

Rochester City School District

Region: Rochester/Southern Tier

Motto: Every child is a work of art. Create a masterpiece.

Awards: Teacher Incentive Fund

Strengthening Teacher and Leader Effectiveness 1 and 2

Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership

Superintendent: Dr. Bolgen Vargas



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.

ROCHESTER 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



64

Teachers in the District



2,657

Principals in the District



58

Turnover Rate of Teachers with Fewer than Five Years of Experience



39%

*2012-13 data

Turnover Rate of all Teachers

25%

*2012-13 data

Student Enrollment



29,197

Per Pupil Expenditure



\$10,209.00

*2012-13 data

State-Provided Growth Ratings

Ineffective

23

(4%)

Developing

43

(7%)

Effective

465

(81%)

Highly Effective

45

(8%)

Students by Ethnicity

American Indian or Alaska Native

65

(0%)

Black or African American

17,503

(60%)

Hispanic or Latino

7,324

(25%)

Asian or Native Hawaiian/
Other Pacific Islander

1,083

(4%)

White

2,941

(10%)

Multiracial

20

(0%)

Other Student Groups

Limited English Proficient Students

3,373

(12%)

Students with Disabilities

5,176

(18%)

Economically Disadvantaged Students

26,104

(90%)

Eligible for Free Lunch

23,447

(81%)

Eligible for Reduced-Price Lunch

1,092

(4%)

OVERARCHING VISION

Rochester City School District (RCSD), located in Rochester, New York, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of \$7,682,875 and a STLE Dissemination: Principal Leadership (STLE-D) recipient of \$936,390. Educators in Rochester have created a cohesive vision of leadership that spans across 64 schools, 28,936 students, and 2,657 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

The Rochester City School District is a high-need, urban school district. RCSD had 65 schools, 41 designated as “in need of improvement,” at the time they applied for the STLE 1 grant. The student population was diverse. Approximately, 64% of students identified as Black or African American, 24% identified as Hispanic or Latino, and 10% identified as White. In addition, 11% of their student population was comprised of English language learners who spoke 70 different languages. Also, RCSD had many students that were living in poverty, with 83% receiving free and reduced-price lunch. Additionally, 18% of their student populations were considered students with disabilities.

Consequently, RCSD’s original vision for their Teacher Leader Effectiveness (TLE) Continuum focused on improving student outcomes, making decisions steeped in research-based evidence, integrating theory and practice, and utilizing data to improve professional practice. This is captured in the district’s three Core Pillars: pre-service and induction, development and support, and leadership and advancement. The district believed that aligning these three pillars would assure the district’s ability to provide high quality teaching to every student so that every student achieves. RCSD’s plan would enable both teachers and leaders to progress through each pillar in sequence, focused on a specific goal that had supporting objectives and strategies.

RCSD internalized the work of Jim Collins, author of *Good to Great* (2001), to mean recruiting and further developing the right teachers and educational leaders and then placing them strategically to obtain high yielding results. As a result, RCSD chose a professional learning theory of practice to focus on defining effective teaching, providing consistent training and high impact coaching, while utilizing The Framework for Teaching (Danielson 2011), professional learning standards, and Annual Professional Performance Review (APPR) in order to improve student achievement. The district began making strides towards this goal by inviting the right people to join its team, as modeled through their reorganization plans and efforts at the time they applied for the STLE 1 grant that continue to date.

RCSD sought guidance and support from the Teacher Incentive Fund (TIF) and STLE grants to conceptualize and align efforts ensuring that the theory of practice would inform RCSD’s TLE Continuum, an interconnected pathway of resources and supports utilized to allow educators to obtain Highly Effective status and dramatically increase student achievement.

Current Status of Career Ladder Pathways

RCSD applied for TIF and three STLE grants to engage more educators in collaborative practice through the enhancement of career ladder pathways already in place. . The overarching key has been the ability to align efforts and refine the work of preparing the workforce systemically and in coordination with district goals. In an effort to enhance and highlight current practice, STLE has provided RCSD with opportunities to re-examine the current model of career advancement for both teachers and leaders. As a district with a preexisting career ladder pathway structure that met minimum requirements of the grants, TIF and STLE have challenged district leadership to think strategically about the use of performance data to select and advance individuals within the workforce on career ladder pathways.

The district views each rung as a dedicated step toward leadership and incentive opportunities. The teacher career ladder pathway currently includes four rungs: Intern Teacher, Resident Teacher, Professional Teacher, and Lead Teacher. These rungs provide opportunities for teachers to advance within the teaching profession and move into leadership roles. The principal career ladder pathway includes four rungs: Novice Principal, Professional Principal and Lead Principal and a Strengthening Teacher and Leader Effectiveness-Dissemination (STLE-D) Lead Principal. These rungs provide opportunities for principals and other administrators to advance within administrative leadership roles. RCSD's collaborative efforts with the Rochester Teachers Association and the Association of Supervisors and Administrators of Rochester continue to strengthen the educator mentoring programs, Career in Teaching (CIT) and Career in Administration and Supervision (CIAS). RCSD and the Rochester Teacher Association work collaboratively through the CIT mentor teacher internship program to provide opportunities for teachers to advance on the career ladder pathway. New administrators are mentored through RCSD's CIAS program. This program allows administrators to move through the principal career ladder pathway with the appropriate supports.

