

Central Square Central School District

Region: Syracuse/North Country

Motto: “To Empower All Students to Excel as Citizens in a Changing World”

Awards: Strengthening Teacher and Leader Effectiveness 1 and 3
Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership

Superintendent: Mr. Joseph A. Menard



Note: Profiles of this nature have been developed by the Office of Teacher and Leader Effectiveness at the New York State Education Department to highlight how recipients of the Strengthening Teacher and Leader Effectiveness (STLE) Grant have established career ladder pathways models to address their diverse student achievement and talent management needs.

CENTRAL SQUARE CSD AT-A-GLANCE

The following data was retrieved from the 2013-14 New York State Report Cards via the [Public Access Data Site](#) unless otherwise indicated.

Schools in the District



8

Teachers in the District



310

Principals in the District



10

Turnover Rate of Teachers with Fewer than Five Years of Experience



46%

*2012-13 data

Turnover Rate of all Teachers

14%

*2012-13 data

State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
8	11	51	2
(11%)	(15%)	(71%)	(3%)

Student Enrollment



4,039

Per Pupil Expenditure



\$7,978.00

* 2012-13 data

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/ Other Pacific Islander	White	Multiracial
24	29	54	29	3,843	60
(1%)	(1%)	(1%)	(1%)	(95%)	(1%)

Other Student Groups

Limited English Proficient Students	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
0	614	1,707	1,239	374
(0%)	(15%)	(39%)	(31%)	(9%)

OVERARCHING VISION

Central Square Central School District (CSCSD), located in the Syracuse/North Country area, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 3 recipient of \$1,068,500 and a STLE Dissemination: Principal Leadership (STLE-D) recipient of \$219,500. Educators in Central Square have created an enduring vision of leadership, led by talented teacher and principal leaders that spans across 8 schools, 4,039 students, and 310 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

At the onset of Race to the Top and the Regents Reform Agenda in 2010, it was apparent that a great deal of what and how CSCSD had been operating would need to change. At the time the district applied for the STLE 1 grant in 2012, the district hoped to accelerate student growth, particularly in English Language Arts (ELA) where only 53.9% of students demonstrated proficiency on State assessments in 2011, as well as close achievement gaps in for all students. Particularly the 13.3% of students with disabilities and the 38.5% that were economically disadvantaged. The number of students eligible for Free and Reduced Price Lunch (FRPL) ranged from 62.19% of the population at Cleveland Elementary to 23.03% at Brewerton Elementary, with a district average of 42.93%. Six of the eight buildings (five elementary and the middle school) were Title I schools. The district recognized the importance of building the capacity for teachers to become leaders of both content and pedagogy. They believed that this symbiotic relationship between teachers and the district would ultimately benefit students for years to come. Through empowerment and motivation, both intrinsic and extrinsic, teachers would garner the success necessary to truly live up to the district's mission to "empower all students to excel as citizens in a changing world."

The district's long term vision for career ladder pathways was the construction of formal, sustainable opportunities for the most effective educators to implement teacher-led professional development that would positively impact the nature of teaching and learning in CSCSD in alignment with the changes taking place across the State. However, other than State assessment data or observations, there was no district-wide system in place to identify the most effective teachers. CSCSD, through data inquiry teams, Annual Professional Performance Review (APPR), and STLE grant activities, would be able to better monitor teacher effectiveness and the impact teachers rated Effective or better have on student achievement. This would enable administrators and teacher leaders to provide targeted professional development to teachers most in need or those who teach the highest need students, particularly those students in poverty.

As a result, STLE 1 significantly expanded teacher leadership. CSCSD established the following positions: Instructional Coaches (five positions), Subject Area Specialist Interns (five positions), Grant Facilitator (one position), a Common Core Technology Coordinator (one position), Common Core Technology Cadres (varied), Special Project Facilitator, Lead Implementation Team, and a Regents Reform Agenda Teacher on Special Assignment (one position). Curriculum Consultants and Subject Area Specialists comprised the rest of the teacher career ladder pathway in the district. These positions built leadership capacity by including expanded roles for providing professional development, data analysis, and mentoring. More teachers participated in official leadership positions in the district than in prior years, which strengthened their leadership abilities and brought expanded resources and expertise to classrooms across the district.

