

Huntington Union Free School District

Region: Long Island

Motto: "A Tradition of Excellence Since 1657"

Awards: Strengthening Teacher and Leader Effectiveness 1 and 2

Superintendent: Mr. James W. Polansky



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.

HUNTINGTON UFSD 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



342

Principals in the District



8

Turnover Rate of Teachers with Fewer than Five Years of Experience



17%

*2012-13 data

Turnover Rate of all Teachers

12%

*2012-13 data

State-Provided Growth Ratings

Ineffective

5

(6%)

Developing

3

(3%)

Effective

76

(87%)

Highly Effective

3

(3%)

Student Enrollment



4,373

Per Pupil Expenditure



\$12,352.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

1

(0%)

Black or African American

386

(9%)

Hispanic or Latino

1,792

(41%)

Asian or Native Hawaiian/
Other Pacific Islander

87

(2%)

White

1,994

(46%)

Multiracial

113

(3%)

Other Student Groups

English Language Learners

561

(13%)

Students with Disabilities

650

(15%)

Economically Disadvantaged Students

2,008

(46%)

Eligible for Free Lunch

1,347

(31%)

Eligible for Reduced-Price Lunch

170

(4%)

OVERARCHING VISION

Huntington Union Free School District (HUFSD), located on Long Island, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of \$1,001,322. Educators in Huntington have created a cohesive instructional support and monitoring system that spans across 8 schools, 4,373 students, and 342 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

Before the STLE-funded initiatives began, Huntington found that systematic data analysis and interpretation of formative and summative data disaggregated by subgroup (especially for student identified subgroups) was not systematically shared in a comprehensive, consistent fashion among departments and across the district. There was little evidence of high expectations and equal access for English language learners or students with disabilities to challenging learning opportunities to develop high order thinking skills (e.g., honors and Advanced Placement (AP) coursework), particularly in self-contained programs. In classrooms observed, teacher-centered instruction was the major instructional strategy employed and checks for concrete understanding and fact recall were most commonly used. In addition, the district depended heavily on external professional development resources and opportunities to meet many of their teacher and leader effectiveness needs. This included the use of consultants, as well as promoting attendance at specific conferences, and engaging teachers in the National Board Certification process. They found that generic professional development was often not relevant to a specific teacher's or school's needs. Huntington believes that ongoing, job-embedded, targeted professional development should be based on the district's vision and their schools' related learning goals for all students. As such, professional development must meet the individual needs of teachers and be optimally tailored using the teacher's Annual Professional Performance Review (APPR) results and student outcome data.

Current Status of Career Ladder Pathways

As a result of the STLE 1 and 2 grants, Huntington's primary focus on external professional development shifted to the internal development of teacher leaders and their subsequent engagement in peer coaching, mentoring, and turnkey training. The district's Focus Walks, an informal and non-evaluative observation model, allow teacher leaders, serving as peer academic coaches, and administrators to visit classrooms across the district in an effort to identify aspects of instruction in need of improvement or fine-tuning and specific student needs. Through Focus Walks, the district has been able to provide support to teachers as they integrate college and career ready standards by identifying and sharing best practices, in addition to the development of targeted professional development. The district is seeing a significant shift in the way teachers are teaching and students are learning as evidenced by the analysis of practice collected through the use of digital observation tools and protocols. Rather than the teacher-centered instruction observed in the beginning of the 2013-14 academic year, end of year results showed a significant increase in the number of lessons built around students interpreting academic vocabulary, writing arguments, reading closely, citing evidence, and determining central ideas of text. Huntington's teacher and principal leaders and focus walk process are critical systemic elements to ensure all students have equal access to high quality educators and close achievement gaps.

Future Aspirations for Huntington through Educator Leadership in Career Ladder Pathways

In an administratively lean district, all have welcomed the assistance and support of teacher leaders. Huntington is confident that some of the analyses conducted as a result of their Focus Walks protocol and the work done by their academic coaches will have a permanent and positive impact on their peers. Huntington's peer coaching and Focus Walk processes have promoted trust in a collaborative and collegial educational environment where the primary goal is to maximize student potential and promote high quality learning experiences in every school and classroom. It is Huntington's objective to encourage their teacher leaders to pay it forward and help develop the next group of teacher leaders that may positively influence their peers in a similar manner – both formally and informally.