While the district has seen positive impacts through the use of STLE 1 and 2 grants, there is still room for progress. Currently, RCSD has 15 failing schools and had less than 10% of students demonstrate proficiency in both math and English Language Arts (ELA) on grades 3-8 state assessment exams for the 2013-14 school year. Additionally, during the last state review that measures the district against the Diagnostic Tool for School and District Effectiveness (DTSDE), RCSD performed at the *Developing* status.

Future Aspirations for Rochester through Educator Leadership in Career Ladder Pathways

RCSD recognizes their need to shift the culture in order to better prepare their workforce systemically and in alignment with district goals. The district envisions that this "cultural shift" will transform the district into a learning organization with more clearly defined roles and responsibilities as the educator workforce develops through established career ladder pathways. RCSD is moving to 1) operationalize positional learning to better prepare and support those at various points in their career as defined by the career ladder pathways and 2) share effective practice as part of STLE-D.

In order to operationalize positional learning, every position for each bargaining unit will be categorized into learning groups. Learning opportunities will then be designed for each group based on skills and critical features to ensure individuals are set up for success. Learning opportunities will be aligned with career ladder pathways to ensure individuals are equipped to move into positions of leadership. This consistent approach to teaching and leadership will help to sustain the structural work leveraged through STLE grants. In order to more consistently share effective practice, as part of becoming a learning organization, STLE-D Lead Principals are sharing effective practice with other school leaders that have shown promise and demonstrate effectiveness on both aspects of the Dimensions of the Multidimensional Principal Performance Rubric (MPPR). The first component of MPPR supports the use of the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008. The second component of the MPPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation, and monitoring and evaluation.

As a district in need of improvement, RCSD has gone further to align with DTSDE findings, specifically domain 2 of the rubric. Domain 2, School Culture and Instructional Program, specifies that, "an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." Through the district's career ladder pathways, they will address DTSDE findings within this domain by aligning their Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and School Comprehensive Educational Plans (SCEP). In addition, they will support greater collaboration to: develop interdisciplinary curricula; a learning environment that is responsive to student's varied experiences, strengths, and needs; and a common understanding of the importance of diverse stakeholder contributions in creating a safe school community that is conducive to learning and fosters a sense of ownership.

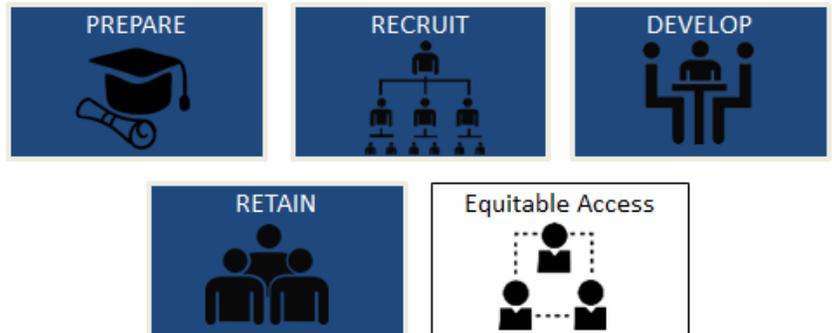
MODEL SUMMARY

Rochester City School District's Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 grants have supported the district's continued work to develop a robust teacher and principal career ladder pathway model. Additionally, the district also received Teacher Incentive Funds (TIF) to support career ladder pathway model implementation. Rochester's efforts through STLE support the full Teacher Leader Effectiveness (TLE) Continuum: preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, and performance management. The district established the following teacher and principal leader positions on its career ladder pathways:

- Lead Teacher: Mentor, Peer Reviewer and Instructional Coach
- Lead Principal: Mentor

Through the district's career ladder pathways model, schools have provided effective teachers and leaders with opportunities to share their knowledge and expertise with other educators. As a result, instructional practice and collaborative learning has improved through peer driven professional development. Lead Teachers, those who have five to seven years of teaching experience and have demonstrated successful classroom teaching, serve in one of three positions: Mentor, Peer Reviewer, or Instructional Coach. RCSD currently has 5 Mentors, 6 Peer Reviewers, and 29 Instructional Coaches. The district's 7 Lead Principals serve as Mentors to support the development of Novice principals.

Rochester CSD's Career Ladder Pathway model addresses the talent management challenges of preparing, recruiting, retaining and developing the most effective educators.



