

**THE MASTER TEACHER LEADER FELLOWSHIP PROGRAM:  
A GUIDE FOR MASTER TEACHER LEADERS  
IN THE BALLSTON SPA CENTRAL SCHOOL DISTRICT**



**2014-2015 Master Teacher Leaders/Instructional Coaches**

- Courtney Perez, K-2 Literacy
  - Cailin Rabideau, K-2 Math
- Christine Santandrea, 3-5 Literacy
  - Amy Sheft, 3-5 Math
  - Alison Paley, 6-11 Literacy
- Jennifer Callender, 6-11 Math

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## **INTRODUCTION**

Congratulations on becoming a Master Teacher Leader in the Ballston Spa Central School District! While you are certainly already an exceptional teacher, this role is designed to be as transformative and enriching for you as it will be for the colleagues you will work with each day.

One facet of this role includes a focus on your own growth. For that reason, we have tailored professional development experiences to meet your needs and provide support throughout the fellowship program.

The other facet of your role includes instructional coaching in one of the following areas:

- K-2 Literacy
- K-2 Math
- 3-5 Literacy
- 3-5 Math
- 6-11 Literacy
- 6-11 Math

This program, and the grant which enables it, has several specific goals and objectives...

## **ABOUT OUR STRENGTHENING TEACHER LEADERSHIP EFFECTIVENESS (STLE) GRANT**

*In our grant, we defined Master Teacher Leaders and their role in the following way:*

Shulman (2004) claimed that distinguished teachers are critical of their own practice, self-reflective, skilled in best practices, and knowledgeable in their content areas. Master Teachers, therefore, should have the ability to not only leverage a variety of resources, but contribute to and impact their learning community beyond their classroom. In our district, we would expect our Master Teachers to participate in a Master Teacher Fellowship. Through this fellowship, the Master Teachers would participate in intensive professional development targeted at enriching their content-area knowledge and enabling them to effectively coach other teachers. They would be involved in providing professional development opportunities which are tailored to teacher needs, co-teaching with colleagues, offering instructional coaching, providing data analysis, and assisting teachers in analyzing student data and using that data to drive instruction. Master Teachers would also be expected to participate in district-level shared decision making teams, such as district-wide DDI teams, the Professional Development Committee, the Comprehensive District Educational Planning Committee, the Common Core ELA Committee, and the Common Core Math Committee. As such, they would contribute to a range of district decisions and would be integral in both shaping and creating the direction of curriculum, instruction, assessment, and staff development. Their contributions would be sustained beyond their fellowship experience, especially through continued professional development offerings and their ongoing inclusion in district-wide decision making groups.

The overarching goal of this position is to provide Master Teachers with an opportunity to impact their learning communities beyond their own classrooms. Other goals and objectives:

- Extend the reach of highly effective and/or effective educators to more students through the Master Teacher Fellowship program and the contributions of Master Teachers
  - Increase the percentage of students performing at grade level in ELA and Math on both state and I-Ready measures by a minimum of 5%.
- Share instructional leadership tasks with master teachers through the Master Teacher fellowship program
  - Increase the percentage of proficient and distinguished ratings that Novice teachers receive on the Charlotte Danielson observation Rubric by at least 5%.
  - Increase the number of professional development sessions instructed by Master Teachers

*The job description posted for this position...*

## **JOB DESCRIPTION**

### **TITLE: Master Teacher Leader**

1 K-2 ELA/Literacy Coach

1 K-2 Math Coach

1 3-5 ELA/Literacy Coach

1 3-5 Math Coach

1 6-11 ELA/Literacy Coach

1 6-11 Math Coach

**JOB TYPE:** Certified, Grant Funded, One Year (Temporary)

**SCHEDULE:** 186 days, plus 8 days of summer professional development

### **MINIMUM QUALIFICATIONS:**

- Classroom teaching experience in related content area
- Five years teaching experience
- Effective or highly effective status
- Knowledge of the Charlotte Danielson APPR rubric
- Knowledge of the Ballston Spa Graduation Competencies
- Thorough understanding of the Common Core Standards and shifts
- Effective communicator with the ability to collaborate with and inspire colleagues with diverse perspectives and teaching styles
- Utilization of and an interest in innovative best practices
- Love of learning and teaching
- History of contribution to the school community and the field of education

**REPORTS TO:** Coordinator of Common Core Standards

**SUPERVISES:** N/A

**ROLE DEFINITION:** The Master Teacher Leader is a collegial resource who provides job-embedded professional development to staff in an effort to enhance and expand a repertoire of strategies that can be used to support student achievement across content areas.

