

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Holland Patent Central School District**

Abstract:

School districts must look for ways to promote and encourage teacher and principal leadership in order to implement new initiatives and education reforms. One way to provide educators with leadership opportunities is through the use of a career ladder concept and professional learning communities. Professional learning communities (PLCs) can be used to help teachers and school leaders reach a similar understanding of topics such as: Common Core State Module implementation, data driven instruction, close reading of text, academic vocabulary instruction, and writing expectations. Students will benefit from educators' common understanding and continuity of the curriculum as they move within the district.

Chosen leaders will receive extensive training in DuFour's PLC's. Teacher Leaders will attend DuFour's PLC training. This training will be completed by June 1, 2014. During the summer of 2014, the Principal Leaders will attend the Harvard University's Principal Centers' Institute. Here Principal Leaders will be provided with exemplary professional development to meet personal and professional challenges. The Principals' Center will support, develop and improve school principals who influence the character and quality of a school. During the summer of 2014, full day training in PLCs will be provided to all teachers in the HPSCD. The Teacher Leaders will lead these training sessions, based on the DuFour PLC training they received in the spring. This will help all staff truly understand and gain competence in actively participating in the PLCs throughout the 2014-2015 school year.

Beginning in September, 2014, the staff will be ready to implement a monthly PLC meeting. The Teacher Leaders will first meet with principals and discuss the plan to roll out the initial PLC meeting. This format will continue every month during the 2014-2015 school year as Teacher Leaders meet to plan and manage their PLCs. Teacher Leaders will work with principals two to three days prior to meeting in their PLCs, helping them be prepared to effectively guide their PLC group to higher student achievement.

Strengthening Teacher and Leader Effectiveness 2 Program

Also during the 2014-2015 school year, the cohort of Teacher and Principal Leaders will meet once each quarter in a PLC so they have a chance to discuss student achievement, common goals and ensure all are working towards a common vision.

Overall Goals	Activities	Quantitative Measurable Outcomes
<p>Implement Professional Learning Communities (K-12) to create an opportunity for teachers and principals to become leaders and provide them with incentives to take more extensive leadership positions.</p>	<ul style="list-style-type: none"> • Professional Development in Professional Learning Communities (PLCs) • Professional development for Principal Leaders at the Harvard University's Principal Centers' Institute 	<ul style="list-style-type: none"> • Create more effective teachers and leaders, thus increasing student growth and achievement for all students • 40% of teachers will be moved to the Teacher Leader step • 25% of the Principals will be moved to the Principal Leader step
<p>Ensure that through Teacher and Principal Leaders, as well as PLCs, there is a common vision on how to raise student achievement between all the buildings in the district.</p>	<ul style="list-style-type: none"> • Monthly PLC meetings for all principals and teachers • Leaders will meet once each quarter 	<ul style="list-style-type: none"> • Data analysis will be discussed and tracked on student growth • Common goals and language will be implemented in PLC meetings.
<p>Utilizing data from the Renaissance Learning STAR Assessments, for both ELA and math, to drive instruction</p>	<ul style="list-style-type: none"> • Monthly PLC meetings for all principals and teachers • Delivery of data driven lesson plans and units focused on student needs 	<ul style="list-style-type: none"> • Data analysis will be discussed and tracked on student growth • Areas of remediation will be identified and addressed to show an

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		average of one year of growth at each grade level
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