

Washington County Consortium

Region: Capital

Motto: "Alone we can do so little; together we can do so much." (Helen Keller)

Awards: Strengthening Teacher and Leader Effectiveness 3

Superintendent: Mr. Andrew Cook



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.

WASHINGTON COUNTY CONSORTIUM 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. Please note that the Turnover Rates provided are an average of the schools within the consortium the remaining figures are totals across the consortium.

Schools in the Consortium



13

Teachers in the Consortium



426

Principals in the Consortium



13

Turnover Rate of Teachers with Fewer than Five Years of Experience*



4%

*2012-13 data

Turnover Rate of all Teachers*

7%

*2012-13 data

State-Provided Growth Ratings

Ineffective

8

(2%)

Developing

10

(3%)

Effective

199

(50%)

Highly Effective

180

(45%)

Total Student Enrollment



4,870

Avg. Per Pupil Expenditure



\$8,669.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

6

(0%)

Black or African American

48

(1%)

Hispanic or Latino

104

(2%)

Asian or Native Hawaiian/
Other Pacific Islander

32

(1%)

White

4,586

(94%)

Multiracial

94

(2%)

Other Student Groups

Limited English Proficient Students

10

(0%)

Students with Disabilities

798

(17%)

Economically Disadvantaged Students

2,240

(45%)

Eligible for Free Lunch

1,336

(27%)

Eligible for Reduced-Price Lunch

382

(8%)

OVERARCHING VISION

The Washington County Consortium is comprised of five unique school districts in northern upstate New York located in Washington County. The consortium is a Strengthening Teacher and Leader Effectiveness (STLE) 3 recipient of \$619,750. Educators across the five districts have created a shared vision of school leadership facilitated by the most effective teachers and principals that spans across 13 schools and collectively serves 426 teachers and 4,870 students. The consortium is comprised of the Argyle, Fort Ann, Granville, Hartford and Hudson Falls Central School Districts.

Original Vision Outlined at the Start of the STLE Grant Period

The Washington County Consortium pursued STLE 3 grant funds to implement career ladder pathways in the 2013-14 school year across the five school districts. Each district faced challenges that needed to be addressed through enhanced leadership. The STLE grant would result in cross-district career ladder pathways and Professional Learning Communities (PLCs) that provide high-level peer coaching and professional development, extending the reach of the most effective educators across all districts.

The five districts vary in size with the smallest being Hartford Central School District which has a student enrollment of 450 students in one school building. The largest district in the consortium is Hudson Falls CSD, with 2,289 students housed in five school buildings. At the time they applied for the STLE 3 Grant, each district in the consortium had populations of students with disabilities that ranged from 11.92% in Fort Ann CSD to 18.43% in Granville CSD. In Argyle CSD, Granville CSD, and Hudson Falls CSD students with disabilities did not meet Adequate Yearly Performance (AYP) targets in the 2012-13 school year. In Granville, no accountability groups met AYP targets. Each district set out to adequately support their economically disadvantaged student populations, which ranged in size from 32.28% in Argyle CSD to 55% in Hudson Falls CSD. In Hudson Falls, economically disadvantaged students did not meet AYP at the secondary level.

The Washington County Consortium sought the STLE 3 grant to develop formal career ladder pathways within the component districts. Prior to the STLE 3 grant, formal career ladder pathways did not exist within the consortium districts. As small rural schools, they realize that sharing resources is vitally important to each district's long-term health. The consortium recognizes that their teacher and principal leaders are some of their greatest resources and they fully support the concept of allowing their leaders to work with, and among, partnering schools. At that time only one district, Fort Ann CSD, had an existing "teacher leader" position (i.e. department head). However, within individual districts, there was great potential for teacher and principal leaders and all districts agreed that there was a need for additional training and resources to fully prepare these individuals to take on a larger leadership role both within their home district and throughout the county.

Consequently, the original vision of the consortium was to create collaborative Professional Learning Communities (PLCs) and teacher and principal career ladder pathways that would enhance the effectiveness of all educators across each of the districts. The goal of the PLCs was to provide training for the identified teacher leaders so that they could then become agents of change by taking on additional responsibilities for leading professional development opportunities, including turn-key training, and helping shape the future goals and vision of the district. A goal for all teachers within the consortium was to strive for National Board Certification in their respective disciplines. This was currently the practice within the Fort Ann CSD and as such would be replicated as part of the STLE grant. Also, through career ladder pathways, all districts hoped to develop and retain the most effective early career teachers and principals, nurturing their instructional practice and leadership ability to prepare them for future leadership roles.

