

# Strengthening Teacher and Leader Effectiveness (STLE)

## Clusters and Career Ladders

### Teacher Career Ladder Rungs (see descriptions attached)

#### *Novice Teachers*

1. **Members** – everyone is a member. No additional compensation, but eligible to apply for 18 free credits Manhattan College Graduate Program.
2. **Representatives** – 46 reps are compensated at contractual rate. Grade bands are K-3, 4-6, and one each at 7-12.

#### *Professional Teachers*

3. **School Coordinators** – 16 representatives will also be school representatives to clusters. Compensated at contractual rate.

#### *Teacher Leaders*

4. **Cluster Coordinators** – 4 representatives will facilitate communication among clusters. Compensated at contractual rate.
5. **District Coordinator** – 1 representative will facilitate communicate between clusters and district. Compensated at contractual rate.

### Principal Career Ladder Rungs (see descriptions attached)

1. **Novice** – existing position. Compensated at contractual rate.
2. **Professional** – outside of school, sharing best practices. Compensated at contractual rate.
3. **Principal Leader** – Districtwide support. Compensated at contractual rate.

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## Clusters and Career Ladders

### Teacher Career Ladders

<b>Goals of the <u>PLC Member (Novice)</u> Career Rung</b>	<b>Activities for this Step</b>	<b>Quantitative Measurable Outcomes of this step</b>
<i>Focus on student learning</i>	<i>Plan for differentiated learning needs; incorporate literacy and interdisciplinary content into teaching strategies</i>	<i>Learning plans include differentiated activities and interdisciplinary content that incorporate literacy</i>  <i>Pre- and post –assessments of student learning give evidence of improvement</i>
<i>Improved Instructional Practice</i>	<i>Plan teaching strategies based on the results of the Teacher Improvement Plan</i>  <i>Participate in peer observation</i>	<i>Analysis of learning plans to find application of TIP results</i>  <i>Teacher leader reports of improved practice based on coaching activities</i>  <i>Score on Accountability Visit rubric</i>
<i>Effective use of assessment</i>	<i>Use assessment results to plan learning activities for students</i>  <i>Collaborate with colleagues to analyze student work</i>  <i>Plan and deliver instruction in collaboration/consultation with coaches and/or grade level colleagues</i>	<i>Pre- and post-interim assessment results indicate improved student learning</i>
<b>Goals of the <u>PLC Representative (Novice)</u> Career Rung</b>	<b>The <u>PLC Representative</u> Career Rung includes all of the above, plus:</b>	
<i>Focus on student learning</i>	<i>Same as Member</i>	<i>Same as Member</i>
<i>Improved Instructional Practice</i>	<i>Plan grade level and/or vertical collaborative meetings to help improve instructional practice and student outcomes.</i>	<i>Same as Member</i>
<i>Effective use of assessment</i>	<i>Same as Member</i>	<i>Same as Member</i>

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<b>Goals of the <u>School PLC Coordinator</u> Career Rung (Professional)</b>	<b>The <u>School PLC Coordinator</u> Career Rung includes all of the above, plus:</b>	
<i>Focus on student learning</i>	<i>Same as Member &amp; Representative</i>	<i>Same as Member &amp; Representative</i>
<i>Improved Instructional Practice</i>	<i>Plan school level/cluster/district PLC meetings</i>  <i>Serve on Peer Assistance and Review (PAR) team to support and evaluate teachers</i>	<i>Same as Member &amp; Representative</i>
<i>Effective use of assessment</i>	<i>Same as Member &amp; Representative</i>	<i>Same as Member &amp; Representative</i>
<b>Goals of the PLC <u>Cluster Coordinator (Teacher Leader)</u> Career Rung</b>	<b>The <u>Cluster Coordinator</u> Career Rung includes all of the above, plus:</b>	
<i>Focus on student learning</i>	<i>Participate in planning district wide PLC meetings</i>  <i>Analyze learning needs in high need schools</i>	<i>Same as above</i>
<i>Improved Instructional Practice</i>	<i>Serve on district-wide curriculum and/or assessment development team</i>  <i>Serve as a demonstration teacher in partnership with a school of education professor (e.g. co-teach with a faculty member to model a specific approach for student teacher candidates)</i>	<i>Same as above</i>
<i>Effective use of assessment</i>	<i>Same as above</i>	<i>Same as above</i>