RATIONALE

Professional learning is essential to the district’s school reform efforts. In Rochester, teachers and school leaders learn collaboratively and work together to develop a school culture that supports and sustains instructional improvement, and helps 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 dramatically increase student achievement.

Gap Analysis:

In an initial needs assessment, Rochester identified the following needs:

Student Achievement:

- Increase the number of students who demonstrate proficiency on New York State (NYS) Grades 3-8 English Language Arts (ELA) exams, from 5% in 2013-14.
- Increase the number of students who demonstrate proficiency on New York State (NYS) Grades 3-8 Math exams, from 7.23% in 2013-14.
- Increase the number of students who graduate college and career ready, from 51.5% in 2013-14.

Talent Management Needs:

- Train educators to implement college and career ready standards with appropriately aligned curriculum materials.
- Provide targeted, job-embedded professional development in all schools to ensure that the highest need students have access to the most effective teachers.
- Redesign career ladder pathways to effectively provide leadership and professional development opportunities that build the capacity of educators to improve student achievement.

Design Principles:

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

- Provide an opportunity for individuals in the workforce to advance and accept additional leadership responsibilities.
- Differentiate the levels of supports for those choosing not to advance within career ladder pathways.
- Target professional learning based on student and staff needs.
- Promote collaboration, flexibility, and sustainability of efforts.



Pictured above, Adele Bovard, Deputy Superintendent for Administration, examines student work with a third grade student during a mathematics lesson to assess progress toward increased proficiency on Math Grades 3-8 state exams.

TEACHER ROLES & RESPONSIBILITIES

Intern Teacher

- Receive mentoring and support from a Career in Teaching (CIT) mentor.
- Develop pedagogical skills.
- Develop the skills necessary to work effectively in an urban environment.
- Based on demonstrated knowledge and skills, the CIT Panel will either recommend that an Intern Teacher progress to the Resident Level after their first year or that the internship be extended by one year to further develop their professional practice.

Resident Teacher

- Demonstrate increased competencies and further develop practices and behaviors consistent with professional expectations for teachers.
- Demonstrate effective practice that is evidenced by progress in students' performance.
- Continue to improve knowledge of their subject matter and student engagement in active learning.
- Take part in professional learning opportunities to continuously improve their instructional practice.
- Teachers who receive an Effective or Highly Effective evaluation rating and obtain tenure progress to the Professional level.

Professional Teacher

- Demonstrate practices and behaviors consistent with the professional expectations for teachers.
- Demonstrate effective practice that is evidenced by progress in students' performance.
- Create increased educational opportunities for students.
- Demonstrate knowledge of their subject matter and engage students in active learning.
- Involve parents and the community in supporting students' education.
- Improve the school environment.
- Take part in professional learning opportunities to continuously improve their instructional practice.

Lead Teacher

Mentor, Peer Reviewer and Instructional Coach:

- Professional Teacher roles and responsibilities.
- Increase the opportunity for success of students and teachers by exhibiting, teaching, and inspiring excellence in the profession.
- In addition to teaching, assume additional responsibilities that may include, but not be limited to serving as a mentor teacher, peer reviewer and instructional coach.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Receive mentoring and support from a Career in Administration and Supervision (CIAS) mentor.
- Develop their skills against the domains of the Multidimensional Principal Performance Rubric (MPPR).
- Based on demonstrated knowledge and skills, The Career in Administration and Supervision (CIAS) Panel will recommend that the Novice Principal progress to the Professional level.
- The Superintendent will determine if the Novice Principal shall proceed to the Professional level.

Professional Principal

- Continuously demonstrate and develop their skills against the domains of the Multidimensional Principal Performance Rubric: Shared Vision of Learning; School Culture and Instructional Program; Safe, Efficient, Effective Learning Environment; Community; Integrity, Fairness, Ethics; Political, Social, Economic, Legal and Cultural Context.
- Take part in professional learning opportunities to continuously improve their instructional practice.

Lead Principal

Mentor:

- Serve as mentors to Novice Principals.
- Continuously demonstrate and develop their skills against the domains of the Multidimensional Principal Performance Rubric :Shared Vision of Learning; School Culture and Instructional Program; Safe, Efficient, Effective Learning Environment; Community; Integrity, Fairness, Ethics; Political, Social, Economic, Legal and Cultural Context.
- Take part in professional learning opportunities to continuously improve their instructional practice.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify high quality, “Effective” and “Highly Effective” teachers and principals, according to Annual Professional Performance Review (APPR), utilizing the Framework for Teaching and Multidimensional Principal Performance Rubric (MPPR) as aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- 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 and principals who are respected by their peers and administration.