The consortium proposed teacher career ladder pathways that would have teachers move along the teacher and leader effectiveness continuum in the following stages: emerging teachers (**Novice Level**); master or mentor teachers (**Professional Level**); and teacher leaders (**Leader Level**). Teacher leaders would serve primary (K-2), intermediate (3-5), middle (6-8), and secondary grade levels (9-12). Principals would move along the principal career ladder pathway in the following stages: new principals and assistant principals (**Novice Level**); mid-career

principals (**Professional Level**); and principal leaders (**Leader Level**). Due to variation in staff size and composition, the selection of career ladder pathway participants would be made at the district level. All teacher and principal participants on a career ladder pathway would receive targeted professional development through trainings, workshops and participation in a Professional Learning Community (PLC). On the highest rung of each ladder, teacher and principal leaders would continue professional development and action research, as well as share their expertise, experience and training with other district educators through peer coaching activities. This career ladder pathways model would ensure that participants were supported with appropriate and sufficient training, and that the structure generated the necessary momentum to achieve substantive and sustainable improvement for participants and their larger school communities.

Current Status of Career Ladder Pathways

The consortium's overarching goals have not changed and are focused on providing high-level training to the participants so that identified teacher and principal leaders are in a position to provide professional development in their own districts, and at times in other districts within the consortium. During the time period of March 3, 2014 through June 30, 2014, the Washington County Consortium was able to accomplish a number of objectives. Specifically, it was able to hire a Curriculum Coordinator / Instructional Coach to be shared among the districts; coordinate with State University of New York (SUNY) Plattsburgh to enroll teacher leaders into their Teacher Leader Certification Program; and partner with the Capital Area School Development Association (CASDA) to train their principal leaders in implementing PLCs. Full implementation of career ladder pathways was the focus for the second year of the grant period. In total, the consortium has identified 28 Teacher Leaders and 10 Principal Leaders. As a consortium, the participating Superintendents developed an application process for identifying potential teacher and principal leaders. The application process was uniform throughout the consortium and required applicants to provide a resume, list three professional references, identify their area(s) of certification, and classify their years of experience. Each applicant then submitted their completed packet to their respective Superintendent for review and, if approved, was forwarded to the remaining Superintendents in the consortium for final review and approval. Teacher Leaders were given the opportunity to enroll in SUNY Plattsburgh's Teacher Leader Certificate program with the understanding that the training and education received through the program would allow them to become leaders within their home districts and within the surrounding districts. The Curriculum Coordinator/Instructional Coach works with all teacher and principals leaders to fully implement all aspects of the college and career ready standards.

Future Aspirations for the Washington Consortium through Educational Leadership in Career Ladder Pathways

When the grant period ends, it is anticipated that the Curriculum Coordinator / Instructional Coach position will become a WSWHE Board of Cooperative Educational Services (BOCES) service that the consortium participants can purchase. In addition, teacher and principal leaders will continue to be charged with using the training that they have received to offer district and consortium wide professional development and instructional coaching. The professional development provided will be determined through building- and district-level discussions based on specific teacher, building, or district needs.

There has been a great deal of positive feedback from the teacher and principal participants and they are looking forward to expanding the professional development opportunities throughout the consortium. The faculty are more engaged in implementing action steps to improve teaching and learning. As this culture of collaboration and support grows, it is anticipated that improved instructional practice and strategies will ultimately result in higher levels of student achievement. Each individual district is now working with their faculty associations to develop contractual language that defines and outlines the Teacher Leader positions. It is anticipated that Teacher Leaders who participated in the Capital Area School Development Association (CASDA) Professional Learning Communities (PLCs) will become leaders within their own buildings and those leaders who received a certificate from SUNY Plattsburgh will become leaders throughout the county.

MODEL SUMMARY

The **Washington County Consortium**, which includes Hartford CSD, Argyle CSD, Granville CSD, Hudson Falls CSD and Fort Ann CSD, developed career ladder pathways for teachers and building principals designed to utilize their expertise to support faculty development and improve student outcomes. The consortia’s career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: preparation, evaluation, ongoing professional development/professional growth, and performance management.