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## Clusters and Career Ladders

<p><b>Goals of the <u>PLC District Coordinator (Teacher Leader)</u> Career Rung</b></p>	<p><b>The <u>PLC District Coordinator</u> Career Rung includes all of the above, plus:</b></p>	
<p><i>Focus on student learning</i></p>	<p><i>Participate in planning district wide PLC meetings</i></p> <p><i>Analyze learning needs in high need schools</i></p> <p><i>Plan districtwide PLC meetings with Representatives, Coordinators, Cluster Coordinators, and District Personnel</i></p>	<p><i>Same as above</i></p>
<p><i>Improved Instructional Practice</i></p>	<p><i>Plan teaching strategies based on the results of the Teacher Improvement Plan</i></p> <p><i>Participate in peer observation</i></p> <p><i>Plan grade level/cluster/district PLC meetings</i></p> <p><i>Serve on Peer Assistance and Review (PAR) team to support and evaluate teachers</i></p> <p><i>Serve on district-wide curriculum and/or assessment development team</i></p> <p><i>Serve as a demonstration teacher in partnership with a school of education professor (e.g. co-teach with a faculty member to model a specific approach for student teacher candidates)</i></p>	<p><i>Same as above</i></p>
<p><i>Effective use of assessment</i></p>	<p><i>Use assessment results to plan learning activities for students</i></p> <p><i>Collaborate with colleagues to analyze student work</i></p> <p><i>Plan and deliver instruction in collaboration/consultation with coaches and/or grade level colleagues</i></p>	<p><i>Pre- and post-interim assessment results indicate improved student learning in ELA and Math</i></p>

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## Clusters and Career Ladders

### Principal Career Ladder

<b>Goals of the <u>Novice Principal</u> Career Step</b>	<b>Activities for this Step</b>	<b>Quantitative Measurable Outcomes of this step</b>
<i>Improved student learning</i>	<i>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</i>	<i>Pre-and post-assessment scores show improved student learning</i>
<i>Improved teacher effectiveness</i>	<i>Cooperate with teacher PLC leaders and coordinators</i>  <i>Schedule time for PLC members to meet</i>  <i>Schedule grade level or school wide PLC meetings teachers</i>  <i>Provide teachers with what is necessary for accomplishing their tasks</i>	<i>Scores on rubric for Accountability Visits</i>  <i>Scores on APPR measures</i>
<i>Improved leadership effectiveness</i>	<i>Professional Development / Course work in Assessment, Curriculum, Supervision</i>  <i>Use test/assessment data analyses plan for school improvement</i>	<i>Improved scores on staff APPR and District/State evaluation visits.</i>

# Strengthening Teacher and Leader Effectiveness (STLE)

## Clusters and Career Ladders

Goals of the <u>Professional Principal</u> Career Rung	Activities for this Step	Quantitative Measurable Outcomes of this step
<i>Improved student learning</i>	<p><i>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</i></p> <p><i>Offer workshops to parents that provide age/grade level information to increase student success</i></p> <p><i>Arrange with high schools for articulation activities that bridge the gap from middle school to high school</i></p>	<i>Pre-and post-assessment scores show improved student learning</i>
<i>Improved teacher effectiveness</i>	<p><i>Cooperate with teacher PLC leaders and coordinators</i></p> <p><i>Schedule time for PLC members to meet</i></p> <p><i>Schedule grade level or school wide PLC meetings teachers</i></p> <p><i>Provide teachers with what is necessary for accomplishing their tasks</i></p> <p><i>Participate in accountability visits to enhance teaching and learning</i></p> <p><i>Analyze high needs schools within the district to determine reform methods</i></p> <p><i>Participate in cluster or district-wide curriculum and/or assessment planning</i></p>	<p><i>Scores on rubric for Accountability Visits</i></p> <p><i>Improved APPR scores</i></p>
<i>Improved leadership effectiveness</i>	<p><i>Professional Development / Course work in Assessment, Curriculum, Supervision</i></p> <p><i>Use test/assessment data analyses plan for school improvement</i></p> <p><i>Ongoing learning and professional development through course work that leads to additional</i></p>	<p><i>Improved scores on APPR</i></p> <p><i>Application to transfer to a high need school</i></p> <p><i>Advanced certification</i></p>

