

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Ossining Union Free School District**

Abstract:

The Ossining Union Free School District's *Teacher and Leader Effectiveness 2 Grant* will support the expansion of the district's career ladder and will offer opportunities for professional learning for teachers and leaders. The district's career ladder builds on local efforts, and on initiatives funded through the district's STLE 1 grant, to identify and select personnel for additional duties, compensation and training across the Teacher–Leader Effectiveness continuum so they may develop their own instructional and leadership capacity and support the development and retention of their colleagues. The career ladder positions and professional learning activities emphasize the support of high-need students through mentoring and use of evidence-based methodologies so staff may internalize best practices and improve students' access to high-quality educators across the district's six schools. The grant-supported Career Ladder positions will include:

- Professional Learning Associates (Novice Teachers) – will collaborate with a mentor teacher and higher education faculty to use cutting-edge avatar technology to refine their teaching skill in a risk-free environment and share their learning with their peers.
- Instructional Coach (Teacher-Leader) – will provide professional development sessions and embedded coaching for teachers on the use of research-based best practices, such as *SIOP* and *Thinking Maps*, even while continuing to provide direct classroom instruction to high-need students.
- Instructional Leader to the Community (Novice Principal) – will plan and implement learning sessions for school support staff to raise their capacity to support instruction and school functioning; and workshops for parents on current priority topics in education.
- Instructional Leader to Staff (Professional Principal) – will lead a study group for Assistant Principals, to facilitate a deeper understanding of the APPR domains so they

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may be able to provide greater differentiation of support as they help teachers move from *developing* to *effective* or *highly effective*.

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