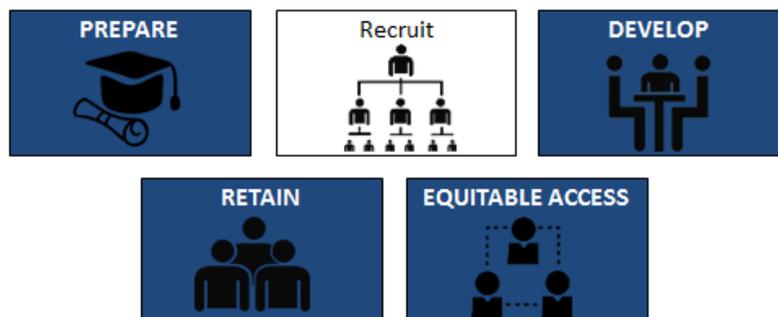
The consortia established the following teacher and principal leader positions on its career ladder pathways:

- Teacher Leader
- Principal Leader

The Washington County Consortium is part of the Washington County Collaborative. These districts have come together to share services in an effort to reduce fiscal stress, improve student achievement, and provide greater opportunities for students who reside in the rural county.

The teacher and principal leader positions extend the reach of the most effector educators to improve the instructional and leadership practices of other teachers and leaders across districts and, in turn, improve student learning and achievement. Through career ladder pathways, the consortium has provided critical professional development and expanded learning opportunities for teachers and principals. The district’s 28 Teacher Leaders and 10 Principal Leaders have been trained by Capital Area School Development Association (CASDA) to implement Professional Learning Communities (PLCs) throughout the consortium and within each individual district; 21 teacher leaders are enrolled in the State University of New York (SUNY) Plattsburgh Teacher Leader program. In addition, Strengthening Teacher and Leader Effectiveness (STLE) funds support a Teacher on Special Assignment (TOSA) who serves as a Curriculum Coordinator, not accessible to some of the districts prior to the grant.

The Hartford Consortium’s Career Ladder Pathway model addresses the talent management challenges of preparing, developing, retaining, and providing equitable access to Effective and Highly Effective educators.



RATIONALE

The Washington County Consortium believes that on-going professional development is essential to the participating districts' school improvement efforts. Within the consortium, teacher and school leaders are being trained on how to develop and maintain school cultures that support and sustain instructional improvement, and as a result, 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. Building this 21st century regional learning and planning community highlights the collaborative mission and vision of the consortium.

Gap Analysis:

In an initial needs assessment, the Washington County Consortium identified the following student achievement and talent management needs:

Talent Management:

- Address the need for a Curriculum Coordinator for each of the small, rural districts.
- Provide ongoing and targeted job-embedded professional development.
- Provide opportunities for teachers to take on leadership roles and still remain in the classroom, which were only available to educators in one of the five districts prior to the grant.

Student Achievement:

- Successfully implement college and career ready standards.
- Meet Adequately Yearly Progress (AYP) targets for students with disabilities (ranging from 12-18% of each district's student population) and economically disadvantaged students (ranging from 32-55% of each district's population).

Design Principles:

In response to these needs, the Washington County Consortium designed career ladder pathways that:

- Focus on performance.
- Expand scope and impact of the district's teachers and principals to provide targeted, job-embedded professional development.
- Are flexible and sustainable.
- Provide significant and meaningful advancement positions.
- Encourage collaboration.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

- Actively participate in professional development and Professional Learning Communities (PLC).
- Share information and promising practices with colleagues.

Professional Teacher

- Actively participate in professional development and PLCs.
- Share information and promising practices with colleagues.
- Train in, and implement, action research.

Teacher Leader

- Actively participate in professional development and PLCs.
- Share information and promising practices with colleagues.
- Train in, and implement, action research.
- Receive training through the Teacher Leader Certificate Program through the State University of New York (SUNY) Plattsburgh.
- Provide peer coaching and mentoring to other teachers.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Actively participate in professional development and Professional Learning Communities (PLC).
- Share information and promising practices with colleagues.

Professional Principal

- Actively participate in professional development and PLCs.
- Share information and promising practices with colleagues.
- Train in, and implement, action research.