### **RESPONSIBILITIES:**

- Model and co-teach lessons, visit classrooms, view instruction, and engage in reflective discussion with classroom teachers
- Work directly with teachers in classrooms and provide collegial support as well as mentorship in each subject/discipline (non-evaluative)
- Evaluate, along with the teacher, student learning to determine appropriate instructional planning
- Provide resources and materials to teachers/staff
- Provide professional development for colleagues
- Analyze and distribute data from a range of assessments
- Work directly with students in certain classrooms to provide instruction and increase understanding of taught concepts
- Engage in ongoing professional development to study, research, and reflect upon researched and research-based best practices to share with all staff
- Attend and contribute to building and district-wide data team meetings
- Attend team meetings to contribute to professional dialogue
- Become a member of building, district, and regional committees
- *Other duties may be assigned*

## WHAT IS INSTRUCTIONAL COACHING?

The responsibilities outlined in the posted job description describe what you will do as an instructional coach. However, these cannot fully explain what coaching is.

*Consider the following coaching-related quotes:*

- What makes a good coach? Complete dedication. –*George Halas*
- A coach is someone who can give correction without causing resentment. –*John Wooden*
- Make sure that team members know they are working with you, not for you. –*John Wooden*
- Leadership, like coaching, is fighting for the hearts and souls of men and getting them to believe in you. –*Eddie Robinson*
- Either love your players or get out of coaching. –*Bobby Dodd*

As a coach, you are not an evaluator or a supervisor. As stated in the job description, those who fill this role are defined as “...a collegial resource who provides job-embedded professional development to staff in an effort to enhance and expand a repertoire of strategies that can be used to support student achievement across content areas”.

For a coach, communication and collaboration skills are just as important as instructional knowledge because it is these skills that successfully relay information.

A beneficial frame of reference for the approach of a coach is Art Costa’s *Habits of Mind*. The 16 Habits of Mind identified by Costa and Kallick include:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humor
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

Costa was also the co-creator of another valuable resource for teacher leaders, “Cognitive Coaching”. This approach assumes that all individuals are capable of change and growth, that “teaching cannot be reduced to a formula or recipe” which will work for everyone, and that teachers’ complex thought processes regarding instruction can be both accessed and enriched by quality coaches.

According to Costa, coaches should have three main goals as they work with teachers:

1. Trust – “trust in the process, trust in each other, and trust in the environment.”
2. Learning – which “requires an engagement of and transformation of the minds”
3. Development of Cognitive Autonomy – the ability to “self-monitor, self-analyze, and self-evaluate”.

Five “non-judgmental meditational competencies” enable coaches to reach their goals. These include:

1. Carefully constructed questions which both engage and prompt reflection
2. Paraphrasing
3. Prompting deep, detailed thinking
4. Silence (listen...)
5. Data analysis

“Cognitive Coaching” is a resource which provides practical coaching tools. At the same time, it employs non-judgmental, non-evaluative methods which serve as a model for a coaching philosophy.

*Access the full reading here:*

“Cognitive Coaching: A Strategy for Reflective Teaching”:

<http://csuscognitivecoachingflc.wikispaces.com/file/view/Costa-Garmston-->

[Cognitive+Coaching+p+90-95.pdf](http://csuscognitivecoachingflc.wikispaces.com/file/view/Costa-Garmston--Cognitive+Coaching+p+90-95.pdf)

Another useful resource is “The Art Costa Centre for Thinking”: [www.artcostacentre.com](http://www.artcostacentre.com)

### **WHO WILL I WORK WITH?**

As a literacy or math coach, there are many opportunities to work with teachers from all content areas and specialties. This is especially true when working with teachers who specialize in one content area at the secondary level or through elementary departmentalization. Coaches are encouraged to promote coherence, common strategies, and best practice throughout the district. However, each coach has a “focus group”:

<b>Instructional Coach</b>	<b>Focus Group</b>	<b>Approximate Number of Teachers*</b>
K-2 Literacy	K-2 Classroom Teachers K-2 Co-Teachers	50
K-2 Math	K-2 Classroom Teachers K-2 Co-Teachers	50
3-5 Literacy	3-5 Classroom Teachers 3-5 Co-Teachers	45
3-5 Math	3-5 Classroom Teachers 3-5 Co-Teachers	45
6-11 ELA	6-11 ELA Teachers 6-11 ELA Co-Teachers	30
6-11 Math	6-11 Math Teachers 6-11 Math Co-Teachers	30

\*You will be provided with an exact list of teachers within your focus group. Building principals can assist by providing teacher schedules at the beginning of the school year.