Current Status of Career Ladder Pathways

The current career ladder pathways structure, supported through STLE 3: builds on existing strengths of long-existing informal career ladder pathway processes within the district; formalizes a number of experiences into career ladder pathway positions developed through STLE 1; and embraces the mapping of a career ladder pathway framework informed by data, national models, and district priorities focused squarely on the needs of the district's students. CSCSD added the positions of a Special Project Facilitator and a Lead Implementation Team to its principal career ladder pathway. Changes to the career ladder pathway model through

Strengthening Teacher and Leader Effectiveness (STLE) 3 were based on: (1) anticipated challenges in the years ahead to effectively address high need, high poverty student populations; (2) the existing infrastructure of innovative and successful programmatic interventions; and (3) the connection between career ladder pathways opportunities and district needs through the work of STLE 1.

In the three years that CSCSD has received STLE grants, the district has transformed its informal teacher career ladder pathway from 1 Teacher on Special Assignment and 5 Instructional Coaches to a robust, formal career ladder pathway with an Instructional Coach team of 5 full-time teachers and several stipended positions that are more specialized in their focus to better support teachers, students, and families. CSCSD has also established a principal career ladder pathway. Overall, the process of applying for the grants has provided focused discussion and analysis on many of the district's current practices and the re-evaluation of decision making. The district has seen great benefits from the targeted professional development provided by teacher and principal leaders offered at the district, building, and classroom levels. There has been a tremendous impact on teaching and learning, including but not limited to the number of students reading at or above grade level, the smooth transition into the college and career ready standards, and Annual Professional Performance Review (APPR) implementation and evaluations. In addition, many Instructional Coaches have taken administrative positions, opening up new opportunities for others to become teacher leaders and allowing the district to smoothly adjust to the ever-changing needs of its faculty and students.

Future Aspirations for Central Square through Educational Leadership in Career Ladder Pathways

CSCSD applied for the STLE-D grant in an effort to continue to build the capacity of its existing principal and teacher leaders, offering additional professional growth and development. The grant provided a unique opportunity to partner with another district, Mexico Academy and Central School District, and together, deeply examine and determine how best to refine and sustain the career ladder pathways within each district. The district had the ability to deeply analyze both school systems, looking for best practices and innovative approaches, that if working alone CSCSD might not have considered.

The design of CSCSD's STLE-D program has five strands, including: (1) invest in principal and teacher leaders to form a team of experts who will disseminate, share best practice and demonstrate models for the partnering district; (2) demonstrate those practices, products and structures that have proven to be highly effective strategies; (3) transform the role of STLE Principal and Teacher Leaders into professional development specialists who are able to share this expertise with a partner district; (4) nurture the development of STLE Principal and Teacher Leader Mentors who can bring positive elements of the STLE program to a partner district; and (5) expand and strengthen STLE structures and career ladder pathways by expanding the depth of experience and the responsibilities of district leadership.

As the district moves forward, career ladder pathways will be seen as a direct support to the district's vision and strategic plan, since the two are intertwined. The district seeks to further expand leadership opportunities for those interested in administration as well as Teacher Leaders that do not want to leave the classroom. The district may utilize stipended positions to offer leadership opportunities rather than full-time positions, benefiting instruction and being fiscally responsible. In CSCSD educators no longer say "It's always been done that way." The STLE grants have cultivated a new mindset; the jobs of an educators is fluid and changes and evolves as the needs of the students, teachers, principals, and families change.

MODEL SUMMARY

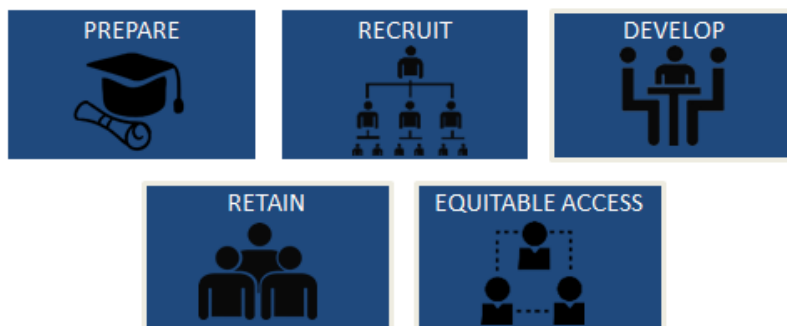
Central Square Central School District career ladder pathways provides opportunities for both teachers and principals to learn from one another and improve instruction through coordinated pre-service training and professional development that supports the spread of best practices and the implementation of the college and career ready standards. The district's career ladder pathways address and integrate the following components of the Teacher Leader Effectiveness (TLE) Continuum: preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, and performance management.

