

Greece Central School District

Region: Rochester/Southern Tier

Motto: One Vision • One Team • One Greece

Awards: Strengthening Teacher and Leader Effectiveness 1 and 2
Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership

Superintendent: Ms. Barbara Deane-Williams



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 pathway models to address their diverse student achievement and talent management needs.

GREECE 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



20

Teachers in the District



974

Principals in the District



17

Turnover Rate of Teachers with Fewer than Five Years of Experience



23%

*2012-13 data

Turnover Rate of all Teachers

13%

*2012-13 data

State-Provided Growth Ratings

Ineffective

9

(5%)

Developing

15

(8%)

Effective

144

(80%)

Highly Effective

13

(7%)

Student Enrollment



11,047

Per Pupil Expenditure



\$9,266.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

17

(0%)

Black or African American

1,481

(13%)

Hispanic or Latino

1,200

(11%)

Asian or Native Hawaiian/
Other Pacific Islander

351

(3%)

White

7,668

(69%)

Multiracial

330

(3%)

Other Student Groups

English Language Learners

278

(3%)

Students with Disabilities

1,329

(12%)

Economically Disadvantaged Students

5,009

(45%)

Eligible for Free Lunch

2,698

(24%)

Eligible for Reduced-Price Lunch

1,124

(10%)

OVERARCHING VISION

Greece Central School District (GCSD), located in the Rochester area, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of \$2,481,702 and a STLE Dissemination: Principal Leadership (STLE-D) recipient of \$966,198. Educators in Greece have created a cohesive vision of leadership that spans across 20 schools, 11,047 students, and 974 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

The Envision Greece 2017 Strategic Plan developed by a partnership amongst district administration, board of education members, union representatives, faculty, and community members in 2011-12, focuses on three priorities: evidence based instruction, aligning curriculum with the college and career ready standards, and improving teacher and leader effectiveness to close achievement gaps and increase graduation rates for all students. In 2011-12, when the district first applied for STLE 1, the use of effective strategies to accelerate student growth and close gaps in achievement was recognized as a common need across Greece schools. Targeted, job-embedded professional development in all schools was identified as the most effective way to ensure that the highest need students have access to the most effective teachers. While all teachers in GCSD were rated as Highly Qualified by the New York State accountability process, experience and teaching skills varied. Greece viewed the implementation of the Teacher Leader Effectiveness (TLE) Continuum, with an emphasis on Career Ladder Pathways, as critical to ensuring that all students graduate on time with the 21st Century skills needed to be college and career ready.

Current Status of Career Ladder Pathways

Through the career ladder pathways that were developed and further enhanced through STLE 1 and 2 grants, Teacher Leaders in each building spend part of the day teaching the lowest performing students and coach their colleagues during the remainder of the day. In addition, Teacher Leaders assist their peers with applying the New York State (NYS) Teaching Standards and Annual Professional Performance Review (APPR) for continuous improvement. They develop curriculum aligned with college and career ready standards, and use evidence-based instruction, aligned directly to the priorities of the Envision Greece 2017 Strategic Plan. The district's principal career ladder pathway supports the development of building leaders to ensure that all students graduate with the skills needed for success in today's world. In addition to Principal Leaders who mentor Novice Principals, GCSD instituted the position of Turnaround Principal. The Turnaround Principal is responsible for ensuring that school leaders develop the skills needed to maximize their influence on student outcomes, more efficiently use resources, improve job satisfaction, and increase retention of highly skilled teachers. The Turnaround Principal is responsible for providing professional development for all Novice Principals for their first two years as well as for providing intensive coaching for any principal rated lower than Effective on his/her annual evaluation and for any with schools identified as falling below district expectations (currently four schools are internally identified as focus schools, using GCSD criteria).

Future Aspirations for Greece through Educator Leadership in Career Ladder Pathways

STLE-D grant funds, are allowing Greece to expand the work begun through the first two cohorts of STLE 1 and 2 while replicating the success Greece has experienced with other school districts in New York State and beyond. Through the STLE-D grant, the district is: creating a Technical Assistance Center to offer STLE aligned professional development and coaching support for Teacher Leaders, principals, and Principal Leaders from both GCSD and other districts; providing advanced leadership opportunities to leverage the talents of the district's highest performing principals and teacher leaders on principal career ladder pathways; and coaching non-STLE principals and future principals. As a Technical Assistance Center, Greece will offer four 1-day visitations, and two 2-day convenings that will allow other school districts to learn about their labor-management collaboration, observe the TLE Continuum in action, and receive professional development in design thinking to support implementation of the Regents Reform Agenda –college and career ready standards, evidence-based instruction, and APPR –and the use of design thinking to advance innovation in practice.