## **NEXT STEPS**

*What are my goals? What should I promote? What do I need? What steps should I take?*

As mentioned, our STLE grant outlines specific goals which are related to the work of Master Teacher Leaders. Art Costa, through his “Cognitive Coaching” approach, claims the most “profound” goal of coaching is cognitive autonomy. Therefore, cognitive autonomy is not only a goal, but a coach’s mission. Our work aims to “modify teachers’ capacities to modify themselves” through the development of self-monitoring, self-analysis, and self-evaluation (Costa & Garmston, p. 3). What exactly should be at the forefront of a teacher’s mind during such self-reflection? In every classroom and through every lesson, the district has tasked educators with not only providing students with vital content knowledge, but to foster the “4Cs”: critical thinking, collaboration, communication, and creativity.

This is clearly articulated in the district’s vision and mission and woven through our core values, goals, and priorities. These guide the work of instructional coaches as they support both students and colleagues:

### **Our Mission:**

The Ballston Spa Central School District is committed to providing an excellent education that maximizes the potential of each student. In partnership with the family and community, our students will become responsible and well-rounded adults.

### **Our Vision:**

The Ballston Spa Central School District will be a place where excellent education is provided for all students, supported by a community that is active in the educational process, both at home and in the schools. As a result of high expectations and rigorous programs, students will be challenged to work hard and learn well. We will stand out among neighboring schools for our unique ability to meet the diverse educational needs of our students.

As a district, we continually promote 21<sup>st</sup> Century Skills ([www.p21.org](http://www.p21.org)). This framework outlines the integration of “interdisciplinary themes” across content areas. These include global awareness, as well as financial, economic, business, entrepreneurial, civic, health, and environmental literacy. It also recognizes that student knowledge and skills must be applicable to an ever-changing world, which calls for an educational focus beyond specific disciplines to life and career skills as well as information, media, and technology skills. The “4Cs” are a critical element of a student’s educational experience.

The Ballston Spa Central School District’s Graduation Competencies, as well as the district’s yearly goals and priorities, closely align with the framework provided by “The Partnership for 21<sup>st</sup> Century Skills”. These direct our work and provide a vision for the educational experience we aim to offer students:

## **Nine Graduation Competencies and 21st Century Skills:**

### **Effective Communicators:**

#### *Students will...*

- use and respond to a variety of methods and mediums (written, oral, and electronic).
- express knowledge, thoughts, feelings, and perceptions.
- recognize and respond appropriately to an array of purposes and audiences.

### **Academically Skilled:**

#### *Students will...*

- interpret learning outcomes.
- acquire and sustain a general knowledge of and express appreciation for varied disciplines.
- use a variety of resources to investigate, acquire, and apply information.

### **Critical Thinkers:**

#### *Students will...*

- employ effective decision-making processes to evaluate, interpret, and apply information from multiple perspectives and sources.

### **Skilled Information Managers:**

#### *Students will...*

- identify, extract, manipulate, and evaluate information.
- use a variety of technological and informational resources.

### **Productive Workers:**

#### *Students will...*

- contribute individually or as a member of a team for a positive outcome.
- take responsibility for behavior in relation to “workplace” expectations.
- demonstrate the skills needed to succeed professionally.

### **Personally and Interpersonally Skilled:**

#### *Students will...*

- recognize, value, and appreciate the perspectives and strengths of self and others.
- work cooperatively, independently, and effectively.

### **Responsible Citizens:**

#### *Students will...*

- demonstrate ongoing civic involvement in global and local communities.

understand and respect the worth and dignity of all individuals and cultures.

