

# North Tonawanda City School District

**Region:** Buffalo

**Mission:** To provide an excellent education to all that encompasses developing confident, creative, competitive, and caring students

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

**Superintendent:** Mr. Gregory J. Woytila



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.

# NORTH TONAWANDA CITY SD 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



6

Teachers in the District



281

Principals in the District



6

Turnover Rate of Teachers with Fewer than Five Years of Experience



27%

\*2012-13 data

Turnover Rate of all Teachers

9%

\*2012-13 data

## State-Provided Growth Ratings

Ineffective

3

(4%)

Developing

6

(8%)

Effective

59

(82%)

Highly Effective

4

(6%)

Student Enrollment



3,668

Per Pupil Expenditure



\$10,266.00

\*2012-13 data

## Students by Ethnicity

American Indian or Alaska Native

71

(2%)

Black or African American

60

(2%)

Hispanic or Latino

95

(3%)

Asian or Native Hawaiian/  
Other Pacific Islander

38

(1%)

White

3,371

(92%)

Multiracial

33

(1%)

## Other Student Groups

Limited English Proficient Students

38

(1%)

Students with Disabilities

689

(19%)

Economically Disadvantaged Students

1,476

(40%)

Eligible for Free Lunch

1,073

(29%)

Eligible for Reduced-Price Lunch

308

(8%)

# OVERARCHING VISION

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**North Tonawanda City School District (NTCSD)**, located in the Buffalo Region, is a Strengthening Teacher and Leader Effectiveness (STLE) 3 recipient of \$309,560 and a STLE-Dissemination: Principal Leadership (STLE-D) recipient of \$100,073. Educators in North Tonawanda have created an enduring vision of shared leadership, led by Teacher and Principal Leaders that spans across 6 schools, 3,668 students, and 281 teachers.

## **Original Vision Outlined at the Start of the STLE Grant Period**

NTCSD's vision for the STLE grant was to improve English Language Arts (ELA), mathematics, and enhance instruction through technology. At the time the STLE 3 grant application was written in winter 2013, student achievement at the elementary and middle levels indicated that approximately half of all students were meeting grade level standards in key subjects. Subgroups that include minority, special education, and economically disadvantaged students were less likely to meet grade level standards, placing them at high risk of school failure and dropout. White students and students with disabilities did not make Adequate Yearly Progress (AYP) in elementary and middle-level ELA as well as mathematics in 2011-12. The economically disadvantaged student subgroup did not make Adequate Yearly Progress (AYP) for overall graduation rate. The district graduation rate in 2012 was 76%, three percentage points lower than in 2011. For the 2012-13 school year, Adequate Yearly Progress (AYP) targets were not met for secondary-level ELA and mathematics for all students, white students, and students with disabilities subgroups. Additionally, due to increased financial hardships in 2011-12, the district had to significantly reduce its staff. The 44% 2011-12 turnover reflects a large lay-off of teachers who had five years of experience or less.

Career ladder pathways in NTCSD would create a clearly defined structure for teachers and administrators to attain higher levels of responsibility and rewards. The district envisioned utilizing career ladder pathways to increase the number of teachers rated Effective or better within each building who would directly support the development of teachers rated Ineffective and Developing or score in the low-Effective range. It was also a priority to relocate top talent when necessary to ensure that students with the greatest needs received support from the most effective teachers. The new Teacher Leader position would enable excellent educators to participate in instructional leadership tasks, including mentoring, curriculum development, assessment design, and educational policy. The district planned to implement English language arts modules in grades 3-6 and build a toolbox to strengthen teacher effectiveness for identified novice teachers. Teacher Leaders would be paired with novice teachers based on areas of strength and need such as classroom management, research based strategies for teaching, and other components of effective teaching.

Implementation of career ladder pathways in NTCSD was also intended to increase the percentage of administrators rated Effective or better and to increase shared responsibilities amongst teachers and administrators. Principal Leaders would ensure that principals were contributing to the development of Teacher Leaders district-wide, facilitating the dissemination of administrative skills and experiences. The district believed that creating a cadre of potential Teacher and Principal Leaders whose expertise could raise the effectiveness of teachers who were rated Ineffective or Developing would help improve overall student outcomes. Gaps in student achievement, particularly as demonstrated on New York State assessments, would narrow as teachers' skills were strengthened.