MODEL SUMMARY

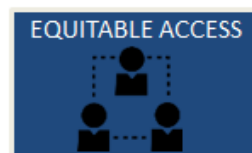
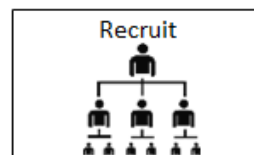
Huntington Union Free School District developed career ladder pathways for teachers and building principals designed to utilize their expertise and reflective practices so that educators are able to adequately assess their performance and set personalized development goals accordingly. The district's career ladder pathways address and integrate the following components of the Teacher Leader Effectiveness (TLE) Continuum: 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: Transitional Student Coach
- Professional Teacher: Transitional Student Coach
- Professional Teacher: CCLS/DDI Demonstration Teachers (Elementary/Secondary)
- Professional Teacher: Parent University Coordinator
- Teacher Leader: Academic Discipline Coaches (Elementary/Secondary)
- Teacher Leader: Data Expert and Instructional Guide (Elementary/Secondary)
- Teacher Leader: Elementary Science Coordinator
- Teacher Leader: Mentors
- Novice Principal: Universal Pre-Kindergarten Staff Developer
- Professional Principal: Universal Pre-Kindergarten (UPK) Staff Developer
- Professional Principal: Family Involvement Coordinator
- Principal Leader: Mentor for Teacher Leaders/Coaches (Elementary/Secondary)

On Huntington's teacher career ladder pathway, 2 Transitional Student Coaches work with students in grades 9 and 10 to help them connect their high school experiences to the idea of college and career readiness. The 12 CCLS/DDI Demonstration Teachers present lessons in English Language Arts (ELA), mathematics, and Science, Technology, Engineering and Math (STEM), which supplements the coaching and mentoring processes. Huntington UFSD has developed an informal classroom walkthrough process, "Focus Walks," conducted by coaches and administrators to support the implementation of the college and career ready standards across disciplines and grade levels. The Parent University Coordinator develops workshops for parents to support student success. Sixteen teacher leaders assist their peers in the areas of STEM, developing curriculum aligned to the college and career ready standards, and evidence-based instruction. Additionally, 12 highly skilled teachers are working towards National Board Certification as a result of Strengthening Teacher and Leader Effectiveness (STLE) funds. On the principal career ladder pathway, a Family Involvement Coordinator builds strong family partnerships and 4 Universal Pre-Kindergarten Staff Developers support pre-kindergarten and kindergarten teachers at the elementary schools. In addition, 3 Mentor for Teacher Leaders/Coaches provide mentoring and support to teacher leaders and coaches.

Huntington UFSD's Career Ladder Pathway model addresses the talent management challenges of developing, retaining, and providing equitable access to effective and highly effective educators.



RATIONALE

Huntington is committed to providing every child with access to a well-prepared, highly effective teacher and principal in order to become college and career ready by the time they graduate from high school. To achieve this end, the district continues to do everything within their means to provide teachers and leaders with the resources and support necessary to ensure that they and their students will be successful. Huntington provides mentoring, professional development, constructive evaluations, appropriate compensation, as well as the materials and classroom conditions that promote high-quality teaching and learning.

Gap Analysis:

In an initial assessment, Huntington identified the following student achievement and talent management needs:

Student Achievement:

- Adequately support underperforming economically disadvantaged students, students with disabilities, English language learners, students of color, and students identified as “at risk” to close any and all achievement gaps.
- Address persistent achievement gaps since the 2005-06 year in New York State assessment scores and graduation rates.
- Create a culture of partnership where families, community members, and school staff work together to share the responsibility for student achievement.

Talent Management Needs:

- Implement a sustainable mentoring program for beginning and experienced teachers who need additional training and support.
- Establish a strong professional development program committed to continuous improvement in content knowledge and pedagogical skills, as well as cultural literacy.