The district established the following teacher and principal leader positions on its career ladder pathways:

- Novice Teacher: Common Core Technology Cadre (25)
- Professional Teacher: Common Core Technology Coordinator (1), Master Teacher (57), Mentor Teacher (9), Subject Area Specialist Intern (6), and Teacher Liaison (18), and Grant Facilitator (1)
- Teacher Leader: Instructional Coaches (5), Subject Area Specialist (11), Curriculum Consultant (5), and Regents Reform Agenda Teacher on Special Assignment (1)
- Novice Principal: Principal Mentor (1)
- Professional Principal: Principal Support Mentor (1) and Grant Facilitator (1)
- Principal Leader: Special Project Facilitator (1) and Lead Implementation Team (2)

CSCSD's teacher career ladder pathways positions have increased leadership capacity through targeted, evidence-based professional development and implementation of curricular modules aligned to the college and career ready standards. The Common Core Technology Cadres and Coordinator positions have allowed CSCSD to support the community and its needs, as they continue to grow using college and career ready standards. Educators regularly reflect on their practice and implement new strategies to further student understanding with the support of Master Teachers, Mentor Teachers, Subject Area Specialists, and Teacher Liaisons. CSCSD continues to explore and utilize technology in the classroom as a tool for instruction and teacher growth. On the principal career ladder pathway, the Principal Mentor alongside the Principal Support Mentor provides support to their colleagues at the building level and across the district. Career ladder pathways provide new opportunities to further empower effective teachers and principals to be engaged in decision making that is shared amongst a variety of district stakeholders.

Central Square CSD's Career Ladder Pathways model addresses the talent management challenges of preparing, recruiting, developing, retaining, and providing equitable access to effective and highly effective educators.



RATIONALE

Implementation of career ladder pathways in CSCSD is designed to increase student achievement and provide greater student access to highly effective educators. The model has provided the district with concrete tools and incentives to recruit and retain the most effective educators. In addition, it has contributed to increased collegiality, a shared vision, and a personal sense of ownership for student outcomes. Design and implementation is continuously informed by data, best practices across the nation, and district priorities focused on the needs of students.

Gap Analysis:

In an initial assessment, Central Square identified the following needs:

Student Achievement:

- Accelerate student growth, particularly in English Language Arts (ELA) where only 53.9% of students demonstrated proficiency on State assessments in 2011.
- Adequately support the increasing population of economically disadvantaged students as well as students with disabilities.

Talent Management Needs:

- Provide targeted, job-embedded professional development in all schools to ensure that the highest need students have access to the most effective teachers.
- Build the capacity of school leaders and provide induction and mentoring for those newly appointed.
- Address the 14% turnover rate in 2011-12 of Effective, experienced educators to other districts due to the reduction of career advancement opportunities.

Design Principles:

In response to those needs, Central Square designed career ladder pathways that:

- Allow for evidence-based decision making.
- Are solution focused.
- Expand the scope and impact of the district's teachers and principals to provide targeted, job-embedded professional development.
- Provide opportunities to develop and share expertise.
- Focus on performance.
- Provide significant and meaningful advancement positions.
- Provide monetary recognition.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

Common Core Technology Cadre:

- Work to develop technology lessons aligned to the Common Core Learning Standards (CCLS).
- Plan, provide, and present professional development for staff and teachers.

Teacher Liaisons*:

- Provide support and share information in specific subject areas to colleagues.

Professional Teacher

Master Teacher:

- Host student teacher and practicum student(s).

Common Core Technology Coordinator:

- Oversee the production of Smartboard, PowerPoint, and Prezi presentations to support the English Language Arts (ELA) domains and modules, as well as the Common Core math units.

Mentor Teacher:

- Provide support for Novice Teachers or others within their first year of hire.

Teacher Leader

Instructional Coaches:

- Provide professional resources to all teachers to support improved instruction.
- Provide one-on-one professional development or in other settings to improve instruction within the district.

Subject Area Specialists:*

- Run two department meetings, facilitate the implementation of college and career ready standards, complete book inventory, and assist with managing the department budget.

Curriculum Consultants:

- Support the implementation of school initiatives and assist with testing.
- Deliver professional development to staff one-on-one and building-wide as needed.

