

Strengthening Teacher and Leader Effectiveness Dissemination Grant:  
Principal Leadership

**Grantee Information:**

Grantee: **John W. Lavelle Preparatory Charter School**

**Abstract:**

**Lavelle Prep Transparency Dissemination Project**

The Transparency in Management process has been widely recognized as a key attribute of organizations of all types in which staff engagement, morale, and productivity are high. Lavelle Prep has developed a number of structures which have contributed to high transparency, enabling Lavelle Prep to be a pioneer among New York State charter schools in implementing a career ladder for teachers and principals based on an approved APPR. Lavelle Prep proposes to share its experience with other schools, especially other charter schools. While the project provides participants' schools with the opportunity to examine some potentially valuable innovations and to lay the groundwork for a collaborative change process, most fundamentally, the project initiates a process of engagement of leaders and faculty around critical issues which frequently stir antagonism.

Participants in the process will examine three critical issues in human resource management: teacher observation and evaluation, comprehensive performance review evaluation, and performance based compensation. Each unit will begin with a one-day seminar in which participating leaders reflect on the challenges of introducing the innovation in their school. With support and coaching from the project, each leader will engage his/her faculty in a discussion of the challenge. The participants as a group will then reconvene to share the results of their faculty dialogue. For instance, the first module on teacher evaluation will begin with an introduction to the Danielson methodology and its evolution at Lavelle Prep as a peer-review process. Participants will directly experience the Lavelle process. Their design for introducing the process to their own faculty might include visits for their faculty to Lavelle Prep to see for themselves or presentations to faculty groups by Danielson trainers or by Lavelle Prep faculty.

These experiences will provide the basis for faculty discussion in each school. The module concludes with leaders sharing what they have learned through this process of faculty engagement. Is there something in this which might be useful in their schools? And what has this experience been like for the leader and the faculty?

The second module will focus on the development of an APPR and the third on the development of a career ladder. The project will also provide bonus opportunities for the participants to observe the Lavelle Prep Recruit-Train-Hire induction process as well as the mid-year faculty retreat. Both are vital illustrations of Lavelle Prep's approach to transparency. As an additional bonus, a series of seminars will be offered for trustees of participating charter schools introducing them to both the challenges of transparency and the issues of human resource management and planning.

Lavelle Prep founding Principal Evelyn Finn, with support from other members of the Lavelle Prep leadership team including participants in the STLE-1 grant, will work with participants and their team to explore each unit. Participating principals will receive a per diem and a travel allowance.

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