Design Principles:

In response to these needs, Huntington designed a plan to train and retain Effective educators on career ladder pathways that:

- Extend the reach of highly effective and effective educators to more students through new models of classroom organization.
- Promotes evidence-based decision making.
- Are focused on performance and solutions.
- 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 in a collegial and collaborative setting.
- Provide significant and meaningful opportunities for career advancement.
- Provide monetary recognition.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

Transitional Student Coach:

- Meet regularly with teachers of students who are "at risk" and develop individual student action plans.
- Work with students "at risk" of not completing their high school studies due to successive failures in grades 8-10.
- Monitor student progress and adjust action plans as needed to ensure that students remain on track and receive the individualized assistance they need.
- Provide career exploration opportunities that connect high school performance to college & career readiness.

Professional Teacher

Professional Transitional Student Coach:

- Responsibilities of Novice Transitional Student Coach.
- Provide mentoring and support the growth and development of the Transitional Student Coach at the novice level.

CCLS/DDI Demonstration Teacher:

- Work collaboratively with district coaches in math, ELA, science and other areas to develop lessons that incorporate Common Core Learning Standards (CCLS).
- Present demonstration lessons as part of the coaching and mentoring processes at all levels.
- Participate in debriefing sessions with district coaches in math, ELA, science and other areas as part of job-embedded professional development.
- Video-record classroom lessons that can be used for training purposes based on CCLS and guidelines provided by coaches.
- Ensure seamless alignment among the four domains of the adopted teacher evaluation rubric (Danielson 2011) and the mentoring process.

Parent University Coordinator:

- Develop Parent University workshops for parents that focus on developing parent knowledge on such items as the Common Core Learning Standards (math and ELA).

Teacher Leader

Mentor:

- Model proven instructional practices and strategies related to implementation of the college and career ready standards for Novice Teachers.
- Assist Novice Teachers with the development of classroom management techniques.
- May complete administrative tasks specific to their building needs.

Data Expert and Instructional Guide (Elementary/Secondary):

- Provide professional development to teachers on the use of data to improve instructional practices.
- Work with their peers to analyze, results of interim assessments.
- Make predictions on student outcomes based on data analysis.

Academic Discipline Coaches (Elementary/Secondary):

- Collaborate with teams of teachers to develop 5-week action plans related to instruction and addressing individual student needs.
- Monitor the integration of classroom instructional planning and student results on interim and summative assessments.
- Monitor written curricula in Atlas Rubicon to ensure alignment with the college and career ready standards.
- Provide intensive, ongoing and job-embedded professional development, demonstrating and modeling best instructional practices.

Elementary Science Coordinator:

- Manage and evaluate the district's elementary science program.
- Align elementary science curriculum with assessments.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Create building level action plans that align with district goals and objectives.
 - Work with teacher leaders to develop strategies and timelines for formative and summative data collection and analyses. Use these analyses to inform instructional practices and to improve student learning.
 - Develop a range of opportunities for parent engagement and involvement, including events that take place at various times during the day, evening and school year.
 - Collaborate with other district principals to share best practices, and promote both horizontal and vertical articulation.
 - Formally and informally observe teachers; participate in the district focus walk process.
 - Continually promote the district's mission.
 - Lead pertinent professional development workshops for building staff throughout the year.
- Universal Pre-Kindergarten (UPK) Staff Developer:**
- Provide opportunities for training and articulation between Universal Pre-Kindergarten teaching staff and Kindergarten teachers at each of the district's primary buildings.

Professional Principal

Professional Universal Pre-Kindergarten (UPK) Staff Developer:

- Responsibilities of Novice Universal Pre-Kindergarten (UPK) Staff Developer.
- Provide mentoring and support the growth and development of the the Universal Pre-Kindergarten (UPK) Staff Developer at the novice level.

Family Involvement Coordinator:

- Assist in the development of a family-friendly school climate.
- Develop programs and activities designed to engage families in improving student achievement.
- Help administrators, teachers, staff and families develop strong partnerships; enhance communication between parents, families, and school staff.
- Develop and implement effective family involvement strategies and activities to empower students and their families.
- Take part in opportunities for professional development by attending meetings and training activities for family involvement coordinators; turnkey ideas and experiences.
- Participate in and support district activities and programs for families.
- Help to recruit partners to become part of the district's family involvement program and in the development of a cohesive school community.