Principal Leader

- Actively participate in professional development and PLCs.
- Share information and promising practices with colleagues.
- Train in, and implement, action research.
- Provide peer coaching and mentoring.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify “Effective” and “Highly Effective” teachers, according to Annual Professional Performance Review (APPR).
- Identify high quality teachers who have a history of successful practice.
- Identify teachers and principals who have successful experience participating in, and facilitating, Professional Learning Communities (PLCs).
- Identify teachers who are respected by their peers and administration.

2. SELECT

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



Students and Teacher Leaders at Hudson Falls Central School District, a member of the Washington County Consortium, collaborate to deepen mathematical reasoning in calculus on February 2015.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Four of the five school districts within the consortium (Argyle, Granville, Hartford, and Hudson Falls Central School Districts) did not have formal career ladder pathways in place prior to the Strengthening Teacher and Leader Effectiveness (STLE) grant. Only one district, Fort Ann CSD, had an existing “teacher leader” position (i.e. department head). Career advancement was primarily confined to administrator pathways, preparing teachers for the principalship and principals for district-level administration. This structure offered few opportunities for teachers who prefer to continue teaching to advance in their careers or principals who prefer to continue working in schools. This model routinely advanced the highest quality teachers out of the classroom and the highest quality principals into the district office.

The Superintendents within each district widely recognized that great capacity for leadership exists within their buildings. However, without a formal structure for training and application, this talent was not fully utilized. STLE funds have allowed the consortium to create a shared Curriculum Coordinator position that facilitates regional and district level Professional Learning Communities (PLCs), and offers opportunities for select teacher leaders to enroll in the State University of New York (SUNY) Plattsburgh Teacher Leadership Program. Through these training options, Teacher Leaders within each district have been afforded the opportunity to further develop their own leadership skills to positively impact their buildings and surrounding districts.

Although the primary focus the grant was to develop and train leaders for application of their skills in the future, throughout the training period teacher and principal leaders experimented with a variety of leadership roles, including: leading book discussions, facilitating grade and department meetings, presenting at faculty meetings, coordinating professional development opportunities from outside organizations, and conducting peer observations.

“When we met with the teacher leaders at Fort Ann, who participated in the STLE 1 grant, several stated how excited they are to be part of this grant and that they have been reinvigorated. They are looking forward to the programs for the coming year.”

-Dr. Jerry Steele,
Capital Area School Development Association

“I am so happy to be a part of something greater than the good work happening in my district.”

-A Superintendent,
Washington County Consortium Member



Students are engaged in a Teacher Leader’s Spanish Class at Hudson Falls Central School District, a member of the Washington County Consortium, in February 2015.

IMPLEMENTATION TIMELINE

The development and implementation of the consortium’s career ladder pathways began in March 2014 with the receipt of the Strengthening and Teacher and Leadership Effectiveness (STLE) 3 grant by the five districts that make up the Washington County Consortium.

Washington County Consortium Career Ladder Pathways Implementation Timeline	
March 2014	The Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) Board of Cooperative Educational Services (BOCES) Communications Service created a press release announcing the STLE 3 grant award.
April 2014	Each consortium district selected teachers and principals for career ladder pathway positions for the 2013-14 school year.
May 2014	Facilitated by the Capital Area School Development Association (CASDA) faculty, all career ladder pathway teachers and principals met in their Professional Learning Communities (PLCs).
June 2014	CASDA faculty visited all teachers and principals in career ladder pathway positions during the 2013-14 school year in their home districts. All consortium districts distributed a common invitation letter and application to their teachers and principals for career ladder pathways positions for the 2014-15 school year.
July 2014	Each consortium district selected teachers and principals for career ladder pathway positions for the 2013-14 school year. Teacher Leaders participated in a full-day conference with panel discussions highlighting best practices and lessons learned in the area of teacher leadership hosted by the State University of New York (SUNY) Plattsburgh at Queensbury.
August 2014	Selected teachers applied to the Teacher Leader Certificate program for the 2014-15 academic year through SUNY Plattsburgh.
October 2014	The consortium held its first Regional Superintendent’s Conference Day on October 10, 2014.
December 2014	All career ladder pathway participants took part in a session of a BOCES-led, professional development workshop, in-person or through video conferencing.
February 2015	All consortium partners meet to review sustainability plans for the program.
April 2015	All consortium partners meet to review sustainability plans for the program, including continuation of the PLCs by WSWHE BOCES’ Educational Support Services.
May 2015	All consortium partners meet to examine program progress and make any necessary adjustments.