MODEL SUMMARY

Greece Central School District developed career ladder pathways for teachers and building principals designed to utilize their expertise in career advancement positions to support faculty development and improve student outcomes using research-proven teaching and learning methods. The district's career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: 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:

Teacher Leader: Elementary, Secondary, and APPR/Data Coach

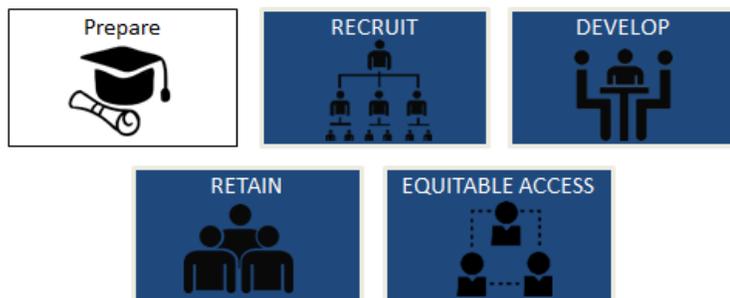
Principal Leader: Elementary and Secondary

Turnaround Initiative Principal

All Teacher Leaders spend part of the day teaching students whose performance is below grade level performance expectations. Greece CSD teacher and principal leaders spend the remainder of their day, with colleagues, focused on three areas based on district priorities outlined in the district strategic plan entitled, "EnVision Greece 2017." The district's 30 Teacher Leaders (11 Elementary Teacher Leaders, 16 Secondary Teacher Leaders, and 3 APPR/Data Coaches) assist their peers with applying the New York State Teaching Standards and Annual Professional Performance Review (APPR) for continuous improvement, developing curriculum aligned with college and career ready standards, and using evidence to inform instruction. Likewise, the district's 4 Principal Leaders help support and coach other principals. The Turnaround Initiative Principal mentors new principals and targets support to the district's lowest performing schools. In addition, the Turnaround Initiative Principal works with the district's partner, New York City Leadership Academy (NYCLA), to assess the needs of school leaders and develop a custom leadership curriculum in order to build leadership capacity to close achievement gaps.

Greece CSD uses the Public Education Leadership Project (PELP) Coherence Framework when developing new strategies that work towards improving student performance throughout the district. The framework is designed to help leaders identify the key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship.

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



RATIONALE

Professional learning is essential to the district's school reform efforts. In Greece, teachers and school leaders learn together, develop school cultures that support and sustain instructional improvement, and help students develop the habits of mind to achieve and succeed. Teacher and Principal Leaders are critical in helping to focus professional learning, coaching support, and innovative instructional strategies on increased student achievement. Increasing access to success by supporting every student, every day is what Greece schools are all about.

Gap Analysis:

In an initial assessment, Greece identified the following needs:

Student Achievement:

- Accelerate student growth and close achievement gaps for all students, particularly at three schools identified as "Improvement Schools" due to English Language Arts (ELA) and Math outcomes for African American students and students with disabilities.
- Adequately support the increasing population of students with specialized learning needs as well as economically disadvantaged students which had doubled over the past decade.
- Address the correlation of schools with the highest percentage of economically disadvantaged students and students with disabilities with the lowest scores on New York State Grades 4 and 8 ELA and Math exams, as well as on Regents exams and graduation rates.

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 variability in teaching skills.
- Address turnover in the district of effective, experienced educators to other districts due to the reduction of career advancement opportunities.

Design Principles:

In response to these needs, Greece designed career ladder pathways that:

- Extend the influence of the most effective educators throughout the district to students with the highest needs.
- Include a robust and systematic leadership development program.
- Ensure equity.
- Are grounded in 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.
- Allow educators to develop and share expertise.
- Are focused on performance.
- Include significant and meaningful advancement positions.
- Provide monetary recognition for work outside of the school day.