Principal Leader

Mentor for Teacher Leaders:

- Create professional development sessions to train coaches on evidence-based instructional practices using interim, formative and summative assessment data acquired from AIMSweb, i-Ready, local and state assessment data.
- Use data from the BOCES Assessment Reporting System (BARS) to assist building principals in the development of their annual action plans with targets for student improvement and action items associated with closing achievement gaps among subgroups.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify effective and highly effective teachers and principals.
- Identify high quality teachers and principals who have a history of successful practice with respect to student outcomes.
- Identify teachers and principals who are skillful in the use of data to inform their decisions, improve their instruction and promote effective student learning.
- Identify teachers and principals who are respected by their peers and administration.

2. SELECT

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

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 means for teacher and principal leaders to broaden impact on school improvement.
- Ensure that adequate resources are in place to support teacher and principal leaders.
- Provide opportunities for teacher and principal leaders to share best practices.



Everyone in Huntington UFSD is committed to excellence in every aspect of student lives. In the picture above, the State Champion Huntington Blue Devil Marching Band, supported by the Huntington community performs on October 26th, 2014.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal leader model requires comprehensive preparation of teacher leaders, principal leaders, building staff, and district leaders. During year 1 of the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant, Huntington recruited a cohort of teachers to participate in the National Board Certification process. Twelve teachers have decided to pursue certification. The district also supported participation in national conferences for both administrators and teachers. As a result, the district initiated, Focus Walks, a targeted classroom walkthrough protocol. The district has cultivated the knowledge and expertise necessary to embed the walkthrough protocol as part of Huntington’s systemic improvement plan that includes the support of trained teacher leaders who serve as peer coaches.



A Huntington principal completes a Focus Walk within a 9th grade math classroom in the 2013-14 school year.

“STLE opportunities made it possible for our teachers and administrators to attend local, regional and national conferences and to provide broader opportunities for us to evaluate our own progress in implementation of the college and career ready standards. The Focus Walk and instructional coaching processes have allowed us to expand those efforts even further.”

-Dr. Kenneth Card, Huntington Union Free School District – Assistant Superintendent

“It is essential that Huntington UFSD prepare every child by providing them with access to a well-prepared, highly effective teacher and principal. To achieve these ends, the district must provide teachers and principals with the resources and support necessary.”

-From Huntington’s STLE 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of the district's career ladder pathways began in November 2012 when the Huntington Board of Education approved and accepted the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant. Through collaborative efforts with all stakeholders, Huntington was able to establish a framework for successfully implementing their STLE initiatives.

Huntington Union Free School District Career Ladder Pathways Implementation Timeline	
November 2012	District received notification of STLE 1 grant.
January 2013	Established college and career ready standards and Science, Technology, Engineering, and Math (STEM) Initiative as professional development priorities for teachers. Developed priorities for administrative team professional development activities.
February 2013	Portfolio development meetings with cohort applying for National Board Certification.
April 2013	Developed mentoring program plan for teachers on improvement plans. Developed plan for mentoring and coaching teachers in implementing college and career ready standards.
May 2013	Developed plan for Focus Walks to ensure fidelity of standard implementation and the use of other instructional strategies designed to improve student learning.
June 2013	Developed Year 2 Plan that included teacher career ladder pathways.
August 2013	Posted career ladder pathway positions.
September 2013	Implementation of college and career ready standards at the secondary level. Coaching and modeling for K-8 teachers. Implementation of the Focus Walk protocol. Technology integration in classrooms K-12.
October 2013	Vertical and horizontal curriculum congruence articulation training/meetings coordinated by career ladder pathway coaches with administrators and teachers. Received STLE 2 grant.
November 2013	STEM curriculum development and training turn keyed by STEM coach and teachers. Training for new career ladder pathway participants.
December 2013	Development of Professional Learning Communities (PLCs) for Spring 2014.
January 2014	Mid-year benchmark assessments implemented to facilitate discussions in PLCs around the development of action plans for grade levels and academic disciplines. Implementation of new career ladder pathway positions district-wide.
March 2014	Medial review of action plans and outcomes to determine progress and degree to which measurable objectives have been obtained.
April 2014	Sustainability plan developed through alternate funding sources (i.e. Title I and IIA).
July 2014	Administrators meet to analyze and discuss the results of the past year's classroom walkthrough data to inform professional development for the upcoming year.
January 2015	Evaluate successes and identify areas in need of improvement. Prepare for mid-year benchmark assessments and data analysis through vertical articulation meetings.
February 2015	Conduct vertical articulation meetings. Develop six week plan to address weaknesses identified through the data analysis protocol.