COMMUNICATION STRATEGY

The Washington County Consortium prioritized clear and authentic communication with each district’s stakeholders throughout the development and implementation of their career ladder pathways.

In the first stages of development, the consortium communicated the purpose of career ladder pathways by underscoring district priorities for increasing leadership capacity and providing opportunities for ongoing, job-embedded professional development through the creation and implementation of cross – district Professional Learning Communities (PLCs).

The consortium is committed to ensuring that teacher and principal leader success in school improvement and student achievement is continuously recognized and celebrated. Throughout implementation, the consortium has used the following communication tools and strategies to ensure that stakeholders remain aware of work related to career ladder pathways and teacher and principal leaders:



In collaboration with The Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) Board of Cooperative Educational Services (BOCES), a press release was developed and issued on March 5, 2014 regarding the receipt of the Strengthening Teacher and Leader Effectiveness (STLE) 3 Grant. The press release was issued to all the major news outlets in the Capital Region.



On May 1, 2014 at a Washington County School District Consortium meeting, Capital Area School Development Association (CASDA) faculty member, Dr. Jerome D. Steele, presented an overview of the STLE grant to all the superintendents and board members involved.



The Consortium sends updates on strategic initiatives to participating districts using flyers, press releases, email notifications, and direct communication among participants.



Informational meetings are conducted in-person and through the distance learning network.



Each month consortium superintendents meet to discuss the progress of initiatives (in-person or through the distance learning network) and then relay discussion points to their teacher and principal leaders and members of their Boards of Education. These discussions are facilitated by representatives from CASDA.

A press release was developed and issued on March 5, 2014 regarding the receipt of the Strengthening Teacher and Leader Effectiveness (STLE) 3 grant. The press release was issued to all the major news outlets in the Capital Region and was highlighted on the WSWHE BOCES website to inform all districts in the region.



PROMISING PRACTICES

Using a set of guiding questions, The Washington County Consortium thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways.



Hire a Curriculum Coordinator or Instructional Coach that will be shared amongst districts to extend the reach of excellent educators to teachers and students that need additional support.



Coordinate with institutes of higher learning to build the capacity of teacher and principal leaders.



Implement cross-district Professional Learning Communities (PLCs) to facilitate collaboration and the sharing of best practices across buildings and the districts.



A Fort Ann teacher works with students during a Common Core Learning Standards (CCLS) math lesson that was collaboratively created in a grade level PLC in fall 2014.

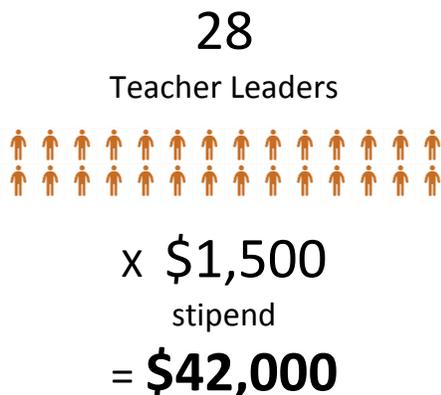
COST & SUSTAINABILITY

The Washington County Consortium has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways. The consortium is committed to the programmatic sustainability of all grant funded activities, including career ladder pathways, beyond the grant term. The five superintendents are working with the Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) Board of Cooperative Educational Services (BOCES) to sustain the full time Curriculum Coordinator/Instructional Coach position as a BOCES service available to all component districts, not just those within the consortium. Individual districts are working to sustain programs and personnel related to career ladder pathways through the standard budgetary process.

Teacher and principal leaders will be tasked with using their training to offer district- and consortium-wide professional development and instructional coaching. In addition, when the grant was originally submitted, the consortium budgeted for the use of substitute teachers. However, realizing that the use of substitutes was not a long-term financial solution for the purposes of teacher training and that the use of substitutes could potentially have a negative impact on classroom instruction, the consortium made the conscious effort to schedule all meetings, workshops, and discussions during non-instructional time. This ensured that the teachers were not missing class time and set the expectation that professional development opportunities will not disrupt classroom structure.