The emphasis at the onset of the STLE 3 grant period was to establish a cohort of 17 teachers who would enroll in Niagara University's Advanced Teacher Leadership Program. For the first six months of the grant period, the district focused on building the capacity for Teacher Leaders in order to provide them with the support needed to positively impact their peers. NTCSD helped shape the coursework at Niagara University to best meet the needs of the district and Teacher Leaders. As part of their coursework, Teacher Leaders created a series of professional development workshops focused on literacy, mathematics, and technology for all teachers in NTCSD. This project ultimately reached 294 teachers, all parents of students in grades 3-6,

and some administrators. Course offerings were made to all of those constituents, and the feedback received, both written and verbally, was tremendous. This feedback will help shape how the District will sustain educator leader positions after the grant period.

### **Current Status of Career Ladder Pathways**

The current version of NTCSD's career ladder pathways differs from what was initially envisioned. Greater emphasis is being placed on strengthening the skill set of Teacher Leaders, through the Advanced Certificate program at Niagara University. The district is working collaboratively with Niagara University to plan and carry out strands of professional development for both Novice and Professional Teachers on career ladder pathways. In addition, Teacher and Principal Leaders have begun working with the Board of Education and district administration to develop a mission and vision, and lay the framework for professional learning communities. Seventeen (17) teachers and two (2) principals are participating in the career ladder pathways that were established through Strengthening Teacher and Leader Effectiveness (STLE) 3. The district selected the teachers who would be participating in the program based on the criteria outlined in the district's career ladder pathways rubric and organized teachers in grade level groupings of K-2, 3-6, and 7-12. Each group of 2-4 teachers is focused on English language arts and mathematics. In addition, a support person for technology was paired with each group of teachers.

NTCSD's current STLE grant program has been operational since March of 2014. Preliminary results show that the strategies being implemented are having a significant impact on teaching strategies, particularly for third grade teachers. As part of the STLE initiatives, classroom teachers were asked to commit to progress monitor all of their students five times per quarter in both English language arts and math, utilizing the information gathered from these interim assessments to differentiate instruction with support provided by Teacher Leaders. These scores were used to predict future success on the State assessments, with a high degree of accuracy. More frequent monitoring allows teachers to make adjustments that lead to improved student outcomes. Next year's student assessments are expected to show gains as a result of this new strategy. The district has designated Teacher Coaches/Collaborators that cover the classes of teachers who attend professional development sessions to receive deliberate support and instruction in targeted areas based on progress monitoring and Annual Professional Performance Review (APPR) evaluations.

### **Future Aspirations for North Tonawanda through Educator Leadership in Career Ladder Pathways**

Through STLE 3 the district has developed strategies that have enhanced Teacher Leaders' skills and strengthened teachers' ability to deliver high quality instruction to students. Many of these strategies are being modified by Principal Leaders for implementation with principals to strengthen their administrative, leadership, and assessment skills, leading to the creation of a Principal Development Program.

With the components of the STLE 3 grant program as a foundation, the NTCSD Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership (STLE-D) grant funded program utilizes two Principal Leaders to implement a plan to increase the number of buildings led by principals rated Highly Effective, prepare promising district staff to become principals in the future, and create an administrator development strategy that can be maintained by the district after the grant period ends. The district has established a mentor program where the two Principal Leaders are working to develop and mentor the four existing principals who have not attained a Highly Effective rating; preparing three Assistant Principals for future roles as Highly Effective principals; and preparing two Teacher Leaders for future roles as district administrators. A strand of professional development has been coordinated between the two Principal Leaders, utilizing the 17 Teacher Leaders in the cohort, to provide instructional strategies, researched-based best practice, and purposeful learning walks to better evaluate current instruction and provide more meaningful feedback to strengthen novice and professional teachers. Purposeful learning walks are helping principals identify the areas of strength and need in teachers, and will also assist the district in developing more uniform assessments among principals by giving them specific examples of highly effective teaching strategies in key content areas.