COMMUNICATION STRATEGY

Huntington 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, Huntington communicated the purpose of the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant by underscoring district priorities for increasing leadership capacity with both internal and external stakeholders. Information was shared regarding the STLE grant purpose, activities, and plans for programmatic sustainability during Superintendent’s cabinet meetings, as well as during meetings with the district’s Administrative Council. During monthly coaches’ meetings, coaches discussed grant-related activities and established associated timelines.

Throughout implementation, the district has used a number of communication tools and strategies to ensure that stakeholders remain aware of work related to career ladder pathways and efforts put forth by teacher and principal leaders. The district is committed to ensuring that teacher and principal leader successes in school improvement and student achievement is continuously recognized and celebrated. Listed below are the tools and strategies employed:



In-person meetings used to provide updates on grant activities for internal and external stakeholder groups.



Presentations to the Board of Education and to the public regarding the official acceptance of the grant awards and the associated scope of activities.



Use of the district’s website, Facebook, and Twitter to share updates.



Presentation made and information about the program disseminated to building/district PTA organizations and community groups, including its potential impact on students.

PROMISING PRACTICES

Using a set of guiding questions, Huntington Union Free School District thoughtfully considered best practices that would support implementation of its teacher and principal career ladder pathways.



Coordinate and facilitate professional development to support teachers' continuous learning and improvement of practices. Work with teachers to develop effective lesson plans that incorporate the shifts in mathematical practices identified as key components of the college and career ready standards.



Utilize classroom walkthroughs across the district to ensure professional development activities offered by the district are meeting the needs of teachers.



Encourage teachers to obtain National Board Certification.



Develop a peer observation and mentoring model to promote collaboration and support teaching and learning throughout the district.









Students and educators celebrate the success of Huntington's new Science, Technology, Engineering, and Math (STEM) Magnet School in spring 2014. Evident by the Elementary Science Coordinator position on their teacher career ladder pathway, Huntington is focused on improving teaching and learning in science across the district.

COST & SUSTAINABILITY

Huntington UFSD 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 grant-funded activities to the most significant extent possible, including the career ladder pathways. The Superintendent will continue to address financial concerns through the standard budgetary process, Title IIA Grants, and partnerships with the district’s Teacher Center and local Board of Cooperative Educational Services (BOCES).









Huntington UFSD is excited about the transformation in teaching and learning through career ladder pathways that have been funded through the STLE grants. Committed to excellence, district and school leaders will work to ensure that the work of its teacher and principal leaders continues beyond the grant period so that students and teachers can keep up the tradition.

2	12	1	6	4	1
Transitional Student Coaches	CCLS/DDI Demonstration Teachers	Parent University Coordinator	Academic Discipline Coaches	Universal Pre- Kindergarten Staff Developers	Family Involvement Coordinator
					
x \$3,500 stipend	x \$2,000 stipend	x \$2,000 stipend	x 40% Salary* <small>*Percent of Full Time Equivalent (FTE) salary for teacher leader roles and responsibilities</small>	x \$1,500 stipend	x \$7,500 stipend
= \$7,000	= \$24,000	= \$2,000	= \$65,000	= \$6,000	= \$7,500

IMPACT

Huntington students made notable progress from 2012-13 to 2013-14. Students attaining proficiency in math grades 3-8 has increased by 4%. This included gains made by students with disabilities and English language learners. There are decreases in students scoring at levels 1 and 2, and increases in students scoring at level 4. Gains were made in English Language Arts (ELA), grades 3-8, in underperforming subgroups including Black or African American students, students with disabilities, and English language learners. Significantly, specific “look-fors” aligned with college and career ready standards in all disciplines were evidenced on average in less than 20% of classrooms visited at the onset of the Focus Walk process to well over 50% at present.