TEACHER ROLES & RESPONSIBILITIES

Teacher With No Previous Experience

- Classroom teacher.
- Participate in mandatory new teacher induction prior to their first school year and receive two years of formal mentoring.
- Encouraged to earn Masters' degrees and are eligible for tuition reimbursement.
- Advance to Novice Teacher when he/she has two years of experience and has received at least one Effective or Highly Effective rating according to Annual Annual Professional Performance Review (APPR) during the past two years.

Novice Teacher

- Classroom teacher.
- Additional support provided by Teacher Leaders.
- Responsible for reviewing and responding to student performance every three weeks as part of the school and department Professional Learning Community (PLC) process.

Professional Teacher

- Novice Teacher roles and responsibilities.
- May be a member of the School Improvement Team.
- May provide professional development.
- May serve on curriculum writing committees and other district committees.
- May become a coordinating teacher for student teacher placements.
- May teach summer school and other tutorial classes.

Teacher Leader

Elementary, Secondary, and APPR/Data Coach Teacher Leaders:

- Professional Teacher roles and responsibilities.
- Serve emerging needs of classroom teachers as defined by classroom teachers.
- Provide professional development and coaching for colleagues to improve student achievement.
- Serve on District Leadership Development teams and on district improvement initiatives.
- Provide model classrooms, demonstrate lessons for peers.
- Provide professional development for school leaders and district administrators as needed.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Provide instructional leadership for building staff.
- Responsible for creating a data analysis and response process to monitor students by face and name and reviewing student data every three weeks as part of the school Professional Learning Community (PLC) process.
- Participate in monitoring weeklong Leadership Academy Induction Program prior to start of the school year.
- Receive formal mentoring and coaching for first two years.

Professional Principal

- Provide instructional leadership for building staff.
- Responsible for knowing every student by face and name and reviewing student data every three weeks as part of the school PLC process.
- Responsible for leading school improvement team and professional learning community development to close achievement gaps.

Principal Leader

- Professional Principal roles and responsibilities.
- Mentor new principals in their roles as instructional leaders aligned with the EnVision Greece 2017 Strategic Plan.
- Responsible for participating on the District Leadership Development Team and other district improvement initiatives.
- Collaborate to design the annual Leadership Academy and Data Summit in alignment with student achievement results.
- Serve on Superintendent's Principal Cabinet advising systems level analysis and decisions.
- Serve as a strong linkage for the Superintendent to the classroom.

Turnaround Initiative Principal

- Ensure principals develop skills to maximize their influence to close achievement gaps.
- Provide Novice Principals with professional development in their initial two or three years.
- Provide coaching for principals rated lower than "Effective" on his/her evaluation and in schools identified as "falling below district expectations."
- Increase retention of highly skilled principals and in turn, teachers.
- Implement the District Focus School model.
- Respond to individual school needs and engage in system-wide models of professional learning.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify high quality, “Effective” and “Highly Effective” teachers, according to Annual Professional Performance Review (APPR).
- Identify high quality teachers and principals who have a history of successful practice and demonstrated leadership skills.
- Identify teachers and principals who are skillful in the use of data analysis to plan instruction, respond to student learning, and close achievement gaps.
- Identify teachers and principals who are respected by their peers and administration based on student performance trajectories.

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; 50% of the interview team is comprised of teachers and union leaders and the remaining 50% are district leaders.
- Communicate teacher leader opportunities to identified educators.

3. DEVELOP & 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 strengthen and broaden 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.



More than 1,000 Greece employees were encouraged to make the 2014-15 academic year the best ever at the district’s annual Opening Day Ceremony.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Informed by the EnVision Greece 2017 Strategic Plan to ensure excellence and equity throughout the PreK-12 system, implementation of Greece’s teacher and principal leader model requires preparation for Teacher Leaders, Principal Leaders, building staff, and building/district leaders. Envision Greece 2017 states, “If we develop human capital and professional capacity by ensuring there are effective employees at every level of the organization focused on improving student outcomes; if we give our students and parents access to high quality schools and coherent curriculum; and we hold ourselves accountable for strong performance management; then we will keep our promise to graduate every student in our schools college-prepared and career-ready.” The Greece Leadership Academy, held annually, provides an opportunity for the Superintendent, her Cabinet, principals, district and school leaders, as well as Teacher Leaders to participate in highly collaborative sessions that promote improved skills and system capacity to close achievement gaps and implement initiatives outlined in the “EnVision Greece 2017” Strategic Plan.