NTCSD's ultimate goal is to implement a model schools program where the two Principal Leaders, working collaboratively with the superintendent, grant manager, and Teacher Leaders will showcase best practice. Other building administrators will spend quality visits in the model school to better learn how to manage and support a professional learning community in their assigned buildings. NTCSD envisions further refining and implementing a multi-component program with specific strands for principal development. The district hopes to continue to offer a separate developing administrator's strand for Teacher Leaders with administrative promise.

# MODEL SUMMARY

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**North Tonawanda City School District** enhanced its Teacher and Leader Effectiveness (TLE) Continuum by providing opportunities for Effective and Highly Effective teachers and principals to share their expertise with their colleagues. The district's career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: preparation, recruitment and placement, induction and mentoring, evaluation, and ongoing professional development/professional growth.

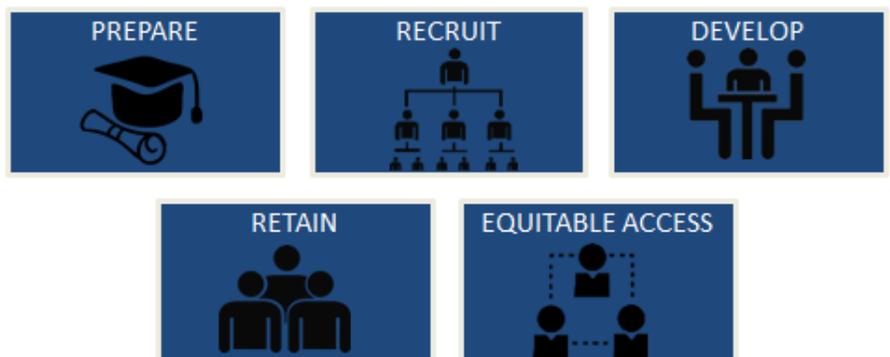
The district established the following teacher and principal leader positions on its career ladder pathways:

- Professional Teacher: Teacher Coach/Collaborator
- Teacher Leader: Teacher Leader
- Principal Leader: Principal Leader

The district's 5 Teacher Coach/Collaborators work collaboratively with their colleagues that need support. In addition, 17 Teacher Leaders assist their peers with applying the college and career ready standards and Annual Professional Performance Review (APPR) data for continuous improvement. They also help their peers develop curriculum aligned with college and career ready standards and use evidence based instruction. Teacher Leaders lead their colleagues once a week in diagnosing and addressing one of three areas of need: English language arts, mathematics, and technology. In addition, Teacher Leaders have provided professional development opportunities through a strand of offerings to teachers, parents, and administrators. Sessions have addressed: pre-Committee on Special Education (CSE) strategies; the K-6 health curriculum; guided reading and literacy; and the English language arts modules. The district's 2 Principal Leaders help support and coach other principals, as well as support teachers who have been rated as Ineffective or Developing. They also support Teacher Leaders with carrying out goals and establishing district priority areas according to need.

NTCSD has proposed a multi-component program with clearly defined strands for the development of current and future principals. A separate, Developing Administrator strand, was offered to two (2) Teacher Leaders with administrative promise. These two aspiring administrators entered the Leadership Initiative for Tomorrow's Schools (LIFTS) administrative program at the University at Buffalo.

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



# RATIONALE

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Professional learning is essential to the district's school reform efforts. In NTCS D, 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 focus professional learning, coaching support, and innovative instructional strategies to increase student achievement.

## **Gap Analysis:**

In an initial assessment, North Tonawanda CSD identified the following needs:

### **Student Achievement:**

- Accelerate student growth and close gaps in achievement in math, English Language Arts (ELA), and technology.
- Adequately support the increasing population of economically disadvantaged students and students with specialized learning needs.
- Address the correlation of schools with the highest percentage of economically disadvantaged students and students with disabilities with the lowest scores on grades 4-8 State ELA and math exams, as well as on Regents exams and in 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 and provide a pathway for future principals.
- Increase the percentage of high-needs students taught by teachers rated Effective or better.

## **Design Principles:**

In response to these needs, North Tonawanda CSD designed career ladder pathways that:

- Allow for data-driven 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

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## Novice Teacher

- Utilize effective teaching strategies.
- Promote student learning through highly effective teaching.
- Communicate effectively with parents, students and colleagues about teaching and learning in the classroom.
- Participate in professional development.
- Participate in mentoring offered by Teacher Leaders (when applicable).