<p>2</p>  <p>Transitional Student Coaches <i>directly and indirectly impact</i></p>	<p>12</p>  <p>CCLS/DDI Demonstration Teachers <i>directly impact</i></p>	<p>16</p>  <p>Teacher Leaders <i>directly impact</i></p>	<p>3</p>  <p>Principal Leaders <i>directly impact</i></p>	<p>4</p>  <p>UPK Staff Developers <i>directly impact</i></p>	<p>1</p>  <p>Family Involvement Coordinator <i>directly impacts</i></p>
<p>83 Teachers <i>which impact</i></p>	<p>100+ Teachers <i>which impact</i></p>	<p>75 Teachers 200 Students <i>which impact</i></p>	<p>328 Teachers 8 Principals <i>which impact</i></p>	<p>115 Teachers <i>which impact</i></p>	<p>75 Teachers <i>which impact</i></p>
<p>700+ students</p>	<p>1,250+ students</p>	<p>1,000+ students</p>	<p>4,366 students</p>	<p>463 students</p>	<p>1,000+ students</p>

COST SAVINGS



- Embedded professional development provided by teacher leaders has saved the district for similar work provided by consultants. There has been a 20-25% increase in the amount of professional development provided from within the district.









TIME SAVINGS



- The shift in grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action.
- The shift in grade level and department meetings to embedded coaching and co-teaching models by Teacher Leaders has allowed the district to decrease teacher time out of the classroom.

STUDENT NEEDS ADDRESSED

TEACHER AND LEADER NEEDS ADDRESSED

	Increased the percent of students demonstrating proficiency on New York State (NYS) Grades 3-8 Math state assessments by 4% from 2013 to 2014.		Twelve teachers are currently pursuing National Board Certification. Prior to the grant, only one teacher in the district had obtained National Board Certification.
	Increased proficiency in Grades 3-8 Math by 3% for English language learners and by 6% for economically disadvantaged students from 2012-13 to 2013-14.		At onset of Focus Walk process, targeted strategies were demonstrated in less than 20% of observed classes. One year later, the percentage is greater than 50.
	Increased the percent of teachers rated Effective or Highly Effective by 15% from 2012-13 to 2013-14, for State-Provided Growth Ratings.		100% of principals develop targeted annual action plans built around the district’s goals and mission. Professional principals serve as mentors to novice principals in more formalized and weekly programming than prior years.
	Curriculum developed for the district’s Science, Technology, Engineering, and Math (STEM) magnet school, allocates an uninterrupted hour+ STEM block every day in which inquiry-based instruction and project-based learning experiences are implemented.		Teacher leaders and professional teachers, more carefully selected than in previous years, are actively mentoring novice teachers.

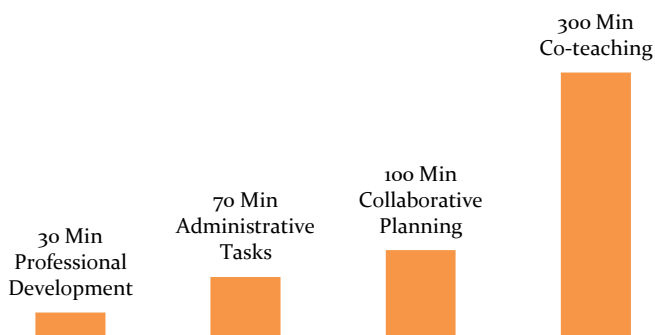
One Day in the Life of Donna Moro: Huntington UFSD Teacher Leader/Peer Coach