The academy follows the New York City Leadership Academy (NYCLA) guiding principles:

1. School leaders are a crucial lever in school improvement and teacher effectiveness.
2. All school leadership development work must be standards-based and aimed at accelerating student learning and closing the achievement gap.
3. Program results, the most important being student performance outcomes in schools led by program participants, must be evaluated regularly to inform continuous program improvement.
4. The work of school improvement requires systematic and strategic development and support of the school leader, outside of the supervisory structure.
5. Leadership preparation and school leadership coaching/mentoring must be standards-based and coaches/mentors require ongoing training and tools to be effective.
6. The training, coaching, and support of school leaders must be responsive to state and local improvement efforts.

“I am very proud that Greece Central will create a new model of shared leadership where principals, Teacher Leaders, and Professional Learning Communities (PLCs) promote a dynamic and collaborative focus on student learning.”

-Barbara Deane Williams
Greece Central School District Superintendent

“The most effective educators must work with the lowest performing students to accelerate student achievement to ensure that all students graduate on time with the 21st Century skills needed to be college and career ready. Implementing the Teacher and Leader Effectiveness (TLE) Continuum, with emphasis on career ladder pathways, is critical to achieving that goal.”

-From Greece’s STLE 2 Application



Pictured above, Greece educators and administrators attend the summer 2013 (top) and 2014 (bottom) Leadership Academy.

IMPLEMENTATION TIMELINE

The development and implementation of the district’s career ladder pathways began in July 2011 when the Greece Board of Education set out to establish and support a strong governance team with the Superintendent, as well as a continuous improvement process to ensure annual improvement of K-12 student achievement. Strong labor management collaboration led to the development of a strategic framework which prioritizes teacher and principal leadership to drive student success.

Greece Central School District Career Ladder Pathways Implementation Timeline

July 2011	Superintendent of Schools established expectations for Labor management collaboration. Adopted and aligned Board and district goals to focus on improved graduation outcomes.
August 2011	Refined District School Improvement Model to support college-readiness.
September 2011	Published and Analyzed Results Data Book to identify focus schools and achievement gaps.
December 2011	Created Strategic Framework to support New York State Reform Agenda.
May 2012	Developed Teacher Leader prototypes.
July 2012	Strategic Framework Data Summit sets five-year goals aligned with college-readiness expectation.
August 2012	Annual Professional Performance Review (APPR) plan approved.
October 2012	Awarded Strengthening Teacher and Leader Effectiveness (STLE) grant. Created Teacher Leader positions. Initiated partnership with the New York City Leadership Academy (NYCLA). Developed the Greece Leadership Academy Curriculum.
January 2013	Teacher Leaders began roles. NYCLA conducts intensive focus group research with district administrative and Teacher Leaders.
March 2013	Turnaround Initiative Principal begins. The STLE Leadership Academy Design Team consisting of teachers, Teacher Leaders, and administrators, worked closely with NYCLA to back map a 10-day Leadership Academy to the Envision Greece Strategic Plan and evaluation rubrics for teachers and administrators.
July 2013	Inaugural Greece Leadership Academy facilitated collaboratively with the GCSD STLE Facilitation Team consisting of Teacher Leaders, Principal Leaders, and other administrators.
October 2013	Awarded STLE 2 grant. Enhanced teacher and principal career ladder pathways model.
November 2013	Superintendent and team closely align Title I, IIA, and IDEA B grant managers to ensure stronger focus on results and the Academic Return on Investment (AROI).
December 2013	Grant coordinator meets with Teacher Leaders to facilitate and monitor progress.
February 2014	Principals selected to participate in Harvard Principals Institute to create a District Turnaround School Strategy Team.
March 2014	Grant coordinator and Assistant Superintendent for Instruction prepare mid-year STLE report.
May 2014	Selected staff attends Harvard Principals Institute to extend District Turnaround School Strategy Team.
June 2014	Analyze outcomes on assessments to determine student progress. Collect and review feedback and recommendations from STLE impacted educators. Grant coordinator submits annual performance report.
July 2014	Summer Leadership Academy. Improvement implementation plans developed for upcoming school year. Business office submits final financial report to the Office of Teacher and Leader Effectiveness.
August 2014	Superintendent and Cabinet lead Data Summit School Improvement Teams use student performance data to plan schedules, instructional interventions and monitoring system.