### **Self-Directed Learners:**

#### *Students will...*

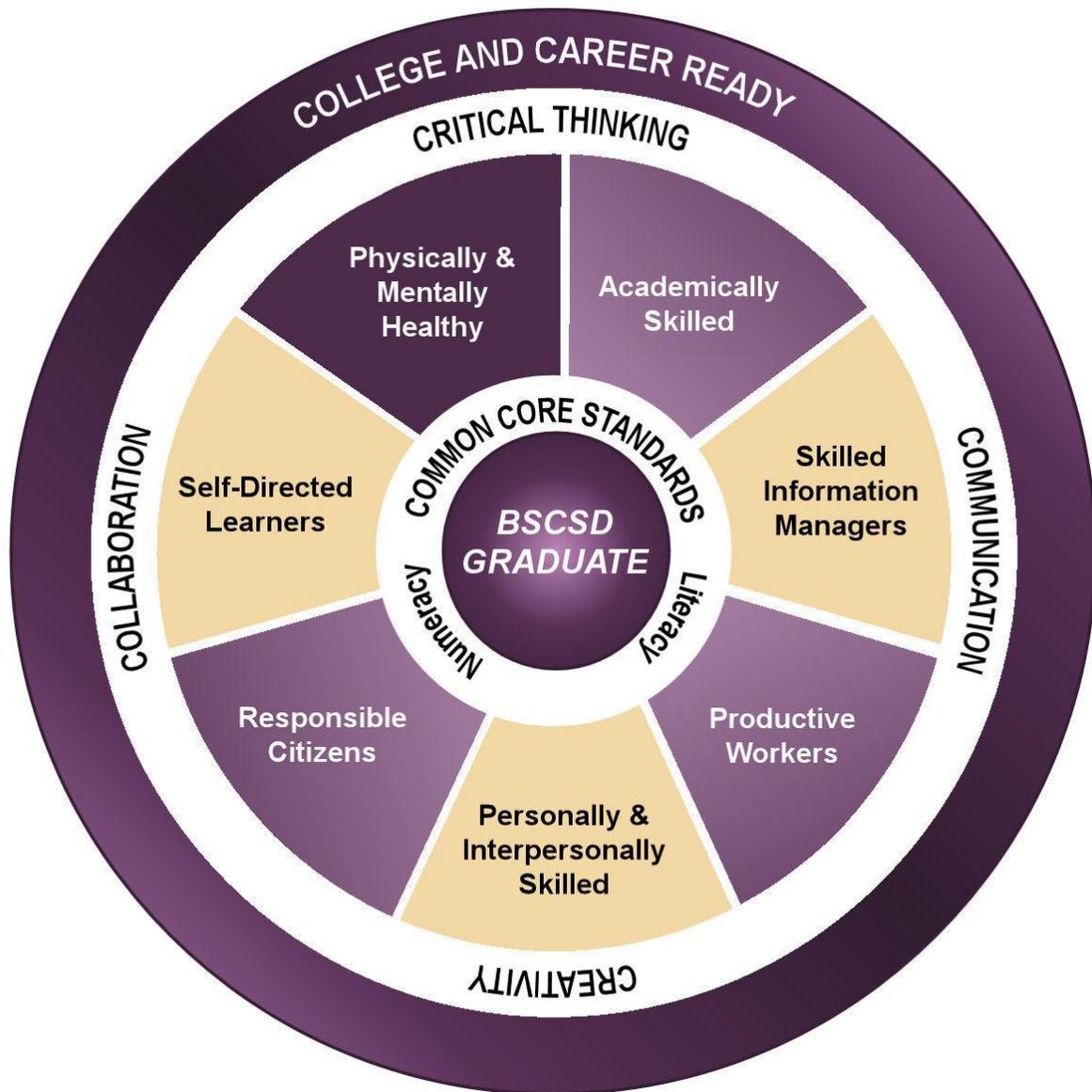
- take responsibility for lifelong learning by pursuing knowledge independently and persistently.

### **Physically and Mentally Healthy:**

#### *Students will...*

- develop an awareness of self and practice habits necessary for a healthy lifestyle.

The following graphic shows the interconnectedness of our work and demonstrates that our efforts – the goals we support and the educational practices we endorse – are driven by a student-centered vision.



With this in mind, we will consistently revisit how instructional coaching promotes our shared vision, maintains the development of cognitive autonomy in educators, and contributes to the essential skills students need to reach their potential beyond their time within our district.