## Professional Teacher

### Teacher Coach/Collaborator:

- All responsibilities of a novice teacher.
- Plan and lead grade level, interdisciplinary or content specific teacher meetings.
- Provide professional development and training for staff.
- Adapt curriculum to provide for the needs of each and every student.
- Actively engage in the Collaborative Instructional Review process to ensure highly effective teaching in all content areas.
- Lead others in a designated area of district need: Pre-Committee on Special Education (CSE) strategies; grades K-6 health curriculum, guided reading and literacy; and English Language Arts (ELA) Modules.
- Coach teachers in one-on-one or small groups, analyzing student data and engaging in instructional improvement activities.

## Teacher Leader

- Mentor first year teachers, teachers rated Developing or Ineffective, and any teacher who request additional support.
- Provide strands of professional development in ELA, mathematics, and technology.
- Work to enhance parental involvement as well as future curriculum updates.
- Assist the development of their colleagues to share best practice.
- Provide workshops or information for parents.

# PRINCIPAL ROLES & RESPONSIBILITIES

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## **Novice Principal**

- Create effective learning environments.
- Support teacher growth and success using a collaborative and supportive process.
- Ensure teachers integrate literacy and math strategies into daily instruction in all content areas.
- Facilitate evidence-based decision making.
- Participate in the Collaborative Instructional Review process to ensure highly effective teaching in all content areas.

## **Professional Principal**

- All responsibilities of a Novice Principal.
- Create effective learning environments.
- Support teacher growth and success using a collaborative and supportive process.
- Participate in the Collaborative Instructional Review process to ensure highly effective teaching in all content areas.

## **Principal Leader**

- Conduct formal mentoring of teachers, administrative interns, first-year principals, and other relevant staff to become school administrators.
- Conduct formal mentoring of teachers who are learning to coach and develop other adults.
- Manage district-wide curriculum and assessment development teams.
- Work collaboratively with Teacher Leaders and administrators to establish model schools and professional learning communities.
- Support Teacher Leaders with carrying out goals and establishing priority areas.
- Mentor aspiring administrators once per week.
- Work collaboratively with Teacher Leaders to design online library for professional development.

# STRATEGIES FOR SUCCESS

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## 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 improve instruction, student learning, and integrated decision making.
- Identify teachers who are respected by their peers and administration.
- Identify institute of higher education partners.
- Establish minimum criteria for eligibility.

## 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 leader roles.
- Develop a selection screening tool.
- Send out invitations to qualified individuals.
- Host an informational meeting to answer questions potential candidates have.
- Communicate teacher leader opportunities to identified teachers.
- Host interviews for aspiring administrators.
- Measure responses against Interstate School Leaders Licensure Consortium (ISLLC) standards-based questions prepared by the University at Buffalo.
- Evaluate writing sample.

## 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 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.
- Enroll teacher leaders at Niagara University in the Advanced Teacher Leadership Program.
- Enroll aspiring administrators in the University at Buffalo Leadership Initiative for Tomorrow’s Schools (LIFTS).

# BUILDING CAPACITY FOR EDUCATORS TO LEAD

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Implementation of NTCSD's career ladder pathways requires preparation for Teacher Leaders, Principal Leaders, building staff, and district leaders.

Teacher Leaders receive professional development through Niagara University's Teacher Leadership Advanced Certification of Study program. Studies prepare teachers rated Effective and Highly Effective to mentor Novice teachers and those rated Ineffective and Developing. In addition, the program prepares Teachers to engage in curriculum development activities and implement robust professional development opportunities for their colleagues.

Principal Leaders mentor teachers, administrative interns, first year administrators, and other staff who desire to become school administrators. Aspiring administrators not only shadow principal leaders but are enrolled in the University at Buffalo's Leadership Initiative for Tomorrow's Schools (LIFTS) administrative program. In addition, Principal Leaders mentor Teacher Leaders who are: learning to coach adults; manage district-wide curriculum and assessment development teams; and conduct lead evaluator certification training for administrators district-wide. Professional development for the Principal Leader position is provided by the District Superintendent and the Board of Cooperative Educational Services (BOCES), as needed.