September 2014	Teacher Leaders, Grant Coordinator, and Turnaround Principal begin/resume work in schools. Worked to align Annual Professional Performance Review (APPR) linkage between Teacher Leaders and Tier II students to assess impact on academic performance.
October 2014	Begin planning Summer 2015 Leadership Academy and Data Summit. Superintendent and her team closely align grants to focus on the Academic Return on Investment (AROI).
November 2014	Awarded Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership grant (STLE-D).
December 2014	Grant Coordinator and partner organization conduct professional development needs assessments with STLE-D consortium districts.
January 2015	Grant Coordinator and Assistant Superintendent for Instruction prepare interim STLE reports.
February 9-10 and April 20-21, 2015	We Teach 2 LEAD Leadership Summits.
June 2015	Grant Coordinator and Assistant Superintendent for Instruction prepare final STLE reports.

COMMUNICATION STRATEGY

Greece prioritized clear and authentic communication with all district stakeholders throughout the development and implementation of their career ladder pathways.

In the first stages of development, Greece communicated the purpose of career ladder pathways by underscoring district priorities for increasing leadership and instructional capacity. These priorities are clearly stated in the district’s strategic plan entitled, “EnVision Greece 2017,” which was developed collaboratively by multiple stakeholders.

Throughout implementation, the district has used a number of digital and print communication tools and strategies to ensure that stakeholders remain informed about career ladder pathways. The district is committed to ensuring improvement and student achievement is continuously recognized and celebrated.



The district-wide, bi-weekly newsletter Teamwork includes updates on strategic initiatives. The “Good Newsletter” and “Community Connection News” keep the community informed of progress.



Each principal and assistant principal includes Strengthening Teacher and Leader Effectiveness (STLE) updates in every leadership meeting.



The communications team uses the district’s website and social media to share best practice updates from Teacher and Principal Leaders and to build capacity of others.



Teacher and Principal Leaders share their experiences and best practices on their own blog.



Left: On August 28, 2014 Superintendent Barbara Deane-Williams speaks to administrators during the Leadership Academy about doing whatever it takes to help students succeed. Right: On August 11, 2014 teachers and leaders use data to write winning recipes for student success.

PROMISING PRACTICES

Using a set of guiding questions, the Greece Central School District Leadership Team thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways.



Developed a strategic plan that outlines goals and strategies to improve performance and measures the effectiveness of academic programs and operational systems on an annual basis.



Involved a multitude of stakeholders to ensure that the strategic actions are aligned with district goals to close the achievement gap and ensure that all students graduate from high school and are college and career ready.



Developed and implemented a refined recruitment and selection process to ensure high quality teacher and principal leaders.



Clearly defined and aligned professional development expectations for Teacher and Principal Leaders as well as all District Office staff to focus squarely on closing achievement gaps and ensuring equity and access to quality schools and programs.



Created a Labor Management Partnership consisting of teachers, building leaders, and district office administration focusing on teaching quality, professional learning, and collaborative structures and practices that support local reform initiatives.



Utilized American Federation of Teachers (AFT)/United Federation of Teachers (UFT) Center for School Improvement to conduct School Improvement Team Training to analyze data and improve student performance. Reprioritized district office supports to better meet the needs of buildings.



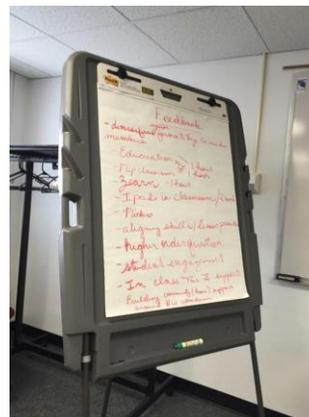
On June 24th, 2014 Greece Teacher Leaders showcase innovations they are producing using design thinking.