The district has a structure in place to support you as you support others. For example, you will become well-versed in the district's technology initiatives and resources, such as the components of a blended learning environment, which will give you the ability to support colleagues as they provide their students with beneficial technological experiences and skills. Resources already in place on Scottie Net detail the connections between the P21 Framework, the BSCSD Graduation Competencies, and the Common Core Standards. These documents demonstrate that the standards are supportive, interrelated components of our greater vision. We also focus upon instructional approaches that promote the 4Cs and require students to be active participants in their own learning.

Logistical details, coaching techniques, and common strategies will also be shared during our summer professional development days. Some of the topics we will cover:

- Records
- Progress Monitoring: How will I know if my coaching is effective?
- Planning (with teachers and as a coach)
- Creating goals: Evaluations for Coaches
- Time Management: Creating a Schedule
- Coaching Techniques
  - Building relationships
  - Fostering reflection and providing feedback
  - Observations, model lessons, and co-teaching
- Instructional Technology
  - Initiatives
  - Blended Learning
- DDI
  - Assessment Analysis
  - Tailoring Instruction
  - Differentiation
  - Utilizing Multiple Measures
- Specific Strategies, such as...
  - Denise Nessel's *Thinking Strategies for Student Achievement*:  
[http://books.google.com/books/about/Thinking\\_Strategies\\_for\\_Student\\_Achievement.html?id=t7ogtG5jhLwC](http://books.google.com/books/about/Thinking_Strategies_for_Student_Achievement.html?id=t7ogtG5jhLwC)
  - Protocols: <http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>
  - Others:  
[http://courseweb.hopkinsschools.org/pluginfile.php/57449/mod\\_folder/content/0/Learning\\_and\\_Teaching\\_Strategies.pdf?forcedownload=1](http://courseweb.hopkinsschools.org/pluginfile.php/57449/mod_folder/content/0/Learning_and_Teaching_Strategies.pdf?forcedownload=1)

## PROFESSIONAL DEVELOPMENT

Over the summer, there will be an opportunity to discuss the professional development sessions you'd like to offer. It is expected that each coach provide at least one after-school offering each month. This does not include department/committee/faculty meetings or other school-day obligations. Like instruction, these opportunities should be tailored to faculty needs.

You are also provided with a great deal of professional development. You are encouraged to continue attending sessions through My Learning Plan and to seek out learning opportunities that meet your professional interests and benefit your growth. The following professional development will be provided to support you in your new role as a Master Teacher Leader and instructional coach during our 8 summer professional development days:

Title & Dates	Intended for...	Description
<b>ISA – X Workshop</b>  4 days: July 14-17	K-2 Literacy	Drs. Donna Scanlon and Kimberly Anderson of the Child Research and Study Center provide extensive and job-embedded professional development (PD) focused on implementation of the Interactive Strategies Approach (ISA) within a Response to Intervention (RtI) context. Summer 2014 sessions for teacher leaders will utilize a blended approach, with both face-to-face and online sessions. The series will begin with a 4-day intensive institute held in Albany, New York. Teachers will then engage in self-paced study of the remainder of the content, accessing both recorded and downloadable materials through the project website. Two interactive webinars, of two hours each, will be held later in the summer to highlight key concepts in the self-paced content and to address any questions/concerns of the group.
<b>Dawn Castle &amp; Anne Miller</b>  3 days: TBD	All coaches	Dawn Castle and Anne Miller have extensive experience as literacy coaches, have written curriculum, and have provided professional development sessions on a regional level and at national education conferences. This summer, they will provide a one-day session focused upon coaching which will highlight their experience, integrate best practice for coaches, and provide coaching strategies and techniques. They will also spend two days with the elementary literacy coaches to discuss content and will serve as an ongoing resource for all of us throughout the year.
<b>Heidi Bromley &amp; Susan Marks</b>  Fractions: July 1-2  Algebra II: August 4-5  2 days	All Math Coaches	Heidi Bromley and Susan Marks are Math Specialists from Questar III who have gained regional recognition for their quality professional development and coaching. This summer, our math coaches will attend sessions with Heidi and Susan. They will also be available throughout the school year to offer continued support.  <b>Teaching for Conceptual Understanding: Fractions (K-2 &amp; 3-5 Math Coaches):</b> A two-day workshop examining the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on fractions. Day 1 participants will explore the changes in the language and the focus of the new standards. They will examine how to use existing resources to help students meet the expectations for the content

