

Strengthening Teacher and Leader Effectiveness 3 Program

Grantee Information:

Grantee: **Wheatland-Chili Central School District**

Abstract:

STLE 3 continues and expands upon the activities funded by our STLE 1 grant. Our project will focus on the APPR process, which will include professional development (PD) around that process, using the data from the APPR process to make employment and development decisions, and using APPR Coaches to work with all teachers on the APPR process, with specific support for teachers who are identified as developing or ineffective.

This project addresses several gaps in the TLE continuum: Induction and Mentoring and Career Ladder (STLE 1 helped us establish an APPR Coaching program; STLE 3 will enable us to enhance these positions and to provide a new rung in the principal career ladder [Principal Leader]); and Evaluation, Professional Development/Growth, and Performance Management (STLE 1 gave us funds to provide teachers and administrators with training in the Danielson 2011 Framework for Teaching; STLE 3 will enable us to continue this training; in addition, the Framework provides us with objective data upon which we can make development and employment decisions).

The key to successful implementation of our new career ladder is professional development. We will provide PD to our teachers and principals on the Danielson Framework/Literacy and Learning Walks (Candi McKay and Jan Lutterbein, McKay Consulting); Cognitive Coaching through the Genesee Valley Region Teacher Center; Balanced Leadership - Mid-continent Research for Education and Learning (based on the work **School Leadership that Works: From Research to Results**, by Marzano, Waters, and McNulty), and Jim Bearden's **Relentless Search for Better Ways**.

Research by DuFour and Marzano indicates that the best way to improve the effectiveness of individual educators is to develop a results-oriented collaborative culture that is committed to building the collective capacity of a staff through shared responsibility and mutual

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accountability. The Wheatland-Chili STLE 3 grant is based on that concept and is focused on developing teacher and principal leaders to engage in ongoing job-embedded learning to support student learning at high levels.

We define High Needs Students as those who are not successful on the NYS assessments – those who score at levels 1 or 2, many of whom are students with disabilities. STLE 3 will help us continue and build upon the work we started with STLE 1, helping us to align all instructional resources to our vision of improved student learning for our High Needs Learners. We expect that our Rtl work and our focus on students with disabilities will lead to improved outcomes for high needs students. The student learning objectives (SLOs) are tied to student needs, and our evaluation process will enable us to determine how our STLE program has affected the growth of our high needs students.

Our **Goal** is for all of our teachers and both principals to be rated effective or highly effective within five years. Since we're a very small district, our high needs students are spread out among the entire student body; the more teachers we have who are effective or highly effective, the more likely it will be that our high needs students will benefit from their skills and expertise. Our **Objectives** are to assist our teachers and principals to improve their skills to become effective/highly effective, to extend the reach of highly effective and/or effective educators to more students through the new career ladder positions, to share instructional leadership tasks with highly effective and effective teachers through career ladder roles that include part-time coaching, and to share instructional leadership tasks with highly effective and effective principals through career ladder roles that include Principal Leaders.

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