Pictured at left, are two of North Tonawanda's aspiring administrators enrolled in the University at Buffalo's Leadership Initiative (LIFTS) administrative program for the 2014-15 school year.

"Our district leaders who participated in the review of applications for Teacher Leaders have described the process as "invigorating, time well spent, and exciting for our district and teachers." To date, all constituents of the district are well informed of the grant, its potential, and are enthusiastic for updates and the possibilities the future holds for instructional impact and teacher growth."

-Gregory J. Woytila, North Tonawanda City School District Superintendent

"North Tonawanda City School District will enhance its TLE Continuum by providing opportunities for educators rated Effective and Highly Effective to share their expertise with colleagues and compensate them for assuming additional duties."

-From North Tonawanda STLE 3 Application

# IMPLEMENTATION TIMELINE

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The development and implementation of the district’s career ladder pathways began in March 2014 when the district officially accepted the Strengthening Teacher and Leader Effectiveness (STLE) 3 Grant. Collaboration amongst stakeholders led to the development of a progressive model which prioritizes teacher and principal leadership to drive student success.

<b>North Tonawanda Career Ladder Pathways Implementation Timeline</b>	
<b>March 2014</b>	NTCSD is awarded STLE 3 Grant. Enrolled teachers rated Effective or better in the first two courses of the existing Niagara University Teacher Leadership Advanced Certification of Study program.
<b>April 2014</b>	District and the Board of Cooperative Educational Services (BOCES) began providing professional development for professional teachers and principals. Teacher Leader team began to meet monthly with Principal Leader for additional professional development around curriculum and assessment.
<b>July— August 2014</b>	Teacher leaders complete courses one and two of the Niagara University Teacher Leadership Advanced Certification of Study program.
<b>September 2014</b>	Teacher Leaders who have been enrolled in the Niagara University Teacher Leadership Advanced Certification of Study program are assigned to work with Developing teachers. Curriculum and assessment development teams began to meet monthly to make any needed revisions due in May 2015.
<b>September — December 2014</b>	Teacher leaders complete courses three and four of the Niagara University Teacher Leadership Advanced Certification of Study program.
<b>November 2014</b>	Teacher leaders applied and interviewed for the University at Buffalo LIFTS (Leadership Initiative for Tomorrow’s Schools) program. NTCSD awarded STLE-Dissemination: Principal Leadership.
<b>December 2014</b>	Internships began for aspiring administrators.
<b>January 2015</b>	Coursework at University at Buffalo began for LIFTS candidates.
<b>September 2014</b>	Teacher leaders continued to work with teachers rated Developing at the start of the 2014-15 school year.
<b>January 2015— May 2015</b>	Teacher leaders complete courses five and six of Niagara University Teacher Leadership Advanced Certification of Study program.
<b>May 2015</b>	Second cohort of administrators began the LIFTS program at University at Buffalo.
<b>June 2015</b>	District stakeholders meet to review effectiveness of initiatives completed under STLE 3 Grant.

# COMMUNICATION STRATEGY

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NTCSD prioritized clear and authentic communication with all district stakeholders throughout the development and implementation of their career ladder pathways. Clear and open lines of communication have been essential in allowing NTCSD to work with an expanding group of stakeholders in an effort to affect real change towards improving student achievement.

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



Key district administrators share information related to the career ladder pathways framework with administrators, teachers, and Board of Education (BOE) members quarterly. In addition, BOE workshops were held in fall 2014 to develop a district vision and mission.



Career ladder pathways model and implementation updates are discussed and shared on a regular basis at in-person meetings with NTCSD administrators and teacher leaders.



Career ladder pathways model and implementation updates are discussed and shared with parents and families in-person and via email. The District utilizes Facebook and Twitter to communicate Strengthening Teacher and Leader Effectiveness (STLE) initiatives weekly. A grant page on the district website was developed to regularly share progress of grant initiatives. Local university and radio stations have interviewed staff and published details regarding the work and partnerships with the larger community.



Continuous local, regional and statewide networking opportunities supported by STLE funds allow district leaders to hear from thoughtful leaders, community members and the general public on the impact of career ladder pathways.

Meghan Lundgren (aspiring administrator) and Laurie Burger are interviewed on WBFO on March 6, 2015, to talk about the STLE-D grant and NTCSD's partnership with the University at Buffalo.