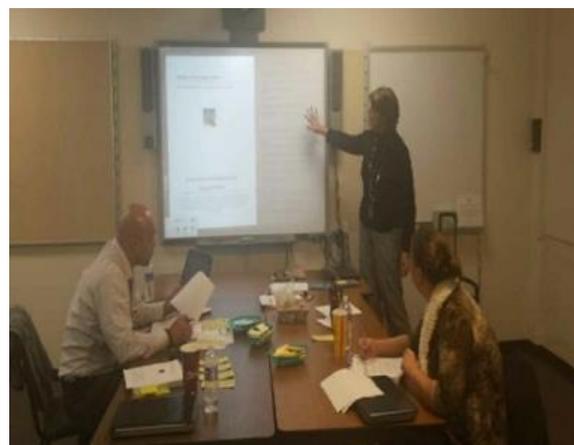
2. SELECT

- Develop clearly defined job descriptions for each of the teacher and principal leader roles utilizing the attributes of performance indicated in the Framework for Teaching and MPPR.
- Develop technical, behavioral, and role specific competencies for all teacher and principal leader roles aligned to the Framework for Teaching and MPPR.
- Develop a selection screening tool and process in collaboration with the Division of Teaching and Learning.
- Communicate teacher and principal leader opportunities to all.

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 critical attributes articulated in the Framework for Teaching and MPPR.
- Create ways for teacher and principal leaders to broaden the impact on school improvement.
- Ensure adequate resources are in place to support teacher and principal leaders.
- Provide opportunities for teacher and principal leaders to celebrate and share best practices.

Debbie Nicowski, Lead Teacher, develops technical competencies of school leaders on using evidence-based protocols during a professional learning session at the Center for Professional Learning during the 2014-15 school year.



BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal career ladder pathways model requires preparation for teacher leaders, principal leaders, building staff, and district leaders. The following activities prepare Rochester educators for leadership roles and advancement along their respective career ladder pathway:

- Career in Teaching (CIT) utilizes mentors and lead teachers to provide job-embedded professional learning to teachers.
- Career in Administration and Supervision (CIAS) utilizes mentors and lead principals to provide job-embedded professional learning to principals.
- The Office of Professional Learning provides high quality support systems for teachers and principals and ensures the availability of diverse and effective professional learning experiences aligned with the district's professional development and strategic plans.
- Lead teachers serve as Instructional Coaches to help teachers meet the instructional needs of all students and support full implementation of the college and career ready standards, evidence-based instruction, and other state and local initiatives.
- RCSD teachers have been able to earn a Bilingual Extension through a district partnership with an institute of higher education to increase the number of highly qualified, full-time teachers for the district's large bilingual population. Teachers have also participated in a formal Autism training.



Teachers, Teacher Assistants, and Paraprofessionals attend the first session of a 30 hour course during the 2013-14 school year, led by members of the Rochester team and the Mattoon Wayne Finger Lakes Board of Cooperative Educational Services (BOCES), on Autism Spectrum Disorder (ASD). Topics discussed throughout the course include, but is not limited to: classroom management, ASD tiered interventions and strategies, as well as specially designed instruction aligned to the Common Core Learning Standards.

"I am confident that we are moving in the right direction, but we need to move more quickly to improve student achievement...I look forward to working with the Board of Education and the community to make these proposals a reality and improve the opportunities for our young people to achieve and succeed."

- Dr. Bolgen Vargas,
Rochester City School District Superintendent

"The purpose of RCSD's STLE 2 grant is to enhance current career ladder structures that meet the New York State Education Department (NYSED) minimum qualifications and strengthen the Teacher and Leader Effectiveness (TLE) Continuum supports that prepare teachers and principals for leadership roles and advancement along their career ladders. These efforts will strengthen the educator mentoring programs, Career in Teaching and Career in Administration and Supervision."

-From Rochester STLE 2 Application

IMPLEMENTATION TIMELINE

The design and implementation of Rochester’s model began after the district was awarded its first Strengthening Teacher and Leader Effectiveness (STLE) grant in November 2012. The focus for career ladder pathways has consistently been on developing comprehensive systems to build the capacity of teacher and principal leaders in order to address the district’s areas of need.