throughout school year - TBD		<p>domains of the Common Core. Day two is the Capacity Builder for Trainers where trainers will receive materials and training in providing the workshop within their own district.</p> <p><b>Algebra II Institute (6-11 Math Coach):</b> This two day Algebra II Institute will focus on the implementation of CCLS standards as outlined in the PARCC framework and detailed in <a href="#">A Story of Functions</a>. Changes in content and practices from previous NYS performance indicators and content/process strands will be identified and explored in depth. Topics will include...</p> <ul style="list-style-type: none"> <li>• Hands on investigations of <i>NEW</i> added concepts</li> <li>• Curriculum design and implementation</li> <li>• Classroom ideas, materials and on-line resources</li> <li>• Investigation of <a href="#">A Story of Functions</a> and related modules</li> <li>• How CCLS Algebra and Geometry build foundational concepts</li> </ul>
<p><b>NY NTI Conference</b></p> <p>2 days: July 7-8</p>	<p>6-11 Literacy</p> <p>6-11 Math</p>	<p>Network Teams and Network Team Equivalents are New York State's vehicle for implementing the reforms associated with Race to the Top and the Regents Reform Agenda. They are 3-15 person teams located around New York State (about 800 individuals total), who work in close partnership with districts and schools to build the capacity of New York educators around our three school-based initiatives: The Common Core State Standards, Data Driven Instruction, and Teacher–Leader Effectiveness. NTI conferences will also be offered in October and December of 2014. Focus sessions – 9-12 ELA Modules; 6-12 Math Modules</p>
<p><b>Networking Opportunity</b></p> <p>1 day: August 21<sup>st</sup></p>	All Coaches	<p>Join us for a day filled with energy and inspiration as we network with educators from various fields of education to explore the untapped potential of teacher leadership. Keynote: National Expert Nancy Flanagan EdWeek Blogger of Teacher In A Strange Land Michigan Teacher of the Year National Board Certified Teacher Featured Speakers: Dr. Stephen Danna and Dr. Jill Harrison-Berg</p>
<p><b>Inquiry By Design</b></p> <p>2 days: July 14-15</p>	All Coaches	<p>Inquiry By Design will return this summer to provide both elementary and secondary professional development. Intermediate, middle school, and high school teachers and coaches will be invited to attend these sessions.</p>

**Summer 2014 Professional Development Calendar for Instructional Coaches**

**8 Summer Days:**

K-2 Literacy C. Perez	<ul style="list-style-type: none"> <li>▪ 4 days with Donna Scanlon – July 14-17</li> <li>▪ 2 days with Dawn Castle &amp; Anne Miller (Content) - TBD</li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>
3-5 Literacy C. Santandrea	<ul style="list-style-type: none"> <li>▪ 3 days with Dawn Castle &amp; Anne Miller (Coaching &amp; Content)- TBD</li> <li>▪ 2 days of IBD training – July 14-15</li> <li>▪ 1 day Teacher Center Session – August 21<sup>st</sup></li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>
6-11 Literacy A. Paley	<ul style="list-style-type: none"> <li>▪ 2 days at the NTI Conference – July 7-8</li> <li>▪ 2 days of IBD training – July 14-15</li> <li>▪ 1 day Teacher Center Session – August 21<sup>st</sup></li> <li>▪ 1 day with Dawn Castle and Anne Miller (Coaching) - TBD</li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>
K-2 Math C. Rabideau	<ul style="list-style-type: none"> <li>▪ 2 day Fraction Workshop with Heidi Bromley and Susan Marks – July 1-2</li> <li>▪ 2 days IBD training – July 14-15</li> <li>▪ 1 day Teacher Center Session – August 21<sup>st</sup></li> <li>▪ 1 day with Dawn Castle and Anne Miller (Coaching) - TBD</li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>
3-5 Math A. Sheft	<ul style="list-style-type: none"> <li>▪ 2 day Fraction Workshop with Heidi Bromley and Susan Marks – July 1-2</li> <li>▪ 2 days IBD training – July 14-15</li> <li>▪ 1 day Teacher Center Session – August 21<sup>st</sup></li> <li>▪ 1 day with Dawn Castle and Anne Miller (Coaching) - TBD</li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>
6-11 Math J. Callender	<ul style="list-style-type: none"> <li>▪ 2 days NTI Conference – July 7-8</li> <li>▪ 2 days IBD training – July 14-15</li> <li>▪ 2 day Algebra II Institute with Heidi Bromley and Susan Marks – Aug 4-5</li> <li>▪ 1 day in district with V. Karas/J. Lovett - TBD</li> <li>▪ 1 planning day - TBD</li> </ul>

