

Strengthening Teacher and Leader Effectiveness 3 Program

Grantee Information:

Grantee: **Brockport Central School District**

Partner(s): **Expeditionary Learning and the College at Brockport: State University of New York**

Abstract:

One of the primary goals of the Brockport Central School District is to improve student achievement and District performance through a strategic focus on teaching and learning methods that are research based and have a proven track record of success. The Brockport Central School District envisions a Teacher Leader Effectiveness (TLE) Continuum that supports current educators while attracting future candidates to meet the needs of diverse student groups by: providing differentiated support to improve performance; using data systems; formulating formative and summative assessments to drive instructional practices and monitor progress regularly; holding teachers and leaders to measurable outcomes; and offering opportunities for both teachers and leaders to advance in their craft as designated by a distinct career ladder that moves professionals from novice to professional to leader.

Specific opportunities for teachers and leaders will include:

- The development of an intensive teacher/administrative training program with the College at Brockport: State University of New York, including an intensive induction program parallel to what new teachers or administrators in the Brockport Central School District receive.
- Teachers and Administrators who are new to the District will be part of an induction and mentoring program that will support individuals throughout their first three years of teaching or as an administrator.
- The creation and utilization of Demonstration Classrooms focused on English Language Arts (ELA) and Mathematics for pre service, novice and professional level teachers and administrators to view the instructional shifts in action.
- Administrators and teachers will participate in further training to better understand the expectations of the Danielson Framework for Teaching and the Multidimensional Principal Rubric and how they are evaluated. Inter rater agreement and calibration will be a key element for evaluators.

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- Committees will be convened and ample opportunities on the career ladder for teachers and administrators will be offered creating equity and access across the District for a minimum of 80 teachers and administrators to serve on these committees. These committees will address the immediate priorities of the strategic plan and key domains found on both rubrics and will be integrated into the District comprehensive professional development plan.
- Development of a Comprehensive Professional Development Plan that is aligned with the national standards of Professional Learning Practice (Learning Forward) for building the capacity of both teachers and school leaders.
- Hiring a differentiation coach from Expeditionary Learning to support the implementation of the modules from NYSED and build the capacity of all teachers and administrators across the District in differentiation, the workshop model, and in the creation and use of demonstration classrooms.

Our goal is to ensure all students graduate from a leading, innovative, high-performing District that graduates each student prepared for college or a career. By providing these opportunities, the District will establish a high-performing school culture that will lead to equitable distribution of effective and highly effective educators that set challenging and intellectual goals for themselves and each student.

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