Rochester City SD Career ladder Pathway Implementation Timeline	
November 2012	Awarded STLE 1 grant. Hired Human Capital Initiative (HCI) Director serving as the Director of Recruitment.
January 2013	Hired Bilingual Lead Teacher. Hired Secretary of HCI to support the day to day operations of the Office of Recruitment.
April 2013	Hired Lead Teacher of Professional Learning.
June 2013	Developed and shared the professional learning plan for summer 2013 and the 2013-14 school year.
July 2013	Provided ongoing training for Lead Teachers/Instructional Coaches.
August 2013	Provided ongoing training for Lead Teachers/Instructional Coaches.
November 2013	Awarded STLE 2 grant. Enhanced teacher and principal career ladder pathways model.
January 2014	Held multiple trainings for career ladder pathways teachers and principals on mentoring and peer review.
February 2014	Designed and developed professional learning resources to support the structures and protocols being developed as a result of grant efforts.
May 2014	District sought alternative vendors to support recruitment efforts.
June 2014	Hiring of professional development providers was postponed until new leadership for the Division of Teaching and Learning came on board.
July 2014	Select teachers and administrators trained as in-house professional development providers to offer professional learning opportunities.
August 2014	Sustained existing teacher and principal career ladder pathways as STLE 1 ended and work continued with STLE 2. Piloted differentiation course work in Innovation Greenhouse (IG) summer school program. Shared Leadership protocols to support differentiation with all administrators in summer training.
December 2014	Provided ongoing training for Lead Teachers/Instructional Coaches. Delivered training to STLE principals on the Six Learning Methods and Minds in Motion
December 2014- June 2015	Collected data to evaluate the effectiveness of STLE-Dissemination (STLE-D) initiatives.
January 2015	Began to re-examine the Rochester City School District professional development plan to ensure supports are inclusive and promising practices through STLE 2 are maintained in preparation for the next two school years (2015-2017). Provided training to STLE principals on adult learning theory and leading by modeling.
January 2015- June 2015	Work with leadership to create a culture that promotes adult learning and accountability.
February 2015- June 2015	Coach non-STLE school leaders.
March 2015	Re-examine the Rochester City School District professional development plan with professional learning experts to ensure supports are inclusive and promising practices

through STLE 2 will be maintained in preparation for the next two school years (2015-2017).

April 2015 Evaluate professional development providers' services.

June 2015 Review, evaluate, and communicate outcomes and successes of initiatives created through STLE 1 ,2 and D.

COMMUNICATION STRATEGY

Rochester 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, The Department of Human Capital Initiatives, district administration, and representatives of RCSD’s teachers’ and administrators’ unions met regularly to review the status of career ladder pathways implementation. The Project Director/Instructional Director of Professional Learning ensures the communication plan is followed and updated as needed.

Throughout implementation, the district has used a number of communication tools and strategies to ensure that stakeholders remain aware of career ladder pathways initiatives and teacher and principal leaders’ successes. The list below highlights a number of the tools and strategies used throughout the Strengthening Teacher Leader Effectiveness (STLE) 1, 2, and D grant periods.



- Regular in-person meetings with a cross-functional team that includes school chiefs from the following offices: Office of School Innovation, Office of Professional Learning, Office of the Deputy Superintendent for Teaching and Learning, and the Office of the Deputy Superintendent for Administration to discuss progress.
- An in-person meeting occurs monthly with principals and district leadership to ensure information is shared to all buildings and feedback is provided to inform decision making in the central office.
- Regular in-person meetings are scheduled with the district wide professional development committee to review STLE efforts and implementation of the district professional development plan.
- Regular monthly meetings with the Career In Teaching (CIT) and Career In Administration and Supervision (CIAS) mentoring programs.



- STLE updates are frequently posted on the Professional Learning website with links to partner departments.
- Hardcopy memorandums as well as the district’s Intranet provide periodic updates to all stakeholders.



- In-person meetings with the Office of English Language Learners, Nazareth College, and Brockport College occur regularly to discuss Bilingual Extension opportunities.
- In-person meetings with the Office of Special Education to discuss career ladder pathway opportunities in the division of Specialized Services occur regularly.



- Regular in-person data discussions are held by central office administration to further unpack teacher and leader performance measured by Annual Professional Performance Review (APPR). In addition, examinations of the Diagnostic Tool for School District Effectiveness (DTSDE) findings are on-going.

PROMISING PRACTICE

Using a set of guiding questions, Rochester City School District thoughtfully considered best practices that would support the implementation of their teacher and principal career ladder pathways. These practices provide a differentiated approach to adult learning to best develop their educator workforce.



Align all elements of the district to work in tandem in order to strengthen and sustain the Teacher and Leader Effectiveness (TLE) Continuum.



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



Engage in conversation with local institutions of higher learning to support pre-service teachers and provide opportunities for teachers to work towards additional certifications in areas of need.



Develop and implement a refined recruitment and selection process to ensure high quality teacher and principal leaders.



Provide Mentors and Instructional Coaches with support and continuous job-embedded professional learning.



A group of school and district administrators engaged in training with a Candi McKay Consultant during the 2013-14 school year to deepen their understanding of the Framework for Teaching rubric which is used to assess teachers as part of their Annual Professional Performance Review (APPR).

