing action research, providing peer coaching and professional development, and creating a leadership structure that encourages the retention and extends the reach of the consortium's most effective educators across all of its districts.

The Herkimer BOCES LEAD Consortium will provide extensive support for the successful implementation of a comprehensive Teacher and Leader Effectiveness (TLE) continuum. Consortium districts will utilize the data from their APPR plans as a tool for harnessing the expertise and strength of instructional staff and leadership, identifying and responding to individual weaknesses and organizational shortfalls, enhancing professional development opportunities, guiding decision-making and equitably improving student achievement. The proposed career ladder and associated training and activities target five of the seven components of a fully developed TLE continuum:

Induction and mentoring: In their capacity as peer coaches, experienced and highly effective Teacher and Principal Leaders will provide individualized support and mentoring to new and early career educators. At the novice level, the career ladder will also offer collaborative development and training opportunities to nurture high quality teachers and principals who demonstrate leadership potential early in their careers.

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Evaluation: The long-term criteria for career ladder participation uses APPR evaluation data to guide the selection of effective and highly effective teachers and leaders for advancement and development. Training in target-setting for Student Learning Objectives and calibration training on the APPR evaluation rubrics also will be provided to all career ladder participants to enrich their understanding of the new evaluation system, better align learning objectives to New York state teaching and learning standards and improve the consistency of observation results.

Professional development/growth: Professional development is the focus of the proposed career ladder program. Teachers and principals at all levels of the career ladder will receive direct training in evidence-based needs areas and will participate in ongoing and collaborative learning and development through Professional Learning Communities. Professional and Leader Teachers and Principals will partake in additional training on implementing action research to identify and address problems in their classrooms and schools, and Professional Teachers and Principals will return career ladder training and development to their wider school communities in their role as peer coaches, increasing the overall capacity for professional development in all consortium districts.

Performance management: The proposed career ladder uses evaluation data to identify high-quality teachers and principals with leadership potential for participation in the career ladder program and guide selection of qualified applicants. Evaluation data will also be used to identify individuals and instructional areas in need of targeted support and development, and guide districts in deploying peer coaches and other supports to best address those shortfalls.

Career ladder: The proposed program will establish a sustainable, three-tier career ladder program that offers opportunities for advancement for effective and highly effective teachers and leaders. The career ladder provides a structure to develop those high-quality educators in leadership capacity and compensate them for their additional responsibilities. By providing job-embedded opportunities for advancement, the career ladder aims to extend the reach of the most effective educators, while maintaining them in their primary role as high-quality teachers and principals.

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The strength of the consortium model is the wealth of training all participants will receive through collaborative, cross-district Professional Learning Communities and access to high-level professional workshops and trainings, which could not be offered at the district level. This professional development will be provided through a network of training and support facilitated by Herkimer BOCES, in collaboration with the Capital Region BOCES LEAD consortium. This model ensures that teachers and principals are supported with appropriate and sufficient training, and that the career ladder structure generates the momentum necessary to achieve substantive and sustainable improvement, both for the individual participants and their larger school communities.

Project Contact:

Name: Laurie L. Hedges

Title: Assistant Superintendent for Instruction

District: Herkimer-Fulton-Hamilton-Otsego BOCES

Address: 352 Gros Blvd. Herkimer, NY 13350

Phone: 315-867-2007

Email address: lhedges@herkimer-boces.org