# PROMISING PRACTICES

Using a set of guiding questions, NTCSD thoughtfully considered best practices that would support implementation of their teacher and principal career ladder pathways. By setting high standards for effective leadership based on research and best practice, NTCSD aims to build a network of exceptional instructional leaders who obtain results.



Develop a common language to ensure that teachers and administrators are effectively assessing performance and understand one another.



Partner with local institutions of higher learning to train teacher and principal leaders.



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



Complete initial and ongoing calibration of effective teaching and leadership practices for conducting observations and providing meaningful feedback.



Articulate clear expectations for effective teaching and leadership practices based on the New York State Teaching Standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards.



In fall 2014, Kelly Abbott, NTCSD 4th Grade Teacher, models how to implement the modules at Spruce Elementary School. Other teachers watch her instruction and learn about the protocols as professional development and support for English language arts teachers.

# COST & SUSTAINABILITY

NTCSD 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 career ladder pathways, beyond the grant term. The district is currently examining grant opportunities to sustain the model, in particular its Teacher Coach/Collaborator position.

The district is currently working on the development of a video library which will provide professional development and support to all constituents in the district, including parents and students. Identified segments of planned coaching videos will include identifying college and career ready standards for parents, organizational techniques for students, and every day instruction in literacy and mathematics for teachers. A collection of videos will also support principals with Annual Professional Performance Review (APPR) evaluation. The district plans on sustaining high quality professional development through the use of release time for Teacher Leaders to continue working directly with all staff.

Michelle Logan, a Teacher Coach/Collaborator, works with the Special Education Teachers at Meadow Elementary to model reading instruction in 2014-15.



5  
Teacher Coach/Collaborator



x \$5,000  
 stipend\*  
 = **\$20,000**

17  
Teacher Leaders



x \$5,000  
 stipend  
 = **\$85,000**

2  
Principal Leaders

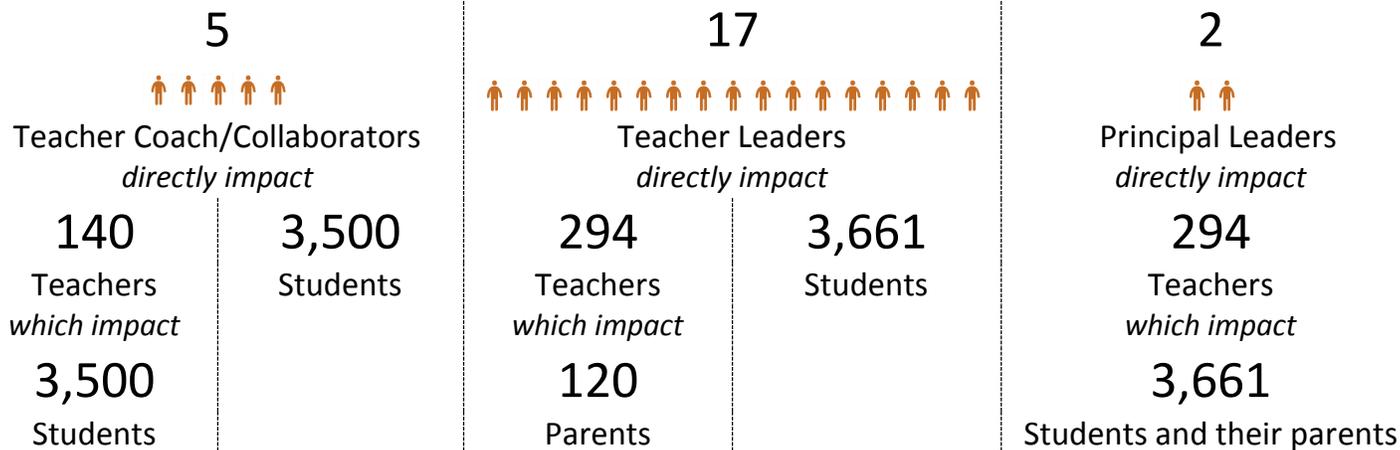


x \$5,000  
 stipend  
 = **\$10,000**

\*Note: One Teacher Coach/Collaborator position is shared between two people who are in the role part-time. Each receives a stipend of \$2,500.