COST & SUSTAINABILITY

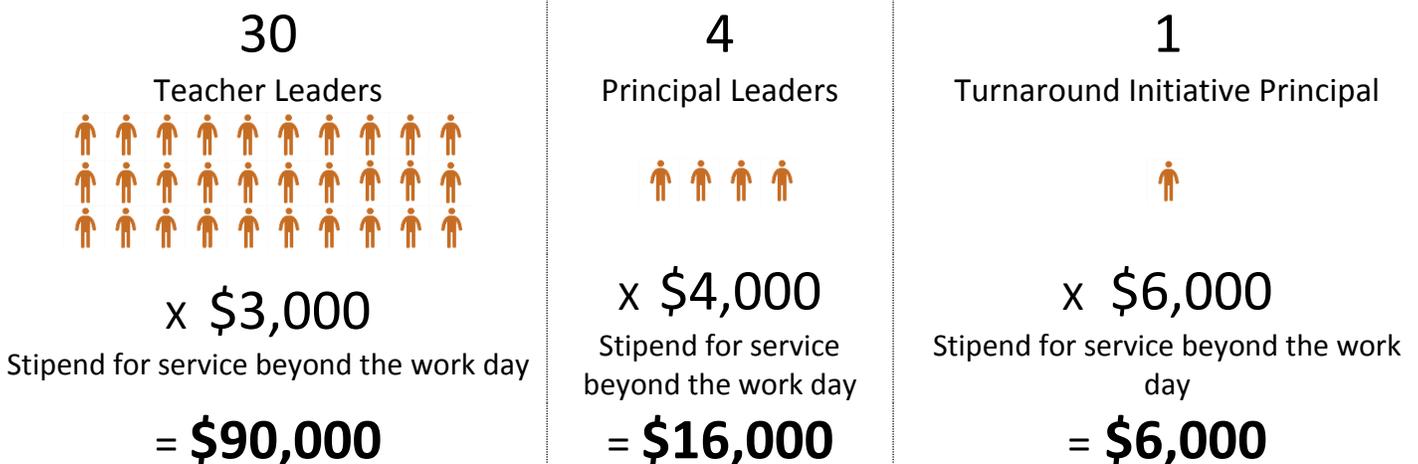
Greece CSD has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways to support principal and teacher leadership development and retention. New contract language was approved regarding Teacher and Principal Career Ladder Pathways and will be included in the new Greece Teacher Association (GTA) and Greece Administrators and Supervisors Association (GASA) agreements.

The district built capacity to fund the positions over the course of the two year grant period by building unallocated/unfilled positions into the annual budget, improving staff utilization through efficient master scheduling, and securing a teacher contract resulting in savings which were reallocated to sustain this priority initiative.

The district’s STLE Advisory Council is tasked with planning for sustainability and is comprised of the Superintendent, Deputy Superintendent, Assistant Superintendents for Finance and Human Resources Turnaround Initiative Principal, STLE Grant Coordinator, and Professional Learning Director as well as building principals, Teacher Leaders, and teacher union representatives.



On December 8th, 2014 Greece Central School District’s Teacher Leaders discuss future professional development possibilities.



Note: Figures as of January 2015.

IMPACT

30



Teacher Leaders
directly impact

1,076+
Teachers
which impact

11,000+
Students

4



Principal Leaders
directly impact

13
Principals
which impact

796+
Teachers
which impact

7,890+
Students

1



Turnaround Initiative Principal
directly impact

4
Principals
which impact

357+
Teachers
which impact

4,595+
Students

COST SAVINGS



- Embedded professional development provided by Teacher Leaders has accounted for 50-75% of the professional development experiences in schools.
- GCSD continues to create and build upon data systems that accurately record cost savings and will have longitudinal metrics at the end of the grant period.

TIME SAVINGS



- The shift in grade level and department meetings to Professional Learning Communities (PLCs) has increased time spent in evidence-based analysis and action by 30%.
- PLC work has increased the time spent on targeted evidence-based analysis and action by an estimated 30% to 75% in each building. This supports Greece's Every Child by Face and Name Initiative.
- Reorganizing the District Office allowed administrators to devote the majority of their time toward directly supporting schools.

STUDENT NEEDS ADDRESSED

TEACHER AND LEADER NEEDS ADDRESSED



Increased the number of students meeting proficiency in Grades 3-8 Math by 4% from the 2012-13 to 2013-14 year.



Partnered with the New York City Leadership Academy (NYCLA) to implement an annual summer leadership academy and standards-based teacher leadership program to address the need for robust and systematic leadership development absent prior to STLE.



Restructuring of roles increased the percent of Highly Effective and Effective educators working with the highest needs students. Teacher Leaders spend 50% of their time working specifically in high need areas.