Regents Reform Agenda Teacher on Special Assignment:

- Support the three areas of the Regents Reform Agenda; Annual Professional Performance Review (APPR), college and career ready standards, and evidence-based decision making.
- Provide professional development to all teachers, including new hires and those in need of improvement in meeting the requirements of the Regents Reform Agenda and Annual Professional Performance Review (APPR).

*Note: These positions were previously established in the district prior to the Strengthening Teacher and Leader Effectiveness (STLE) grants and were not funded through STLE.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

Principal Mentor:

- Plan, provide, and present professional development for staff and teachers.
- Facilitate teachers' experiences interested in pursuing a career in educational administration; provide an in-district practicum for prospective building leaders.
- Serve as a resource to teachers interested in exploring administrative and other non-teaching roles.

Professional Principal

Principal Support Mentor:

- Support and mentor principals new to the district or role.
- Provide support for new administrators and those rated Developing or Ineffective according to Annual Professional Performance Review (APPR).

Grant Facilitator:

- Coordinate and implement the goals and objectives for the first part of the Strengthening Teacher and Leader Effectiveness (STLE) 3 grant.

Principal Leader

Special Project Facilitator:

- Increase the communication between parents and the district with regards to the Common Core Learning Standards.
- Facilitate professional development offerings for administrators.
- Coordinate new and innovative projects such as parent workshops on college and career ready standards and administrative professional development.

Lead Implementation Team:

- Coordinate the implementation and hiring of the grant positions.
- Facilitate the information that is shared with stakeholder groups involved with the grant.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify “Effective” and “Highly Effective” teachers and principals, according to Annual Professional Performance Review (APPR).
- Identify high quality teachers and principals who have a history of successful practice.
- Identify teachers and principals who are skillful in the use of data analysis to drive instruction, student learning, and integrated decision making.
- Identify teachers and principals who are respected by their peers and administration.

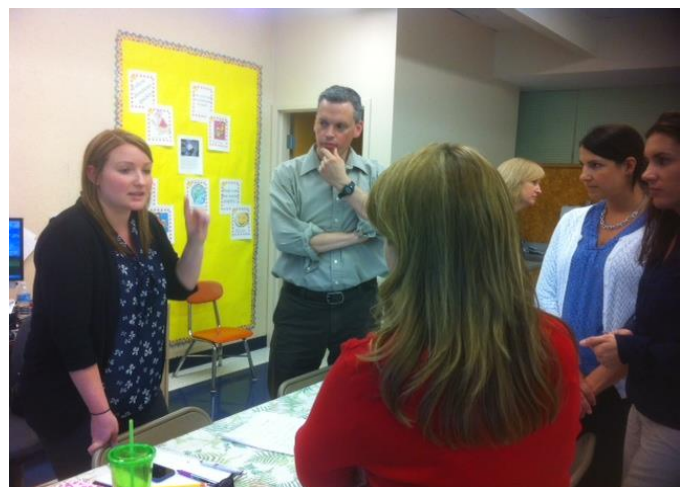
2. SELECT

- Develop clearly defined job descriptions for each of the teacher and principal leader roles.
- Develop technical, behavioral, and role specific competencies for all teacher and principal leader roles.
- Develop a selection screening tool.
- Communicate educator leader opportunities to identified teachers and principals.

3. RETAIN

- Create a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.
- Develop foundational and role specific professional learning activities to build capacity.
- Create ways for teacher and principal leaders to broaden their impact on school improvement.
- Ensure adequate resources are in place to support teacher and principal leaders.
- Provide opportunities for teacher and principal leaders to share best practices.

In October 2014, teachers investigate several Certificate of Advanced Studies (CAS) programs offered by area colleges at an Administrative Mentoring Workshop. The workshop was organized and implemented by Principal Mentors.



BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this career ladder pathway model requires preparation for teacher and principal leaders, building staff, and district leaders. The following are suggested practices for effective implementation that have been successful in Central Square:

- Dedicate professional development time during on-boarding for educator leaders to help them prepare for their roles.
- Allow teacher and principal leaders to participate in regional professional development opportunities and Cognitive Coaching sessions to help them prepare for their roles.
- Facilitate data teams to analyze formative assessments and increase evidence-based decision making to improve instruction.
- Provide central office staff and educator leaders with the time and space to collaboratively discuss career ladder pathway design and implementation with other community members.
- Work with local institutions of higher learning to identify highly qualified prospective teachers and build the capacity of experienced educators.