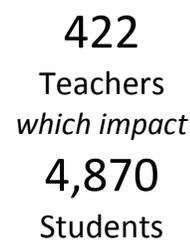
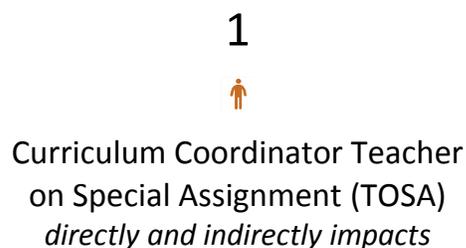
Above: Fort Ann teachers and Teacher Leaders collaborate to improve instruction. Fort Ann CSD, was the only district in the collaborative to have received STLE 1 funds and established teacher leader positions. Through STLE 3, all districts across the consortium are working to sustain career ladder pathways beyond the grant period.



Note: Teacher Leaders who are participating in the Teacher Leader certificate program do not receive a stipend. Instead, their tuition and book costs, which total approximately \$6,000, are covered by the consortium.

IMPACT

The Strengthening Teacher and Leader Effectiveness (STLE) 3 grant has allowed for greater collaboration and relationship building among building-level administration and teacher leaders within the Washington County Consortium. Discussions within districts are shifting from isolated classroom and building perspectives toward more broad viewpoints that take into consideration how change impacts the entire district and consortium. Teacher and Principal leaders are taking more active roles and becoming agents of change in and among the region.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Embedded professional development provided by teacher leaders have saved districts in the consortium up to \$15,000 for similar work previously provided by consultants. The consortium has eliminated the costs for substitute teachers to work with teacher leaders which would have cost \$23,040. All meetings and trainings are taking place outside of the contractual day to maintain structure in the classroom. 	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) now meet monthly within the consortium. Prior to 2014-15 school year, there were no PLCs or established procedures for turn-key trainings across the consortium. PLC meetings and training sessions held outside the contractual day has maximized teacher time in the classroom.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Unofficial observations and targeted support by the Curriculum Coordinator/Instructional Coach in grades 3-8 English Language Arts (ELA) and math has resulted in improved instructional delivery for 100% of the 12 teachers observed.		The consortium has 30 Teacher Leaders and 10 Principal Leaders across 5 school districts in career ladder pathways for the 2014-15 year. Prior to the grant, there were not any formal career ladder pathways in 4 of the 5 consortium districts.
	Online courses and integrated distance learning offer elective courses to students that had previously been eliminated due to budget cuts.		Preparing Teacher Leaders has helped to ease the workloads of principals by an estimated 15%. Principals are better able to focus on improving parent communication, implementing parent/community activities leading to greater understanding of college and career ready standards.
	The Curriculum Coordinator / Instructional Coach worked with all educator leaders to fully implement the college and career ready standards. Only one of the five consortium members had a Curriculum Coordinator prior to the grant. This support is extending the reach of the Curriculum Coordinator/Instructional Coach to more students.		For the first time, districts have established peer-coaching modalities using Teacher Leaders and the Curriculum Coordinator/Instructional Coach. The consortium is using available Annual Professional Performance Review (APPR) data to target and identify specific areas of need in regards to professional development.

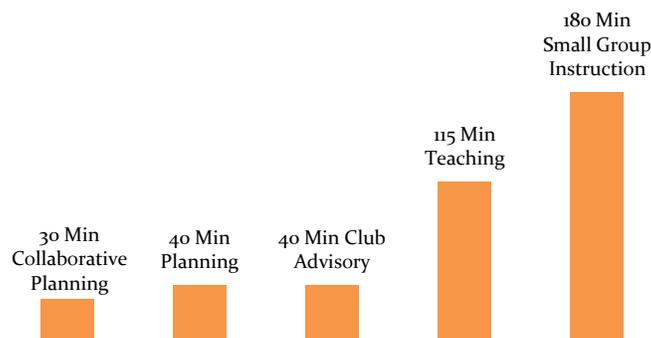
One Day in the Life of Margaret Kelly: Hartford CSD Teacher Leader