100% of Principal and Teacher Leaders have been retained in their leadership roles or in the district as compared to previous years where top talent left to pursue advancement opportunities in nearby districts. Greece has created a career ladder pathway structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.



Credits recovered through blended online opportunities have increased by 60% in the first quarter of 2014-15 from the previous year.



In a survey administered in April 2014, 17 out of 18 Teacher Leader respondents agreed or strongly agreed in their ability to coach teachers for the purpose of increased student learning.



Reduced the number of student subgroups, by measure, where the district did not meet Adequate Yearly Progress (AYP) from 11 measures in 2011-12 to 4 measures in 2012-13.



All principals are responsible for knowing every student by face and name and reviewing student data every three weeks as part of the school PLC process.

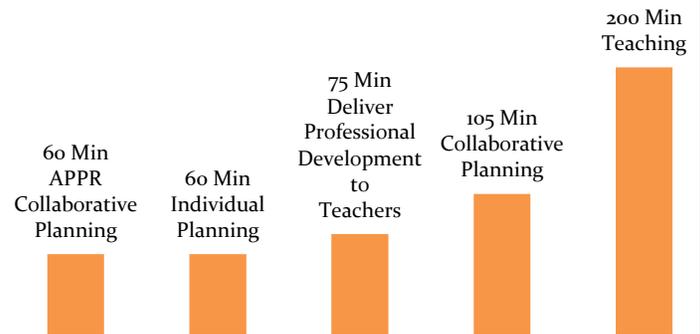
One Day in the Life of Rob Stalter: Greece CSD Teacher Leader



**Rob Stalter, Teacher Leader
Greece Arcadia High School
Greece Central School District**

One Day in the Life: by the minute

- 7:00 AM Arrive at school and ready materials for class.
- 7:20 AM Teach U.S. Government and Economics class for seniors.
- 8:20 AM Tutor tier 2 students to prepare for New York State Global Regents exam retake.
- 9:20 AM Teach U.S. Government and Economics class for seniors.
- 10:20 AM Lunch with Humanities teachers in teacher office.
- 11:00 AM Meet with Middle School Principal to discuss PLC work in the building.
- 11:45 AM Work with middle school teachers to develop strategies to ensure students are college and career ready.
- 1:00 PM Meet with union leadership to develop district Annual Professional Performance Review (APPR) teacher goals.
- 2:00 PM Work at the district Professional Learning Center to discuss and plan professional development for future Teacher Leader sessions.
- 3:00 PM Plan lessons for tomorrow's classes and gather materials needed.
- 4:00 PM Head home with papers to finish grading.

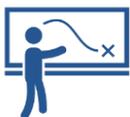


Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

Here are a few of the ways that Rob Stalter is developing his teaching and leadership skills:

Implementation Planning



Teacher Leaders participate in the intensive annual summer Leadership Development Academy to prepare for the upcoming academic year.

One-on-One Support



Throughout their careers, all teachers are expected to develop personal development plans and participate in workshops, conferences, and formal coursework to meet those goals.

Communities



Teacher Leaders collaborate regularly throughout the year to provide support for one another and problem solve.

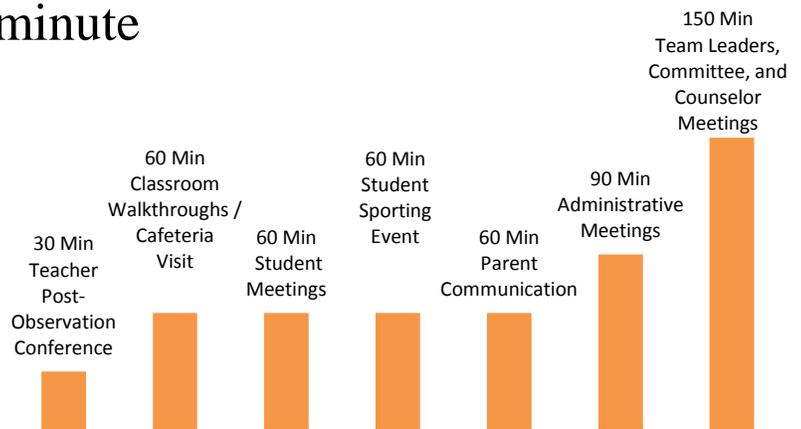
One Day in the Life of Christina Sloane: Greece CSD Principal Leader



