

Mount Vernon City School District

Region: Yonkers

Motto: More Learning, for More Students, in More Ways, More of the Time.

Awards: Strengthening Teacher and Leader Effectiveness 2

Superintendent: Dr. Kenneth R. Hamilton



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.

MOUNT VERNON CSD AT-A-GLANCE

The following data was retrieved from the 2013-14 New York State Report Cards via the [Public Access Data Site](#) unless otherwise indicated.

Schools in the District



16

Teachers in the District



627

Principals in the District



16

Turnover Rate of Teachers with Fewer than Five Years of Experience



18%

*2012-13 data

Turnover Rate of all Teachers

16%

*2012-13 data

State-Provided Growth Ratings

Ineffective

35

(19%)

Developing

38

(21%)

Effective

102

(56%)

Highly Effective

8

(4%)

Student Enrollment



8,060

Per Pupil Expenditure



\$12,460.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

13

(0%)

Black or African American

6,086

(76%)

Hispanic or Latino

1,410

(17%)

Asian or Native Hawaiian/
Other Pacific Islander

122

(2%)

White

402

(5%)

Multiracial

27

(0%)

Other Student Groups

English Language Learners

650

(8%)

Students with Disabilities

1,568

(19%)

Economically Disadvantaged Students

5,868

(73%)

Eligible for Free Lunch

5,183

(64%)

Eligible for Reduced-Price Lunch

685

(8%)

OVERARCHING VISION

Mount Vernon City School District (MVCSD), located in the Yonkers area, is a Strengthening Teacher and Leader Effectiveness (STLE) 2 recipient of \$1,045,375. Educators in Mount Vernon have developed a district wide model for professional learning led by teacher and principal leaders that spans across 16 schools, 8,060 students, and 627 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

Mt. Vernon's original vision at the beginning of the STLE 2 Grant now seems rudimentary to district staff. It was to establish and maintain a district wide Professional Learning Community (PLC) that would enhance the effectiveness of their teachers and leaders to improve student outcomes. When the district applied for the STLE 2 grant in the summer of 2013, Mt. Vernon, as it does currently, qualified as a high needs district from its identification as a Focus district comprised of seven Focus schools, one Priority school and an additional five Local Assistance Plan (LAP) schools. Only two of their schools made Adequate Yearly Progress (AYP) in the 2011-12 school year. In addition, at the time they submitted their STLE 2 application approximately 2% of teachers were either not fully certified or teaching outside their certification area and 45% of MVCSD's school and district administrators were eligible to retire by 2015. More alarming, six out of the 16 school principals were eligible to retire at the end of the 2013-14 school year. The looming leadership vacuum, coupled with a substantial percentage of families living in poverty and teachers lacking appropriate preparation, was a prescription for greater academic turmoil, at a time when student performance levels, particularly in middle and high schools, persisted below county, statewide averages. Those who were in the position to replace these leaders were not necessarily aware of the most current research-based leadership practices. These factors, in addition to poor student performance in the district, highlighted the need for an improved *specialized practitioner* model of leadership to increase student achievement. Mt. Vernon urgently needed school leaders who were well-versed in the theory, knowledge, and best practices of instructional leadership to act as change agents to respond to a series of challenges related to the district's status as a Focus District, and to build on accomplishments made in the 2012-13 school year by a new Central Office leadership team.

As such, the fundamental purpose of the career ladder pathways implementation was, and is, to eliminate deficiencies in content knowledge and practice that will address poor student performance and a lack of leadership training. Mt. Vernon hoped to address persistent gaps and increase student performance by establishing four "clusters" of schools and representatives that would enable schools with strong PLCs to partner with schools with weak or no PLCs; to pair higher-performing schools with weaker-performing schools; and to have teachers of students with disabilities and English language learners represent the interests of each subgroup in every cluster. Additionally, the career ladder pathways positions were viewed as static positions that would enable self- or democratically-selected teachers and leaders to act in organizing and turn-keying roles to coordinate PLC activities back at their schools.