# IMPACT

As a result of the work of teacher and principal leaders, there have been strands of quality professional development offered to all 294 teachers in the district. These sessions were deliberately designed to meet the needs addressed in the Annual Professional Performance Review (APPR) plan and aligned to district initiatives in English Language Arts (ELA) and mathematics. Teacher and principal leaders have also provided training to parents of students in grades 3-6 to give them resources so they can better support their child's success in mathematics and with the college and career ready standards. Through the Strengthening Teacher and Leader Effectiveness (STLE) grant the district has provide more time for vertical conversations in all buildings.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> <li>Embedded Professional Development has increased professional development time for elementary teachers by 24 hours per month.</li> </ul>	<ul style="list-style-type: none"> <li>The shift in grade level and department meetings to Professional Learning Communities has increased time spent on creating action plans that have measurable SMART goals.</li> <li>The shift from 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 by 20%.</li> <li>Parent workshops have increased the parental involvement for grades 3-6 by 50%.</li> </ul>

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	<p>Reorganization has increased student access to the most effective teachers. Five Teacher Leaders are working with 75 staff to support the top 10% at-risk students through targeted instruction.</p>		<p>In the 2014-15 school year, 2 Principal Leaders and 17 Teacher Leaders led 24 workshops for all 294 teachers, designed to address areas of need using APPR data for teachers, with a specific focus on ELA and math.</p>
	<p>Parent workshops have increased parental involvement for students in grades 3-6 by 50%.</p>		<p>All 17 Teacher Leaders enrolled in Niagara University's Teacher Leadership Advanced Certification program. In addition, 2 Teacher Leaders, aspiring administrators, enrolled in the University at Buffalo Leadership Initiative for Tomorrow's Schools program to prepare internal candidates for leadership roles in the district.</p>
	<p>2 Principal Leaders are mentoring the remaining 4 principals in the district who have not obtained a Highly Effective rating to extend the reach of these leaders to approximately 2000 students.</p>		<p>Teacher observation results indicate improved instructional practice in teachers' classrooms after targeted feedback from peer observation model in using questioning and discussion techniques, engaging students in learning, and using assessment instruction.</p>

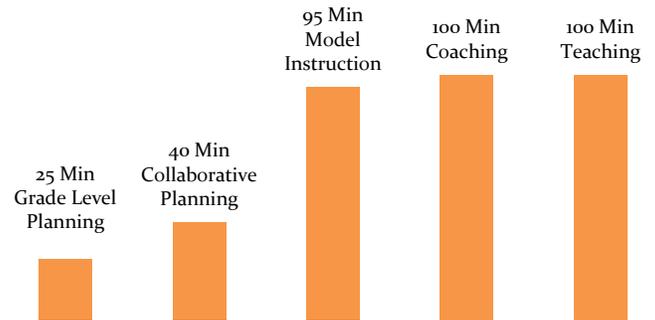
# One Day in the Life of Jennifer Kendt: North Tonawanda City SD Teacher Leader



**Jennifer Kendt**  
Grade 5/6 Major Progress Program (MPP)  
STLE Teacher Leader/Coach  
Meadow Elementary  
North Tonawanda City SD

## One Day in the Life: by the minute

- 8:20 AM Arrive at building.
- 9:00 AM Meet with grade 3 teachers and discuss use of the modules.
- 9:50 AM Model a grade 4 module lesson while grade 4 teachers observe.
- 10:40 AM Meet with teachers that have signed up for additional module support.
- 11:30 AM Lunch and meet with grade 6 teachers for module overview.
- 12:15 PM Teach grade 5 module lesson while teachers observe and debrief afterward.
- 1:00 PM Teach afternoon grade 6 English Language Arts (ELA) module lesson.
- 1:50 PM Focus: based on the exit ticket from today's lesson, meet with individual students for extra support/tutoring.
- 2:40 PM Student dismissal/ check-in with grade level teachers.
- 3:05 PM End of business. Begin final wrap-up before departing for home.