In March 2015, Instructional Coach Shelly Lee models instructional strategies in a third grade class.

“Our instructional staff has worked both by grade level and content area to incorporate best practices and strategies that have been developed both by our teachers and teachers across the state.”

-Joseph Menard, Central Square CSD
Superintendent

“Central Square Central School District proposes to design and implement a comprehensive career ladder pathway initiative focused on providing program and instructional leadership opportunities and responsibilities to effective and highly effective teachers and principals across novice, professional, and leader categories. Central Square Central School District has begun to implement the infrastructure for a successful career ladder pathway program. The work that began under STLE 1 created and confirmed key career ladder pathway positions in support of advancement and the needs of the district’s students.”

-From Central Square’s STLE 3 Application

IMPLEMENTATION TIMELINE

The development and implementation of the CSCSD career ladder pathways began in November 2012 when the Board of Education officially accepted the Strengthening Teacher and Leader Effectiveness (STLE) grant. The district's primary focus for both cohorts of the grant has been to offer continuous, job-embedded professional development and support for teachers and administrators. Teacher and principal leaders' work addresses multiple aspects of the Teacher and Leader Effectiveness (TLE) Continuum.

Central Square CSD Career Ladder Pathways Implementation Timeline	
November 2012	CSCSD is awarded STLE 1 grant.
December 2012	Building leaders developed and administered a staff survey regarding pre-service teacher preparation to inform development of the pre-service teacher orientation and curriculum.
March 2013	Hired grant co-facilitators, 3 Instructional Coaches, 5 Subject Area Specialist Interns, Principal Mentor, and Principal Support Mentor. Grant co-facilitators met with the individuals involved in the grant and set goals and expectations.
April 2013	Teacher leaders on career ladder pathways attended professional development to support their respective buildings' needs. Instructional Coaches used data from surveys to determine professional development priorities and began planning future workshops.
September 2013	All new hires were assigned a mentor and were provided initial Annual Professional Performance Review (APPR) training. New building leaders and teacher leaders were provided advanced APPR training.
November 2013	Instructional Coaches, district administrators, and the Regents Reform Agenda Teacher on Special Assignment (TOSA) attended Cognitive Coaching training. Coaches attended Lead Evaluator Training and the Network Team Institute (NTI).
February 2014	Coaches and the Regents Reform Agenda TOSA attended NTI and shared information and feedback to teachers.
March 2014	CSCSD is awarded STLE 3 grant.
May 2014	Selection of teacher and principal candidates for coaching and leadership positions.
August 2014	Summer professional development delivered to teachers and principals to strengthen knowledge and mastery of college and career ready standards and APPR.
November 2014	CSCSD is awarded STLE-D grant.
December 2014	Communication updates given to the Board of Education and community regarding progress of grant activities.
June 2015	Review and assess major elements of career ladder pathways while finalizing a sustainability plan. Assess effectiveness of recruitment, development, and retention strategies for the most effective teachers and leaders.

COMMUNICATION STRATEGY

CSCSD prioritized clear and authentic communication with all district stakeholders throughout the development and implementation of their career ladder pathways. The implementation of the communication plan is led by the Lead Implementation Team and will continue throughout the grant period.

The CSCSD career ladder pathways communication plan has six (6) components:



Key district administrators share information and receive regular feedback on the career ladder pathways model through in-person meetings with administrators, teachers, education associations, and the Board of Education.



Career ladder pathways model and implementation updates are discussed and shared on a regular basis at in-person meetings with education association representatives and district administrators.



The career ladder pathways framework is discussed and assessed as part of the district's recruitment, placement, and retention strategy in pursuit of the most effective teachers and school leaders.



The career ladder pathways model, as well as implementation updates, are discussed and shared with parents and families in-person and via email.



In order to share information with educators, the district has used email and shared drives to store and share strategies and resources, such as the "Coaches Connection Newsletter" that is distributed to all staff.



Local, regional and statewide networking opportunities allow district leaders to hear from school leaders, community members, and the general public on the scope and progress of career ladder pathways efforts.

In February 2015, a CSCSD Master Teacher works with practicum students from The State University of New York (SUNY) at Oswego. This partnership allows practicum students greater access and time in the classroom as part of their Methods class.



PROMISING PRACTICES

Using a set of guiding questions, CSCSD thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways. The district's career ladder pathways model, built with flexibility in mind, will continue to adjust to the needs of teachers and principals better focus efforts and ensure sustainability.



