

Sample Dissemination Activities

Please see below for possible examples of dissemination activities that may be proposed in an applicant's STLE-D application. **These are hypothetical and illustrative only and are provided to assist applicants considering applying for this grant.** It is not expected that an applicant would propose to complete all of the dissemination activities listed below, as NYSED understands that each program will vary in its scope dependent upon the unique needs of the proposed partnership/consortium.

Example Grantee A:

- Teacher Leaders and administrators have helped to bring about a cultural shift for Grantee A's district 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 has taken great steps to prepare educators for the shifts required by the Common Core, which is evidenced by the increase in rubric scores due to the observation of lessons that incorporate higher-order thinking and enhanced student engagement.

Possible Dissemination Activities:

- Under STLE-D, Grantee A's Principal Leaders will work with their district's Teacher Leaders to create a series of webinars highlighting the targeted supports necessary to bring about a cultural shift. These webinars will be made available to the partner district. Additionally, these webinars will be provided to the State's TLE Office for distribution to others across the State.
 - The STLE Principal Leaders will provide support to the non-STLE principal(s) and relevant stakeholders as a needs assessment and action plan is completed for the non-STLE district. The needs assessment will identify what current targeted supports are required within the district and create an appropriate plan of action including, but not limited to goals, measurable outcomes, roles and responsibilities, workplan/time line and communication plan.
 - The STLE-D Principal Leaders 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, design recommendations for conducting Focus Walks).
- Grantee A's Lead Principals will continue the work that began through STLE 1 by providing teacher and school building leaders mentoring and coaching support based on district and school level goals and objectives. The Lead Principals will co-facilitate Focus Walks in order to use student data and evidence-based observation information to improve teacher and student performance.

Possible Dissemination Activities:

- The STLE principal(s) will facilitate monthly Professional Learning Communities (PLCs) with non-STLE principal(s) and future principals (teacher leaders), concentrating on

Focus Walks based on the implementation of the Common Core-aligned instructional shifts. PLCs will take place both via Skype and in-person in order to better prepare teacher and school leaders to provide evidence-based feedback to teachers and novice principals.

- The in-person PLCs will allow for the STLE principal(s) to lead Focus Walks and provide non-STLE principal(s) and future principals (teacher leaders) with job embedded professional development. The STLE principal(s) will open their building(s) to non-STLE principal(s) to model and de-brief best practices in the conduction of Focus Walks. These sessions will be facilitated and videotaped by outside experts from BOCES and the videos will be made available for future use and dissemination.
 - Under STLE-D, Grantee A's principal(s) will support the non-STLE principal(s) and teacher leader team(s) as they work to create and implement a Teacher Leader Focus Walk blueprint for their school(s). Based on evidence collected during the Focus Walks, the outside expert from BOCES will work with the partners to provide further educator supports and to develop content for students.
- Grantee A's district leadership team developed a cohesive vision for change through a system-wide understanding of the alignment among strategic Teacher and Leader Effectiveness initiatives and student performance outcomes. In doing so, the district has successfully responded to individual school needs and engaged in a system-wide model of professional learning to build and retain high performing educators.

Possible Dissemination Activities:

- Under STLE-D, Grantees A's district leadership team will work with non-STLE district leadership teams and principals to create a blueprint for the redesign of jobs, roles, and schedules in order to successfully implement new career pathway structures for high performing teachers and principals. This work may include, creating specific career pathway positions (e.g., Professional Development Leader, Content Developer, Turnaround Initiative Leader, Educator Consultant, Common Core Ambassador, APPR Liaison, etc.), crafting job descriptions to reflect the specific career pathway positions, determining roles and responsibilities for each position and/or supports necessary in order for the educator to be successful in their enhanced leadership role.
- The STLE district leadership team and Principal Leader(s) will provide consultancy support on ways in which the non-STLE district leadership team and principal(s) can, through the career pathways structure, build a system-wide culture based on high expectations, respect and accountability for exemplary performance. This guidance will include the shared development of a vision, measurable goals and outcomes, plans for retention of top performers, and a sustainability plan for career pathways that will last beyond the scope of Race to the Top.

Example Grantee B:

- Grantee B's STLE district recognized the importance of home-school partnerships and the complexity involved in growing and nurturing this type of relationship across a district. The district is continuously working to enhance family engagement through the STLE grant and teacher leadership opportunities, namely through Parent Academies led by Teacher Leaders under the direction of principals and the district leadership. The Parent Academies had a

particular focus on reflecting what the Common Core looks like in practice and sessions were translated in multiple languages to ensure accessibility to all families within the district. Teacher and Principal Leaders successfully engaged families as partners in education through a year-long series of sessions that were divided by grade levels (K-2, 3-5, 6-8, 9-12). The sessions provided families an opportunity to ask questions and explore Common Core-aligned materials and resources in a hands-on, authentic manner.