**Christina Sloane,
Principal Olympia School
Greece Central School District**

One Day in the Life: by the minute

- 7:00 AM Secondary Principals Collegial Circle.
- 8:00 AM Arrival at school, check in with secretary.
- 8:15 AM Check in with administrative team and security.
- 8:30 AM Classroom visits.
- 9:15 AM Parent meeting.
- 9:45 AM Counselor Meeting – course selection.
- 10:30 AM Student meetings – 8th grade discipline.
- 11:15 AM Stop in the cafeteria, visit with students and security.
- 11:30 AM Meet with Team Leaders – staff meeting professional development.
- 12:30 PM Post Observation Conference.
- 1:00 PM Meeting with CSE Coordinator.
- 1:30 PM Meet with PBIS Committee Teacher Leads.
- 2:00 PM Ready for dismissal.
- 2:15 PM School Improvement Team meeting – goal monitoring.
- 3:15 PM Late bus dismissal.
- 4:00 PM Debrief with administrative team, parent calls, and office time.
- 5:00 PM Attend modified girls’ basketball game.



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 Christina Sloane is developing her leadership skills:

Implementation Planning



Principal Leaders participate in the intensive annual summer Leadership Development Academy to prepare for the upcoming academic year. Ms. Sloane also participated in training with regard to turnaround strategies at Harvard University.

One-on-One Support



Principal Leaders develop personal professional development plans and participate in workshops, conferences and formal coursework to achieve those goals.

Communities



Principal Leaders participate in Teaching and Learning teams, led by district officials, and conduct formal walkthroughs with each principal at least monthly.

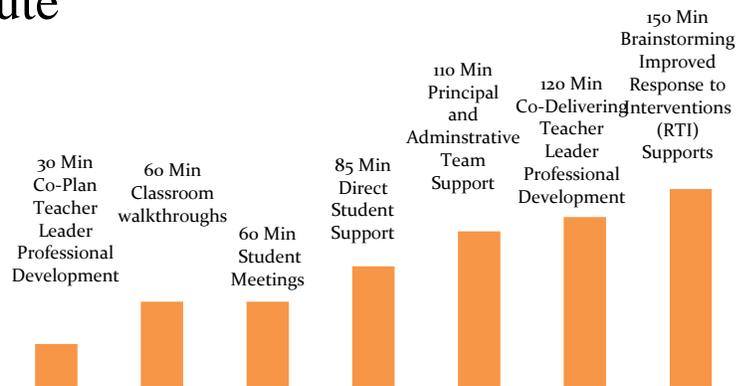
One Day in the Life of Kathryn Colicchio: Greece CSD Turnaround Initiative Principal



Kathryn Colicchio, Ed.D.
Turnaround Initiative Principal
Greece Central School District
Office of K-12 Schools

One Day in the Life: by the minute

- 7:45 AM Arrival: Participate in Administrative Team Meeting at Focus School.
- 9:35 AM Collaborate with 9th and 12th grade students and administrators regarding cohort progress and student needs.
- 11:00 AM Walk through 9th grade classrooms with assistant principal.
- 12:00 PM Meet with Food Service Director to obtain snacks for students attending the Twilight Afterschool Program.
- 12:30 PM Collaborate with STLE Design team to plan professional development for Teacher Leaders.
- 1:00 PM Co-Present with Teacher Leader and STLE Grant Coordinator at Bi-monthly Teacher Leader professional development.
- 3:00 PM Debrief Teacher Leader Professional Development Session with Superintendent and co-presenters.
- 3:30 PM Return to district office to return calls and track attendance interventions, Wrap Around Team interventions, and mid-mark reports.
- 4:30 PM Answer email requests.
- 5:15 PM End of Business: Organize information for morning meetings before departing.



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 Kathryn Colicchio is developing her leadership skills:

Implementation Planning



Ms. Colicchio participated in Facilitative Competency-Based Coaching at the New York City Leadership Academy (NYCLA). She utilized lessons learned as co-chair of the STLE Design Team.

One-on-One Support



The Turnaround Initiative Principal regularly meets with administrators, teachers, and students to customize learning opportunities to meet the needs of diverse learners.

Communities



The Turnaround Initiative Principal continues to participate in professional development opportunities within and outside the district throughout the year to develop her leadership skills.