## Summer 2014 Calendar

**Calendar Key:**

K-2 Literacy (C. Perez)

3-5 Literacy (C. Santandrea)

6-11 Literacy (A. Paley)

K-2 Math (C. Rabideau)

3-5 Math (A. Sheft)

6-11 Math (J. Callender)

JULY 2014						
S	Monday	Tuesday	Wednesday	Thursday	Friday	S
		1 <b>Math Fractions Workshop:</b> 3-5 Math (A. Sheft) K-2 Math (C. Rabideau)	2 <b>Math Fractions Workshop:</b> 3-5 Math (A. Sheft) K-2 Math (C. Rabideau)	3	4	
	7 <b>NTI Conference:</b> 6-11 Literacy (A. Paley) 6-11 Math (J. Callender)	8 <b>NTI Conference:</b> 6-11 Literacy (A. Paley) 6-11 Math (J. Callender)	9	10	11	
	14 <b>ISA-X Workshop:</b> K-2 Literacy (C. Perez)  <b>IBD Sessions:</b> 3-5 Literacy (C. Santandrea) 6-11 Literacy (A. Paley) K-2 Math (C. Rabideau) 3-5 Math (A. Sheft) 6-11 Math (J. Callender)	15 <b>ISA-X Workshop:</b> K-2 Literacy (C. Perez)  <b>IBD Sessions:</b> 3-5 Literacy (C. Santandrea) 6-11 Literacy (A. Paley) K-2 Math (C. Rabideau) 3-5 Math (A. Sheft) 6-11 Math (J. Callender)	16 <b>ISA-X Workshop:</b> K-2 Literacy (C. Perez)	17 <b>ISA-X Workshop:</b> K-2 Literacy (C. Perez)	18	
	21	22	23	24	25	
	28	29	30	31		
AUGUST 2014						
S	Monday	Tuesday	Wednesday	Thursday	Friday	S
					1	
	4 <b>Algebra II Institute:</b> 6-11 Math (J. Callender)	5 <b>Algebra II Institute:</b> 6-11 Math (J. Callender)	6	7	8	
	11	12	13	14	15	
	18	19	20	21 <b>Teacher Leaders: Part of the Solution</b> 3-5 Literacy (C. Santandrea) 6-11 Literacy (A. Paley) K-2 Math (C. Rabideau) 3-5 Math (A. Sheft)	22	
	25	26	27	28	29	

### **Resources:**

- The Art Costa Centre for Thinking: [www.artcostacentre.com](http://www.artcostacentre.com)
- “Cognitive Coaching: A Strategy for Reflective Teaching”:  
<http://csuscognitivecoachingflc.wikispaces.com/file/view/Costa-Garmston--Cognitive+Coaching+p+90-95.pdf>
- The Partnership for 21<sup>st</sup> Century Skills: [www.p21.org](http://www.p21.org)
  - “Framework for 21<sup>st</sup> Century Learning”:  
[www.p21.org/storage/documents/1.\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf)
- Ballston Spa Central School District: 2013-2014 Goals & Priorities:  
<http://www.bscsd.org/files/filesystem/2013-2014%20Goals.pdf>
- *Thinking Strategies for Student Achievement* (Nessel & Graham):  
[http://books.google.com/books/about/Thinking\\_Strategies\\_for\\_Student\\_Achievem.html?id=t7ogtG5jhLwC](http://books.google.com/books/about/Thinking_Strategies_for_Student_Achievem.html?id=t7ogtG5jhLwC)
- EngageNY Protocols: <http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>
- Various cross-content area strategies:  
[http://courseweb.hopkinsschools.org/pluginfile.php/57449/mod\\_folder/content/0/Learning\\_and\\_Teaching\\_Strategies.pdf?forcedownload=1](http://courseweb.hopkinsschools.org/pluginfile.php/57449/mod_folder/content/0/Learning_and_Teaching_Strategies.pdf?forcedownload=1)

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