**Margaret Kelly, Teacher Leader
Hartford Central School District**

One Day in the Life: by the minute

- 8:00 AM Arrival: Greet students in the hallway as they arrive.
- 8:05 AM Homeroom: Morning Work and XtraMath fact practice.
- 8:30 AM Science: Focus Study on Vertebrates and Invertebrates.
- 9:00 AM Math Re-Teach: Focused re-teaching activities based on student assessment data.
- 9:30 AM Math: Math lesson on area and perimeter.
- 11:00 AM Student Recess.
- 11:20 AM Lunch: Eat lunch and review afternoon lesson with the other 4th grade Teacher.
- 11:48 AM Student Special: Review test data from previous assessment, begin drafting future lesson plans, respond to parent emails.
- 12:30 PM Math: Math lesson on area and perimeter.
- 2:00 PM Drop Everything and Read (D.E.A.R.).
- 2:30 PM Student dismissal/Math Club Meets.
- 3:10 PM Dismiss Math Club 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 Margaret Kelly is developing her teaching and leadership skills:

Implementation Planning



Teacher Leaders meet with district and building administration during the summer to discuss goals for the upcoming year. In addition, Teacher Leaders receive training throughout the year from the Capital Area School Development Association (CASDA) to prepare them to support their colleagues and implement Professional Learning Communities (PLCs).

One-on-One Support



Margaret Kelly receives one-on-one support from her principal, CASDA staff, and the Curriculum Coordinator/Instructional Coach as needed both formally and informally.

Communities



Teacher Leaders participate in their own professional development supported through PLCs throughout the year to provide support for one another and problem solve. This opportunity to network provides Teacher Leaders with the support needed to share promising practices across their own district and the county.

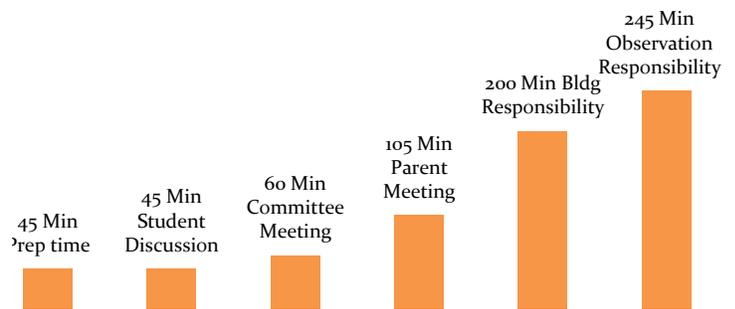
One Day in the Life of Daniel Ward: Fort Ann CSD Jr. / Sr. High School Principal



Daniel Ward
Principal Leader
Fort Ann Central School District

One Day in the Life: by the minute

- 7:00 AM Arrival: Review emails.
- 8:00 AM Greet students
- 8:15 AM Meet with students on disciplinary referrals.
- 8:30 AM Facilitate a pre-observation meeting with a probationary teacher.
- 9:00 AM Conduct a teacher observation.
- 10:00 AM Meet with a parent.
- 11:05 AM Student lunch: Assist in monitoring and supervising the cafeteria.
- 12:25 PM Lunch: Review emails, begin to document the observation conducted earlier.
- 1:00 PM Meet with a teacher for a post-observation conference.
- 1:30 PM Conduct a walk-through observation of a tenured teacher.
- 2:00 PM Meet with Guidance on a student issue.
- 2:30 PM Student Dismissal: Monitor the dismissal process, meet with parents.
- 3:15 PM Finish documenting formal observation, begin to document walk-through observation.
- 4:15 PM Review emails, make parent phone calls.
- 5:00 PM Athletic Committee Meeting.
- 6:00 PM Attend District Athletic contest.
- 8:00 PM End the Day



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 Daniel Ward is developing his teaching and leadership skills:

Implementation Planning



During the summer, Principal Leaders meet with their Superintendents to discuss the goals for the upcoming year. These meetings helped Daniel prepare for his role and clearly articulate promising practices from his own district to other principals within the consortium.

One-on-One Support



Daniel receives one-on-one support from his Superintendent as needed to support his peers and implement his professional development plan. In addition, Teaching and Learning Teams, led by district officials, conduct formal walkthroughs with each principal at least monthly.

Communities



Principal Leaders participate in their own professional development throughout the year, including working with the WSWHE BOCES Principal's Network Series. These networking opportunities provide Daniel with valuable information that he can share with other principal and teacher leaders.