COST & SUSTAINABILITY

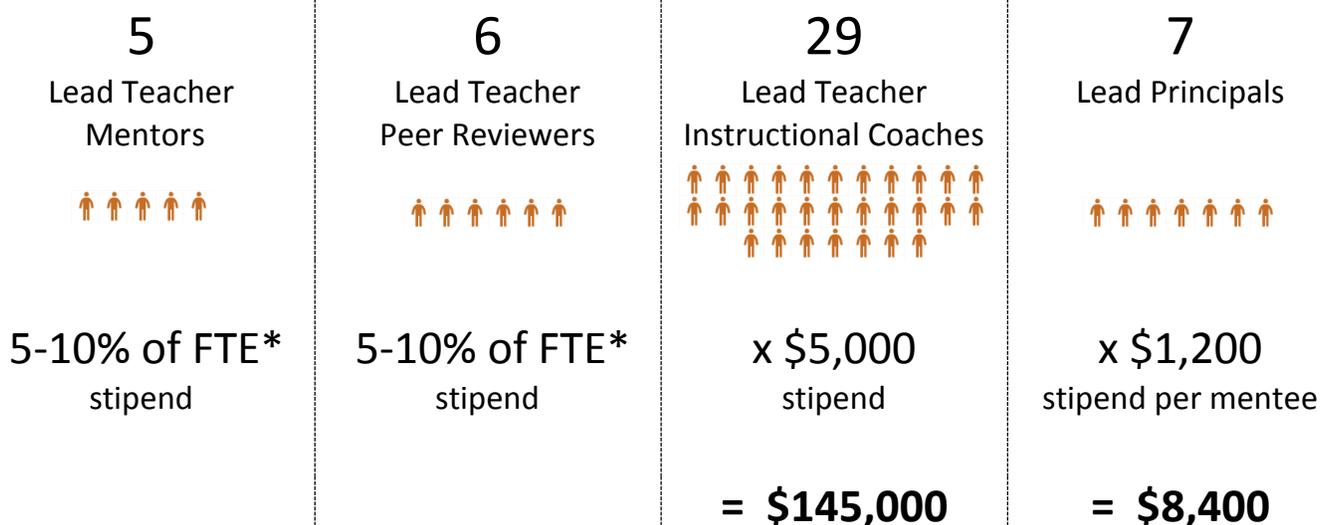
Rochester City School District (RCSD) has used Teacher Incentive Funds (TIF) and Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways. The district is committed to sustaining grant funded activities, including career ladder pathways, beyond the grant term. All teacher career ladder pathway positions established will be sustained and have been included in the Rochester Teacher's Association contract.

A strong willingness from the Association of Supervisors and Administrators of Rochester to take an active role in STLE efforts has opened the door for further conversation and continued opportunities for Rochester's school leadership constituency group.

RCSD is reallocating funds to be able to sustain programs and personnel related to career ladder pathways through the standard budgetary process. Additionally, Rochester is reviewing current funding allocations through Title I and Title IIA to determine if reallocation of funds is appropriate and necessary for sustaining a comprehensive Teacher and Leader Effectiveness (TLE) Continuum.



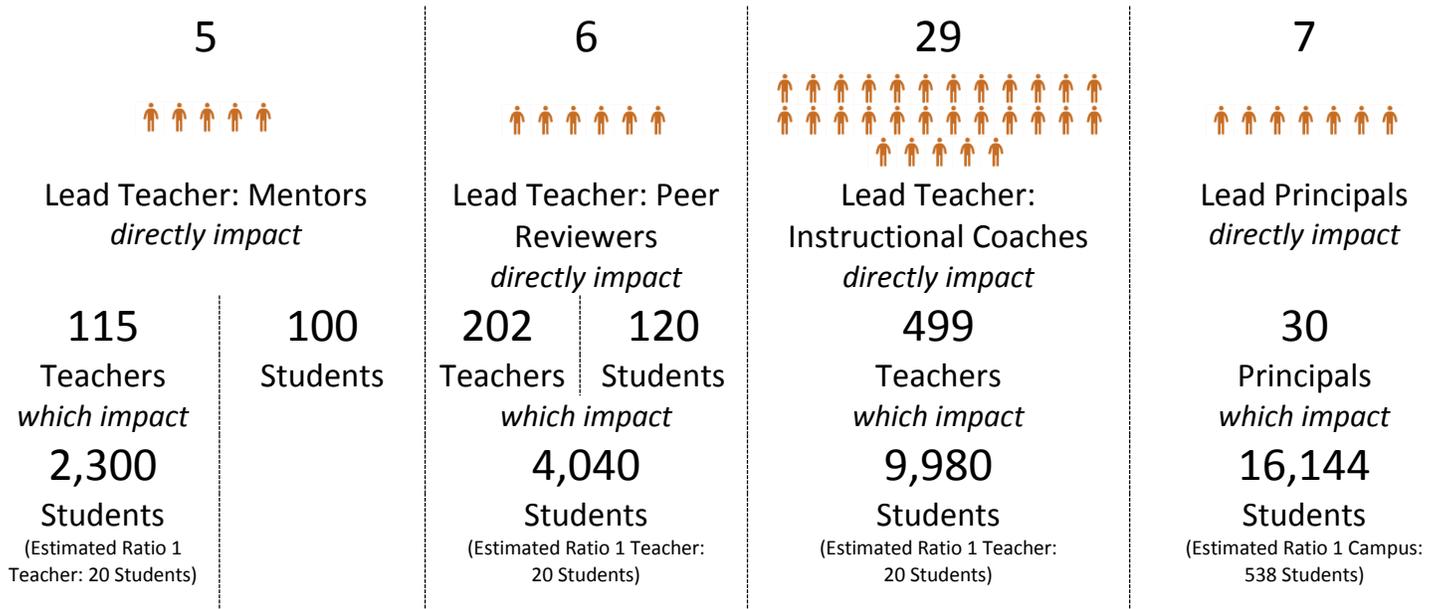
Pictured above, Lead Teacher - Instructional Coach, Kellie Little, reviews samples of student work with a teacher taking her Differentiated Instruction Course during the 2014-15 school year. A key aspect of the course design was researched-based strategies to provide students individualized support. Lead Teacher positions on the district's teacher career ladder pathways have been included in the Rochester Teacher's Association contract to ensure that teacher leaders continue to provide peer-led professional development.



