

Strengthening Teacher and Leader Effectiveness 2 Program

Grantee Information:

Grantee: **Syracuse City School District (SCSD)**

Partners: **Education First, Public Impact, American Federation of Teachers /New York State United Teachers (AFT/NYSUT) and Cross & Joftus (C&J)**

Abstract:

The SCSD, designated as a “Focus” district, is a high needs district serving over 21,000 students in grades pre-K through 12. Of the student population, 13% are ELLs, 21% are students with disabilities, and 84% are eligible for free or reduced price lunch. The SCSD employs 1,591 teachers and 74 administrators, including principals, vice principals and administrative interns who serve in 30 schools and 3 alternative programs. This project will expand the reach of expert instruction to all students, especially high-need students, and in shortage areas such as STEM disciplines.

The SCSD is committed to implementing a comprehensive TLE continuum to strengthen teacher and leader effectiveness and provide incentivized opportunities for professional growth.

Working with our partners, our STLE 2 project will provide the following services: Education First and Public Impact will provide technical assistance and support for the teacher Career Ladder implementation. AFT/NYSUT will support Career Ladder initiatives including preparation for advanced roles for highly effective teachers and provision of district-wide and building-level support and training. C&J will be responsible for implementing the Principal Pathways and associated professional development.

Teachers and school leaders will be affected as we provide participants with a robust program that includes participation in specific professional development, above and beyond basic district requirements. Teachers will be provided the opportunity to move along a career ladder continuum that establishes criteria for eligibility to progress to differentiated categories.

Progression will depend upon the demonstrated performance of increased roles and responsibilities resulting in increased compensation. This project will add additional pathways, such as multi-classroom leaders: teachers who lead a team of teachers; those who take responsibility for multiple classrooms as “extended reach” teachers; or those who provide

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subject-area specialization, blended learning, and collaboration with paraprofessionals to teach a larger-than-typical number of students.

Principals will be given the opportunity to increase their responsibilities as they go through a differentiated and competitive selection process. Responsibilities will be determined during the design process, and will include opportunities for principals to extend their reach to more students and staff, either directly or indirectly through multiple building assignments and demonstrations of their ability to promote and sustain a positive school culture and/or a rigorous instructional program, including high performance and growth of instructional staff. School leaders will expand their reach by participating in mentoring and job embedded professional development for peers encouraged by incentivized pay and the opportunity to expand their professional practice.

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