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## Clusters and Career Ladders

	<i>certification.</i>	
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# Strengthening Teacher and Leader Effectiveness (STLE)

## Clusters and Career Ladders

Goals of the <u>Professional Principal</u> Career Rung	Activities for this Step	Quantitative Measurable Outcomes of this step
<i>Improved student learning</i>	<p><i>Engage in design &amp; implementation of curriculum, instruction, and assessment practices</i></p> <p><i>Offer workshops to parents that provide age/grade level information to increase student success</i></p> <p><i>Mentor other principals.</i></p> <p><i>Arrange with high schools for articulation activities that bridge the gap from middle school to high school</i></p>	<i>Pre-and post-assessment scores show improved student learning</i>
<p>☐ <i>Improved teacher effectiveness</i></p>	<p><i>Cooperate with teacher PLC leaders and coordinators</i></p> <p><i>Schedule time for PLC members to meet</i></p> <p><i>Schedule grade level or school wide PLC meetings teachers</i></p> <p><i>Provide teachers with what is necessary for accomplishing their tasks</i></p> <p><i>Participate in accountability visits to enhance teaching and learning</i></p> <p><i>Analyze high needs schools within the district to determine reform methods</i></p> <p><i>Participate in cluster or district-wide curriculum and/or assessment planning</i></p> <p><i>Mentor teachers and principals who have moved to high need schools</i></p> <p><i>Participate in district efforts to identify and recruit teachers and principals to transfer to high need</i></p>	<p><i>Scores on rubric for Accountability Visits</i></p> <p><i>Improved APPR scores</i></p> <p><i>Transfers to high need schools</i></p>

# Strengthening Teacher and Leader Effectiveness (STLE)

## Clusters and Career Ladders

	<i>schools</i>	
<i>Improved leadership effectiveness</i>	<i>Professional Development / Course work in Assessment, Curriculum, Supervision</i>  <i>Use test/assessment data analyses plan for school improvement</i>  <i>Ongoing learning and professional development through course work that leads to SDL certification.</i>	<i>Improved scores on APPR</i>  <i>Request transfer to a high need school</i>  <i>Advanced certification</i>

### *Mount Vernon’s Cluster Composition*

MVCS D has 16 schools – 11 elementary, two middle, and three high schools.

<b>Cluster 1</b>	<b>Cluster 2</b>	<b>Cluster 3</b>	<b>Cluster 4</b>
Holmes ES	Pennington ES	Traphagen ES	Lincoln ES
Hamilton ES	Grimes ES	Graham ES	Williams ES
Longfellow ES	Columbus ES	Parker ES	A.B. Davis MS
Longfellow MS	Mt. Vernon HS	NMHZ HS	Thornton HS
Special Ed Rep	Special Ed Rep	Special Ed Rep	Special Ed Rep
ESL Rep	ESL Rep	ESL Rep	ESL Rep

Notes:

- Schools are grouped, to the extent possible, to pair higher performing schools with lower performing schools; to pair Principal Leaders with Novice Principals; and to combine elementary and secondary schools for vertical articulation opportunities.
- Special Education and teachers of English Language Learners are assigned to each cluster to ensure that our subgroups are represented and considered in all discussions and decision-making.
- Two elementary schools, Graham ES and Pennington ES are in the process of transitioning from K-6 schools to K-8 schools. Their grades 6-8 will be considered middle schools once their transition is complete.