**Donna Moro, Teacher Leader
J. Taylor Finley Middle School
Huntington Union Free School District**

One Day in the Life: by the minute

- 7:30 AM Meet with building principal to discuss co-teaching initiatives and to establish an outline and schedule for 5th grade professional development on inquiry-based learning.
- 8:30 AM Gather materials and plans needed for co-teaching activities.
- 8:55 AM Co-teach with 6th grade teacher, demonstrating inquiry-based interdisciplinary lab activity.
- 10:30 AM Work on plans to host a videoconference with industry professionals; provide teachers with materials they will use to prepare students for the live video conference experience.
- 11:20 AM Co-teach with another 6th grade teacher, demonstrating the inquiry – based interdisciplinary lab activity.
- 12:40 AM Lunch break.
- 1:00 PM Read and respond to e-mails regarding set up of professional development for middle school teachers on “flipping the classroom.”
- 1:30 PM Co-teach with 4th grade teacher demonstrating how to guide students in the construction and programming of robotic devices.
- 3:00 PM Finalize a list of activities for next day, review plans and respond to communications.
- 3:45 PM Facilitate STEM Enrichment Program for middle school students.



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 Donna is developing her teaching and leadership skills:

Implementation Planning



Teacher leaders participate in regular collaborative planning sessions and training exercises around the implementation of college and career ready standards within and outside the district before and after they are selected.

One-on-One Support



Teacher leaders meet routinely and in a scheduled manner with curriculum leaders and administrators, including Teacher Leader Mentors, from across the district. They establish both personal and district goals related to curriculum and instruction in their disciplines.

Communities



Teacher leaders have the opportunity to network and support one another in regularly scheduled meetings. This allows them to prepare for participation in grade-level team discussions and assist in the planning of parent workshops designed to build a sense of community and include parents in the learning process.

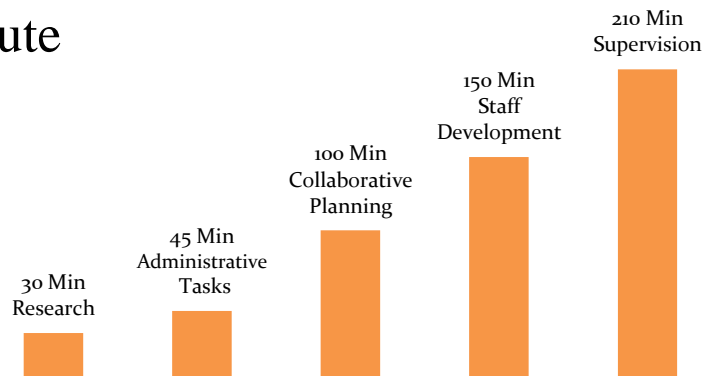
One Day in the Life of Rae Montesano: Huntington UFSD Principal Leader



Rae Montesano, Principal Leader
Jack Abrams STEM Magnet School
Huntington Union Free School District

One Day in the Life: by the minute

6:30	AM	Final review of day's calendar.
6:45	AM	Review of Science, Technology, Engineering, and Math (STEM) literature and research.
7:15	AM	Review of student work.
7:30	AM	Supervision of AM extra-curricular activities.
8:00	AM	Converse and provide direction to building staff.
8:30	AM	Greet students.
9:00	AM	Building walk.
9:30	AM	Phone calls to several parents/paperwork.
10:00	AM	Visits to grade 3 and grade 4 classrooms.
11:00	PM	Interactions with students during special activities.
Noon		Meeting with STEM Coach.
1:00	PM	Visits to grade 6 classrooms and science laboratory.
2:30	PM	Meetings with individual students or in small groups.
3:00	PM	Student dismissal.
3:10	PM	Facilitation of grade-level meetings.



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 Rae is developing her leadership skills:

Implementation Planning



Principal leaders participate in targeted leadership development activities, some of which are offered in-district while others are offered in professional settings beyond the district to help them prepare for and succeed in their roles.

One-on-One Support



Principal leaders are formally and informally mentored by central office staff and their peers. They develop specific action plans and set benchmark goals for their work, and participate in workshops, conferences and formal coursework to ensure success.

Communities



Principal leaders engage in focus walks routinely in several district schools. They participate in activities and meetings that promote horizontal and vertical articulation. These opportunities facilitate collaboration and allow them to share resources and feedback amongst each other.