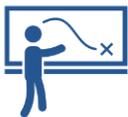


Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

## Opportunities for professional growth

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

### Implementation Planning



Jennifer attends college at Niagara University and received training during on-boarding and throughout the year. As part of her coursework, Jennifer developed professional development workshops for NTCSD and had an immediate impact on transforming teaching and learning. Jennifer will graduate with her Advanced Certificate in teacher leadership in May 2015.

### One-on-One Support



Jennifer meets one-on-one with the Principal Leader, Superintendent, and Grant Manager as needed to be sure she is getting the support she needs to support her colleagues and inform professional development and district investments.

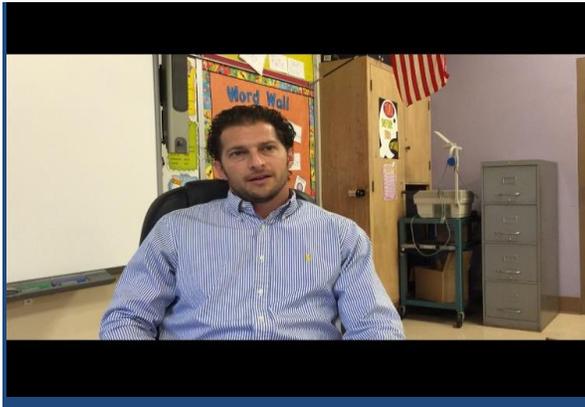
### Communities



Jennifer collaborates with another STLE Teacher Leaders to provide materials, supplies, and plans for all grade 3-6 ELA teachers. In addition, Jennifer networks with other educators enrolled at Niagara University to inform her professional growth and development.

# One Day in the Life of Sean Kibrick:

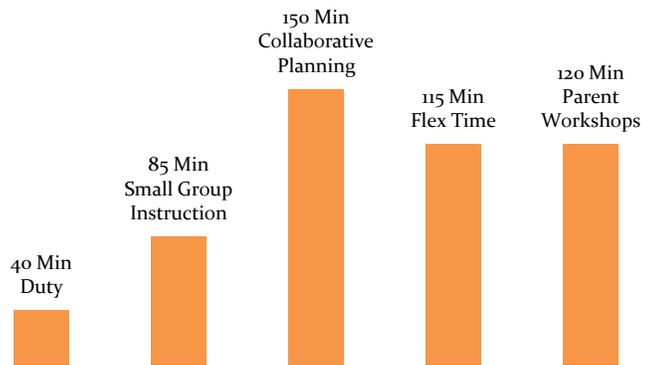
## North Tonawanda City SD 6<sup>th</sup> Grade Math Teacher Leader



**Sean Kibrick, Teacher Leader  
Spruce Elementary School  
North Tonawanda City SD**

### One Day in the Life: by the minute

- 8:20 AM Arrival: Prepare and set up room for sixth grade meeting.
- 8:45 AM Greet sixth grade colleagues.
- 9:00 AM Start support group session with colleagues focused on the bridge to Common Core Learning Standards.
- 11:00 AM Begin aligning work from textbook series to modules.
- 12:00 PM Lunch
- 12:45 PM Collaborate with partnering Teacher Leader for upcoming session based on feedback from the morning.
- 1:30 PM Partner with Teacher Leader colleagues from grades K-2.
- 2:00 PM Complete a thorough review of K-6 curriculum maps and pacing guides.
- 3:00 PM Prepare and set up room for evening parent session.
- 5:00 PM Greet parents at elementary school for Common Core Learning Standards workshop.
- 7:00 PM Conclude parent workshop.



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 Sean Kibrick is developing his teaching and leadership skills:

#### Implementation Planning



Sean attends college at Niagara University and received training during on-boarding and throughout the year. As part of his coursework, Sean developed professional development workshops for NTCSD and had an immediate impact on transforming teaching and learning. Sean will graduate with his Advanced Certificate in teacher leadership in May 2015.

#### One-on-One Support



Sean meets one-on-one and in small groups with his principal, Principal Leaders, and central office staff for feedback and support. Sean builds in time to reflect on professional development sessions with his partner to inform future opportunities.

#### Communities



Sean makes time throughout the day to network and plan with other teacher leaders and district staff informally, as needed. He also networks with other educators enrolled at Niagara University. Sean is leveraging these networks to complete a viable curriculum and pacing guide for all elementary teachers in collaboration with other Teacher Leaders.