*Percent of Full Time Equivalent (FTE) salary for additional roles and responsibilities.

IMPACT

Efforts supported by Strengthening Teacher Leader Effectiveness (STLE) funds have had a significant impact on Rochester City School District. The district has successfully taken preexisting structures and activities and enhanced them with the support of STLE funds towards becoming a learning organization and transforming teaching and learning.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Embedded professional development provided by teacher leaders has saved the district, on average \$10,000 per school site, without a need to contract with external consultants. In-kind use of the Center for Professional Learning, staffed by STLE funded positions, reduced the need to rent professional learning space off district property. 944 confirmed room reservations times an average of \$75 per room used total \$70,800. 	<ul style="list-style-type: none"> The use of protocols developed by the Office of Professional Learning has shifted grade level and department meetings to focus on student work and data analysis, increasing time spent on collaborative learning by 50%. Strategically utilizing Instructional Coaches as job-embedded service providers has decreased the amount of time teachers spend outside of the classroom learning from external providers.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	<p>A district study in fall 2014, which included 1,100 teachers, showed an increase in the state-provided growth scores of teachers of English Language Arts (ELA), math, or both by 2.5% for those working with an Instructional Coach.</p>		<p>17 teachers, representing a 13% increase for the district, completed the Bilingual Extension program in year 1 of STLE 1 to expand the number of bilingual classrooms being taught by certified bilingual teachers.</p>
	<p>Average student Northwest Evaluation Association (NWEA) reading growth in grades 1-6 from fall 2014 to winter 2015 benchmarks grew 6.1 Rasch Units (RITs). The average rate of normed reading growth for the same period and grade levels is 5.1. RCSD students grew at a rate above the average norm for that period in tested reading skills.</p>		<p>Through STLE 1, 3,227 teachers and 464 administrators gained access to a Learning Management System (AVATAR) that links professional learning to the Annual Professional Performance Review (APPR) goal setting process. Administrators and teachers can review historical documents within the system, review evaluation data, and plan professional growth opportunities.</p>
	<p>The graduation rate exceeded 50% in 2013-14 for the first time since the implementation of the new college and career ready standards.</p>		<p>82 Instructional Coaches provided 70,212 contact hours to teachers across the district during the 2013-14 school year providing targeted professional development and instructional support.</p>

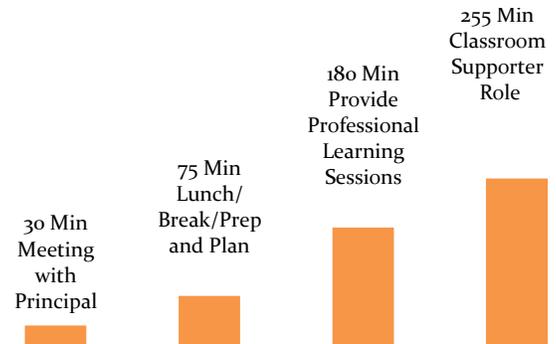
One Day in the Life of Delores Davis: Rochester City SD Instructional Coach



Delores Davis, Instructional Coach
Office of Professional Learning Pool Coach
Supporting School 4 and School 44
Rochester City School District