Consider how fiscal resources are allocated to determine how resources can be shifted to support and retain the talent already in the district.



Inform and involve a multitude of stakeholders to ensure that the strategic direction is aligned with community and district values.



Develop and implement a refined recruitment and selection process in collaboration with local institutions of higher learning to ensure the district attracts high quality teacher and principal leaders.



Clearly define and align professional development expectations so that teacher and principal leaders can meet those expectations.














In February 2015, Instructional Coach, Deanne McClellan co-teaches a class as part of the professional development for K-12 teachers. The focus of this class was the introduction of Schoology, an online learning management system, to increase the effectiveness of communication and student access to instructional material.



COST & SUSTAINABILITY

CSCSD has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways. The district is committed to sustaining all grant funded activities, including the career ladder pathways, beyond the grant term.




Focus groups comprised of CSCSD stakeholders are looking at the long term vision for career ladder pathways and ways to reallocate existing funds to sustain leadership positions after the grant period. Superintendent Menard presented a new district vision, which included the sustainability of initiatives supported through STLE, to the Board of Education in August 2014. The district and the Board of Education see the value of coaching and are looking for unique ways to retain these positions. The district will fund these initiatives in part through Title II funds.



25		Common Core Technology Cadre	x \$250 stipend	= \$6,250
1		Common Core Technology Coordinator	x \$2,000 stipend	= \$2,000
57		Master Teacher	x \$250 stipend	= \$14,250
9		Mentor Teacher	x \$1,200 stipend	= \$10,800
6		Subject Area Specialist Intern	x \$250 stipend	= \$1,600
5		Instructional Coaches	x \$60,000 salary	= \$60,000
11		Subject Area Specialist*	x 40% FTE salary and \$4,000 stipend	= \$275,000
1		Regents Reform Agenda (TOSA)	x \$60,000 salary	= \$300,000
1		Principal Mentor	x \$1,200 stipend	= \$1,200
1		Principal Support Mentor	x \$1,500 stipend	= \$1,500
2		Grant Facilitator	x \$2,500 stipend	= \$5,000
1		Special Project Facilitator	x \$2,500 stipend	= \$2,500
2		Lead Implementation Team	x \$7,000 stipend	= \$14,000







*Note: These positions were previously established in the district prior to the Strengthening Teacher and Leader Effectiveness (STLE) grants and are not funded through STLE.

IMPACT

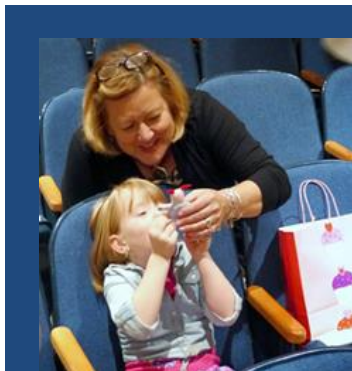
Using Strengthening Teacher and Leader Effectiveness (STLE) funds to develop a model of shared leadership, led by talented teacher and principal leaders, CSCSD has been able to positively impact teaching and learning. The district's career ladder pathways model has resulted in reinvigorated collaboration and comradery amongst educators in professional learning communities that provide support and professional development to new and developing educators across the district and the county. Program evaluation is ongoing; CSCSD will continue to monitor impact through and beyond the grant period to better understand correlations between impacts evidenced and various initiatives.

<p>22</p>  <p>Teacher Leaders (Instructional Coaches, Subject Area Specialist, Curriculum Consultants, and Regents Reform Agenda Teacher on Special Assignment) <i>directly impact</i></p> <p>323 Teachers <i>which impact</i> 4,156 Students</p>	<p>2</p>  <p>Lead Implementation Team Principals <i>directly impact</i></p> <p>56 Teachers <i>which impact</i> 1,145 Students</p>	<p>1</p>  <p>Special Project Facilitator <i>directly impacts</i></p> <p>2,500 Community and Administrators <i>which impact</i> 4,156 Students</p>
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COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Embedded professional development provided by teacher leaders has saved the district \$15,000 for similar work previously provided by consultants. The instructional coaches have been able to reduce the need for summer curriculum work by the teachers, resulting in a decrease of \$25,000 in curriculum development monies. 	<ul style="list-style-type: none"> The shift in grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action by 10%.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Increased the percent of Black or African American and economically disadvantaged students demonstrating proficiency on New York State Grades 3-8 Math exams by 5% as well as Hispanic or Latino students by 9% from 2013 to 2014.		As a result of efforts led by the Principal Mentor to encourage teachers to explore educational leadership opportunities and pursue their Certificate of Advanced Study, 5 candidates were accepted by the district for the 2014-15 year to complete administrative internships.
	Increased the number of students that graduated with an Advanced Regents Diploma by 12% from 2012-13 to 2013-14.		A revamped and retooled mentoring program to better meet the needs teachers and facilitate a smooth transition from pre-service programs to the classroom provided support to 100% of novice teachers in 2015.
	Reduced the number of measures where the district did not meet AYP from 15 in 2011-12 to 9 in 2012-13. This has been further reduced to 8 in 2013-2014.		Through STLE 1 the district funded 34 new positions, which have expanded to 145 through STLE 3 and D grants with differing areas of expertise and leadership functions associated with them.

