

Strengthening Teacher and Leader Effectiveness Dissemination Grant:
Principal Leadership

Grantee Information:

Grantee: **Akron Central School District**

Abstract:

By carrying out the activities described in this proposal we will compliment the goals for the STLE-3 grant and address gaps. Through STLE-D, a lead principal will be selected to take on new roles and responsibilities and create a professional learning community for other principals. The position will play a leadership role in each school to develop and implement strategies that support the use of data to identify gaps, strengths and weaknesses to drive student-focused instructional decision-making. One lead principal will work with two administrators at the K-5 elementary school, and two administrators at the 6 – 8 middle school, to focus on the areas of instructional practices, data-driven decisions, essential elements of instruction and facilitation skills. The STLE-D lead principal will work with the non-STLE principal(s) and relevant stakeholders on a monthly basis in order to create a best practices “Toolkit” for teacher leaders and principal leaders. The “Toolkit” will feature necessary resources to ensure the plan of action is carried out with fidelity (e.g., will include model leadership behaviors within schools, best practices in cognitive coaching and peer mentoring, recommendations for conducting walk-throughs, formal observations and unannounced observations).

The lead principal will continue the work that began through STLE-3 by providing teacher and school building leaders mentoring and coaching support based on district and school level goals and objectives. The lead principal will co-facilitate walk-throughs in order to use student data and evidence-based observation information to improve teacher and student performance.

Inter-rater reliability within the Thoughtful Classroom Teacher Framework will be utilized to improve instructional practices and will increase the educator effectiveness and consistent follow-up of NYSED-aligned professional development, which will build district capacity for increased student achievement. The director of special education will focus in the area of ELA

and math specifically analyzing data relative to students with disabilities and economically disadvantaged students. Our revised TLE Continuum will also allow for the development of procedures to maximize utilization of our administrators through peer mentoring and professional development opportunities. Clinical supervision will be further enhanced with Thoughtful Classroom Teacher strategies using the same support systems. Professional development will be provided by Silver & Strong Associates and will include walk-throughs and watching classroom videos for inter-rater reliability and calibration.

Principals will help bring about a cultural shift by providing targeted, job-embedded supports for individual teachers and administrators, especially in the areas of literacy, APPR, and the Common Core (CCLS). With the support and leadership of teacher leaders and principal leaders, the district will take great steps to prepare educators for the shifts required by the CCLS, which will be evidenced by the increase in observation rubric scores as a result of lessons which incorporate higher-order thinking and enhanced student engagement.

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