One Day in the Life: by the minute

- 7:15 AM Facilitate grade level meeting-4th grade.
- 8:00 AM Plan with 5th grade teacher for upcoming lesson they are co-teaching at the end of the week.
- 8:30 AM Model an English Language Arts (ELA) lesson for a 2nd grade teacher.
- 9:30 AM Meet with a team of grades 2-4 teachers for ongoing professional learning sessions on differentiation strategies.
- 10:15 AM Break for planning /paperwork.
- 10:45 AM Co-teach and debrief a math lesson with a 3rd grade teacher.
- 12:00 PM Lunch: Eat lunch and send protocols to specific teachers in need of resources.
- 12:30 PM Meet with principal to review the 4T's (Testing, Teaching, Training and Tracking) Coaching Update document.
- 1:15 PM Debrief with a 2nd grade teacher on the ELA lesson modeled.
- 2:00 PM Facilitate grade level meeting – 3rd grade.
- 2:45 PM Prepare for a professional learning session.
- 3:00 PM Facilitate a professional learning session on student engagement.
- 4:15 PM End professional learning session.



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 Delores Davis is developing her teaching and leadership skills:

Implementation Planning



Delores was provided with her school's School Comprehensive Educational Plan (SCEP) plan and made fully aware of the district's academic priorities. She received training from central office staff and the Coordinating Director of Instructional Coaches prior to assuming her position in order to prepare her to provide targeted professional learning opportunities to her peers.

One-on-One Support



Instructional Coaches are continually being met with regarding day to day work, schedule, and circumstances that arise throughout their day. Support is individualized based on a particular school's needs and continuous dialogue with the Coordinating Director of Instructional Coaches.

Communities



Instructional Coaches meet for bi-monthly professional learning opportunities to build on their own repertoire, learn from each other, and grow professionally. Professional learning is driven by Instructional Coaches' feedback and facilitated by colleagues, content directors, or the Coordinating Director of Instructional Coaches.

One Day in the Life of: Sandra J. Galbato:

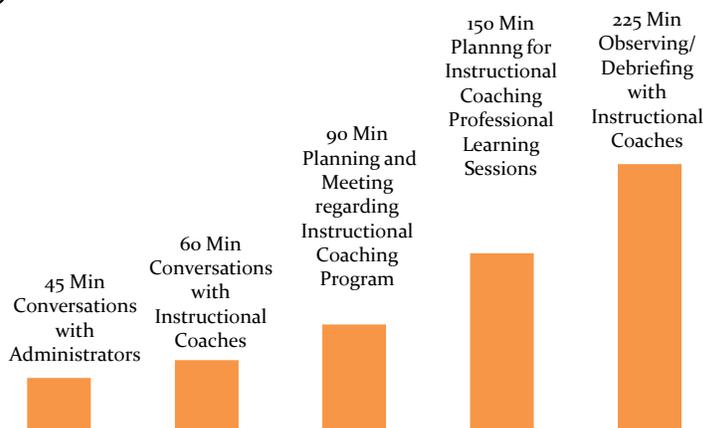
Rochester City SD Coordinating Director of Instructional Coaches



Sandra J. Galbato,
Coordinating Director of Instructional Coaches
Rochester City School District

One Day in the Life: by the minute

- 7:00 AM Prepare for the Professional Learning Action Team meeting.
- 7:30 AM Meet with the Professional Learning Action Team (comprised of 10 Instructional Coaches) to plan bi-monthly professional learning session.
- 8:30 AM Return phone call from administrator clarifying a coaching request.
- 8:45 AM Post-conference formal observation meeting with an Instructional Coach.
- 9:45 AM One-on-one meeting with the Instructional Director of Professional Learning.
- 10:15 AM Observe an Instructional Coach and conduct a debrief with a teacher.
- 11:15 AM Meet with administration to get feedback on coaching structure.
- 11:45 AM Post-conference formal observation meeting with an Instructional Coach.
- 1:00 PM Meet with Content Directors to receive feedback on current structure of professional learning sessions for Instructional Coaches and to plan for second semester sessions.
- 2:00 PM Informally observe an Instructional coach facilitating a grade level meeting.
- 3:00 PM Meet with administrative assistant to update calendar and schedule additional coaching support requested.
- 4:00 PM Phone conversation with an Instructional Coach regarding his schedule and a principal's request.
- 4:30 PM Phone conversation with Instructional Coach in need of advice on how to handle a situation at school.



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

Opportunities for professional growth

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

Implementation Planning



Sandra took part in an online webinar series focused on *Coaching Matters*, offered by Learning Forward, in order to prepare for her role. She also received side by side coaching from an external consultant, Ann M. Delehant, at the onset of program development for Instructional Coaches.

One-on-One



Sandra regularly meets with central office administration and building administrators regarding day to day work, schedule, and circumstances that arise throughout their day. Support is based on their need and continuous feedback from building administrators with the Instructional Coaches.

Communities



Bi-monthly professional learning opportunities are scheduled for Instructional Coaches to build on their own repertoire, learn from each other, and grow professionally. Professional learning is driven by Instructional Coaches' feedback and facilitated by colleagues, content directors, and central office staff.