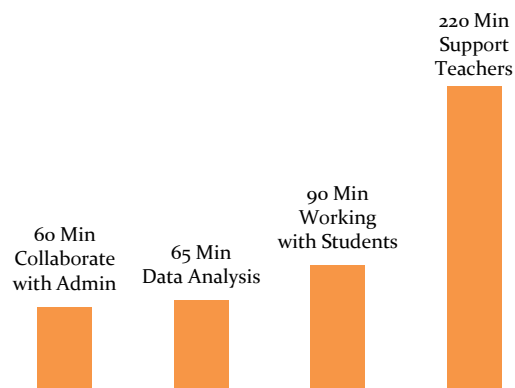
One Day in the Life of Shelly Lee: Central Square CSD Instructional Coach



**Shelly Lee,
Instructional Coach
Central Square Central School District**

One Day in the Life: by the minute

- 8:00 AM Appointment with fourth grade teacher to discuss his upcoming formal observation lesson.
- 9:00 AM Standing weekly session with two students for letter recognition and conversational language practice.
- 9:30 AM Level guided reading books and organize newly ordered books.
- 10:45 AM Meet with fifth grade teacher to discuss and share fluency strategies and resources.
- 11:15 AM Eat lunch, return emails, and search for articles on fluency for upcoming Coaches' Connection Newsletter.
- 11:45 AM Travel to a first grade level meeting on Standardized Testing and Reporting (STAR) data.
- 1:15 PM Back to office to run data records and distribute them to teachers.
- 1:45 PM Travel to another school to cover a first grade class guided reading groups while teacher administers running records.
- 3:00 PM Back to office to prepare for a professional development book study session and gather refreshments.
- 4:00 PM Reading in the Wild book study session at the middle school.



Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

Here are a few of the ways that Shelly Lee is developing her teaching and leadership skills:

Implementation Planning



Shelly was trained in Cognitive Coaching in preparation for her role. Her attendance at Network Team Institutes and participation in regional professional development opportunities throughout the year further supports her leadership development.

One-on-One Support



Shelly has worked to develop personal professional development plans and has participated in workshops, conferences and formal coursework to achieve district and school goals. She adjusts these plans to fit the needs of the teacher and students to maximize success with one-on-one and small group support from her principal and central office staff, formally and informally.

Communities



Shelly networks at Network Team Institutes and works with the district's team of professionals throughout the year to continue to develop her leadership skills. With the information received at the Network Team Institutes she is better able to support her colleagues and inform the larger community about STLE as well as State-level initiatives.

One Day in the Life of: Stacie Shaffer:

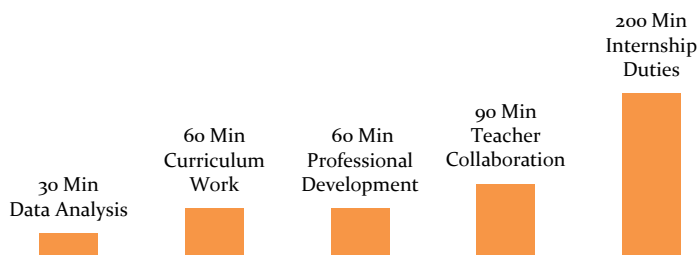
Central Square CSD Instructional Coach/Administrative Intern



Stacie Shaffer,
Instructional Coach and Administrative Intern
Central Square Central School District