Possible Dissemination Activities:

- Under STLE-D, Grantee B's Teacher and Principal Leaders will participate as speakers and expert facilitators at the non-STLE principal(s) school(s)/district with the specific focus on successful practices around family engagement and the implementation of Parent Academies.
- The STLE principal(s) and Teacher Leaders will work with the non-STLE principal(s) and teacher leaders to reflect upon current family engagement efforts, identify areas of strength and areas that could be enhanced, and strategically plan possible next steps for strengthening the home-school connection at the district, building, and/or classroom level. Guidance might include ways in which to overcome language barriers, appropriate resources to enhance an educator's awareness of cultural differences, and/or common barriers of family engagement.
- The partnership will work with BOCES to develop a video/webinar series aimed at families demonstrating the instructional shifts and providing homework help tips for families and students.

Example Grantee C:

Grantee C's STLE BOCES-led consortium program was uniquely designed to increase the impact of teacher and leader effectiveness in ten of its component school districts with the creation of both regional and district leader career ladder positions. Grant initiatives are allowing for principals to:

- Create a network of Principal Leaders to help their regional colleagues support the implementation of the Common Core, Data Driven Instruction, and Effective Teacher Evaluations within their districts and school buildings.
- Develop coaching relationships with a district principal coach from each component district. This cohort will enhance their understanding of best practices as an instructional leader that can be turned key by the district principal coach to their peers in their district.
- Build on regional professional development that focuses on the Common Core and Data Driven Instruction so that Principal Leaders can enhance their capacity to improve achievement at the school building level.
- Mentor new and early career principals throughout the region.

Possible Dissemination Activities:

- Under STLE-D, Grantee C's BOCES is proposing to work with remaining non-STLE component districts and new principals in the existing component districts to create a similar model of regional principal leadership to extend the reach of its most effective principals beyond their building as well as their district. The STLE Grantee's regional principal coaches will share their practices with non-STLE principals and teacher leaders who are on principal leadership pathways via a monthly Professional Learning Community (PLC).

- Grantee C's principals, in collaboration with the non-STLE principals and teacher leaders, will also design a new principal orientation and a year-long new principal induction program, prioritizing content as needed. BOCES will support the development and execution of the content of these sessions and coordinate and host all sessions. Principals across the STLE-component districts and the non-STLE component districts will receive a needs assessment conducted by an external partner to determine the necessary focus areas of the induction program.
- Principals across the STLE-component districts and non-STLE component districts will meet quarterly to share resources, including curriculum and assessments, and to receive coaching from BOCES and/or external partners on specific teaching and learning challenges.
- Principals across the STLE-component districts will open up their school buildings to the non-STLE district principals and teacher leaders to model best practices and prepare protocol documents that highlight areas of success/best practice that others might observe. BOCES will develop a video series to highlight some of these best practices for further dissemination.
- Grantee C's principals will establish and maintain a 1:1 mentoring relationship with first or second year non-STLE principals. Mentoring activities might include, monthly conversations by phone and/or Skype to address challenges and/or needs, opportunities for the non-STLE principal to visit the STLE-principal's school/district in order to observe best practices, the non-STLE principal receives job-embedded professional development in order to better lead high-quality, rigorous, student-centered instructional programs.

Example Grantee D:

- Grantee D's STLE program has formed a partnership with an external vendor which has allowed for principals to receive targeted professional development support with implementing APPR and to build capacity of its Teacher Leaders as peer observers. Principals and Teacher Leaders are receiving monthly professional development in observation calibration. This targeted support has ensured principals and Teacher Leaders are receiving the support and training necessary to complete effective teacher evaluations. School building and Teacher Leaders will expand their reach by participating in mentoring and job embedded professional development with new staff. This will be encouraged by incentivized pay and the opportunity to receive one-on-one expert coaching. More than 1/3 of the principals and Teacher Leaders in Grantee D's district will be new or new to their positions in this next school year.

Possible Dissemination Activities:

- Under STLE-D, Grantee D's principals and Teacher Leaders on principal pathways will partner with new, non-STLE principals and teacher leaders on principal pathways within the district to undergo shared calibration sessions and all principals and Teacher Leaders on principal pathways will receive one-on-one expert coaching on evidence-based observations from an external partner.
- Grantee D's principals will serve as a demonstration site for their partner to visit to receive technical support in setting-up and implementing the systems necessary for effectively completing teacher observations and coaching. STLE principals will serve as expert consultants to all new, non-STLE principals.

- The STLE principal(s) will visit the buildings of the partnering principals on a regular basis in order to provide feedback and job embedded professional development to support how the new, non-STLE principal(s) carries out the observation and feedback process. The STLE Teacher Leaders will visit the classroom of the partnering, new teacher leaders on a regular basis in order to provide feedback and job embedded professional development to support how the new, non-STLE teacher leaders carry out the peer observations and feedback process.
- Grantee D's principals will extend their mentoring to any new, non-STLE partner teacher leaders on principal pathways. Activities might include evaluation calibration sessions, effective ways in which to use informal and formal observation data, the use of video as a tool to facilitate coaching and mentoring, providing supports to unique learners (ELLs and students with disabilities), communication and coaching strategies to better inform an educator's understanding of the evaluation process.