

## Strengthening Teacher and Leader Effectiveness 3 Program

### **Grantee Information:**

Grantee: **Orange-Ulster BOCES**

Consortium Members: **Chester UFSD, Port Jervis City SD**

### **Abstract:**

The development of career ladders differentiates achievement of professional educators and structures professional development supports; this allows for recognition and continuous positive evolution of pedagogical and leadership skills and orientations. Career ladders nurture professional identities as dynamic educators. Well-designed career ladders facilitate opportunities for teachers and leaders to stay in professional roles directly impacting student learning while developing their careers as professional educators.

Through this project Orange-Ulster BOCES will provide cross-district opportunities for teachers and principals to enact roles of leadership and vision. Those educators whose work has been documented as highly effective or in the upper range of effective on the teacher and leader effectiveness rubrics as well as on the local and state scores are poised to consider the challenges faced by those educators that scored as ineffective or developing or even the low end of effective. Our career ladder model, which we call Zones of Educator-Experience and Learning (ZEAL), allows teachers and principals who earned scores of effective and highly effective to volunteer for training in self-study of teacher and educator practices (S-STEP)/educator inquiry. Cochran-Smith and Lytle's (2010) research demonstrates that educators that are trained to engage in inquiry and self-study of classroom level practices are better able to increase achievement and drive school-wide reform. After engaging in inquiry, reflecting on, and researching effective practices in their own work as educators they will receive training in coaching those teachers and principals that scored ineffective, developing, and the low end of effective. This training will then focus the development of subject-based professional learning communities (PLCs). Experts and master staff developers will facilitate four teacher professional learning communities. One will focus on Science, Technology, Engineering, and Mathematics skills and concepts (STEM: S/C) and a second PLC will focus on Science, Technology, Engineering, and Mathematics language, including informational reading, academic vocabulary, writing using evidence, and research writing (STEM: L). A third PLC will

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focus on Humanities, Arts, and Social Studies skills and concepts (HASS: S/C) and a fourth PLC on Humanities, Arts, and Social Studies language, including reading fiction and informational text, academic vocabulary, writing using evidence, and research writing (HASS: L). Experts and master staff developers will also facilitate the four principal professional learning communities (PLCs). Mirroring the structure in the teacher professional learning communities, the principal communities will be focused on STEM: S/C, STEM: L, HASS: S/C, and HASS: L. In all four professional learning communities there will be expert-level training on assuring high levels of teaching and learning, supporting English Language Learners (ELLs) and students with disabilities (SWDs).

Teachers and principals that participate in the professional learning communities (PLCs) will be assigned to teachers and principals who scored in the ineffective or developing range of the teacher and leader effectiveness HEDI bands and volunteered for peer coaching. The ZEAL Program will facilitate interaction and instructional coaching sessions. Further, the ZEAL Program will help highly effective teachers and leaders to reflect on their practice and assess the impact they have on student learning. Using S-STEP and inquiry methods, both Professional Teachers, Teacher Leaders, Professional Principals, and Principal Leaders and the educators they coach and mentor can monitor the impact of evolving practice on student learning and achievement.

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