One Day in the Life: by the minute

- 6:30 AM Check and respond to emails from teachers and administrators.
- 7:15 AM Gather resources and materials for teacher support.
- 7:50 AM Arrive at school, meet with mentor principal to discuss day's schedule.
- 8:45 AM Greet students upon arrival, assist with bus duty and morning schedule.
- 9:50 AM Meet with 9th grade Integrated Co-Teaching (ICT) teachers at the high school.
- 10:35 AM Meet with English Language Arts (ELA) department chair to plan professional development.
- 11:35 AM Return to internship, check in with students and staff.
- 12:25 PM Eat lunch at my desk, while answering emails and returning phone calls.
- 1:15 PM Meet with teacher regarding student discipline and behavior plan.
- 1:30 PM Create newsletter on close reading practices for all staff.
- 2:20 PM Handle student discipline.
- 3:30 PM Student Dismissal: Check-in with students and call 3 families.

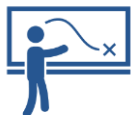


Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

Here are a few of the ways that Stacie Shaffer is developing her teaching and leadership skills:

Implementation Planning



Stacie has been trained in Cognitive Coaching and has successfully completed the Lead Evaluator Training Academy in preparation for her role as a coach.

One-on-One Support



As an Administrative Intern, Stacie receives support from a Principal Mentor. She has worked to develop personal professional development plans and has participated in workshops, conferences and formal coursework to achieve district and school goals. She adjusts these plans to fit the needs of the teacher and students to maximize success with one-on-one and small group support from her principal and central office staff formally and informally.

Communities



Stacie networks at regional professional development opportunities, including Network Team Institutes with district staff throughout the year to develop her leadership skills. She has participated in professional development on topics such as how to turn-key trainings to departments. With the information received during these sessions she is better able to support colleagues and inform the larger community about STLE and State-level initiatives.

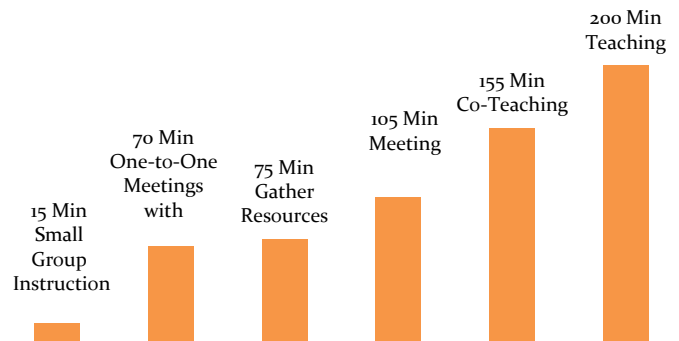
One Day in the Life of Linda Meredith: Central Square CSD Regents Reform Agenda TOSA



Linda Meredith
Regents Reform Agenda Teacher on Special
Assignment (TOSA)
Central Square Central School District

One Day in the Life: by the minute

- 7:35 AM Meeting with Middle School Administrators to discuss needs of Integrated Co-Teachers (ICTs).
- 8:00 AM Check in with Teacher Mentor regarding their Apprentice Teacher.
- 8:40 AM Preparation for co-teaching module lesson.
- 9:00 AM Co-teach module lesson with teacher on improvement plan.
- 9:45 AM Respond to emails and phone calls.
- 10:00 AM Review of videotape and conference meeting with a novice teacher.
- 11:05 AM Meet with two new teachers regarding upcoming parent/teacher conferences.
- 11:35 AM Lunch.
- 12:00 PM Gather resources for upcoming workshop.
- 1:15 PM Work with a small group of students on fluency for a teacher in need of help.
- 1:30 PM Model instructional strategies for a teacher on an improvement plan.
- 2:20 PM Meet with a college field placement advisor to discuss student teachers.
- 3:45 PM End of Business: Begin final wrap-up before departing for home.



Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

Here are a few of the ways that Linda Meredith is developing her teaching and leadership skills:

Implementation Planning



Linda has completed the Evaluator's Academy to support teachers in the APPR process. Her attendance at Cognitive Coaching seminars before and after selection as a TOSA has provided her with the training needed to assist her peers.

One-on-One Support



Linda receives one-on-one feedback and small group support from her principal, central office administration, and other educator leaders both formally and informally. This support enables her to better develop activities to facilitate the development of her colleagues based on their individual needs.

Communities



Linda networks at Network Team Institutes and regional professional development opportunities. In addition, she works with the district's team of professionals, including the Common Core Tech Cadre throughout the year to continue to develop her leadership skills.