

Strengthening Teacher and Leader Effectiveness 3 Program

Grantee Information:

Grantee: **Colton-Pierrepoint Central School District-led Consortium**

Consortium Members: **Brasher Falls CSD, Edwards Knox CSD, Ogdensburg CSD**

Abstract:

The overarching goals of the grant proposal are to create a network of Teacher Leaders to help their district colleagues fully implement the Common Core Standards and Data Driven Instruction, to create a network of Principal Leaders to help their regional colleagues support the implementation of the Common Core Standards, Data Driven Instruction, and Effective Teacher Evaluations in their districts and to provide professional development for Teacher and Principal Leaders to guide them in their support of novice teachers and leaders.

Our consortium is comprised of small districts that have few administrators; ranging from one principal to six principals. Principals have had few opportunities to reach out to their principal counterparts as a means for professional growth. The position of Principal Leader would help to create a regional support group for our novice and professional Principals. The Principal Leaders will serve as mentors to new, developing/ineffective principals, organize school visits to illustrate effective Common Core Curriculum Implementation, Teacher Effectiveness, and Data Driven Instruction, participate in check and connect sessions with new principals, and serve on a Regional Leadership Professional Development Committee, to determine the professional development needed for regional administrators, such as in the areas of Common Core Curriculum Implementation, Teacher Effectiveness, and Data Driven Instruction.

District Teacher Leaders will be selected in each district Pk-2, 3-5, 6-8, and 9-12 for both math and literacy, as well as science/social studies/literacy in other technical subjects. Teacher leaders receive a minimum of 80 hours of Common Core, DDI, and leadership training over the two years. This training will include some turnkey professional development for their grade level/subject band. Teacher leaders facilitate curriculum planning for teachers in their grade level/subject band and work with other district teacher leaders and building administrators to ensure consistency between grade level/subject bands.

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Regional Teacher Leaders will become teachers on special assignment with the grant providing a substitute teacher for the year. They will receive professional development to help them assist teacher leaders and administrators implement the Regents Reform Agenda, including support of the change process using structures such as Professional Learning Communities.

Regional professional development will also include the topics of Systems to Support Distributed Leadership, the Change Process, Assessment, and Effective Teacher Evaluation to Support Improvement.

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