Current Status of Career Ladder Pathways

Teacher leaders have shown impressive growth in four major focus areas: leadership, creating a culture of excellence, using data effectively, and having an effective PLC at their school. In a survey of the STLE 2 participants, respondents noted their acceptance of being a leader who can initiate change rather than waiting for the principal or others to lead projects. Respondents noted that they are supporting and further developing school- and district wide learning environments rather than working in isolation, as well as creating concrete goals for achievement rather than thinking about improvement in the abstract. Each school has included specific PLC time into their master schedules. Participants report that their school-level PLCs have transformed from "just another meeting with unstructured conversation" to evidence-based "meetings with purpose."

In addition to teacher leaders assuming building- and district-level leadership roles in establishing and using PLCs to enhance teaching and learning in the classroom, there have been other notable gains. One school was taken

off the Focus School list in 2014, two principals were hired from the Strengthening Teacher and Leader Effectiveness (STLE) ranks to fill the two principal vacancies alluded to above, and the STLE Team is partnering with parent organizations to bolster the home-school relationship. The STLE team has created a district-specific Professional Learning Community (PLC) Handbook and has been using a special Office 365 site to collaborate and share resources. In addition, teacher leaders have been leading workshops throughout the district, and teachers who are completing Manhattan College School Building Leader (SBL)/ School District Leader (SDL) coursework have been demonstrating their newfound leadership knowledge and skills through collaborative presentations.

Bolstering the current career ladder pathways structure for principals is their next step. As noted for the 2014-15 school year, there were two principal openings filled from within the district. Those two new principals have been getting support from their colleagues. This support includes working with mentors, regular meetings with central office administration and a careful review of Interstate School Leaders Licensure Consortium (ISLLC) standards as they relate to the principal evaluation model. However, the “Principal Leader” and “Novice Principals” mentor-mentee paradigm can be strengthened to help those new principals succeed. This process would include individualized professional development tailored to meet the needs of the individual principal as well as relevant data specific to building needs. The central office administration will spearhead this effort.

Future Aspirations for Mt. Vernon through Educator Leadership in Career Ladder Pathways

Mt. Vernon’s vision for the future is to use the district wide PLC structure they have established to be the life force of the district – the structure through which all future initiatives can be implemented and supported. They will be able to determine their success by seeing measurable growth in state assessment scores from the current proficiency rates of 6% - 15% in Grades 3-8 English Language Arts (ELA) and 6% - 20% for Grades 3-8 Math to state averages in three years. Additionally, the district’s goal is to raise their 4-year graduation rate, including all identified subgroups, from 68% to 80%; and for 90% of their staff to receive at least Effective teacher and principal State Provided Growth Measures (SPGM) scores in three years.

The district is working to identify programs and services that are directly related to addressing the needs of all learners across the continuum of achievement. This includes retraining district staff on Response to Intervention (RTI) as well as introducing AVID (Advancement via Individual Determination), a program which targets average range learners. This work will gradually span the district over several years of careful implementation. The teacher leaders who have emerged through STLE will be instrumental in planning and implementing this endeavor.

As teachers emerge as leaders in their schools and across the district, they are becoming more visible as leaders and supporters of initiatives and innovations. Mt. Vernon is about to embark on a concerted parent engagement program that will follow the guidelines articulated in the “Parent Partnership-Framework” document provided on EngageNY. The Mount Vernon Parent and Community Forum on Education will set the foundation for parent involvement in transforming the school district.

MODEL SUMMARY

Mt. Vernon City School District developed career ladder pathways for teachers and building principals designed to utilize their expertise in career advancement positions through the formation of district wide Professional Learning Communities (PLCs). This has enhanced the effectiveness of district teachers and leaders to improve student outcomes and encouraged the development of future principals from within the district. The district's career ladder pathways address and integrate the following components of the TLE Continuum: preparation; recruitment and placement; induction and mentoring; evaluation; ongoing professional development/professional growth, and performance management.

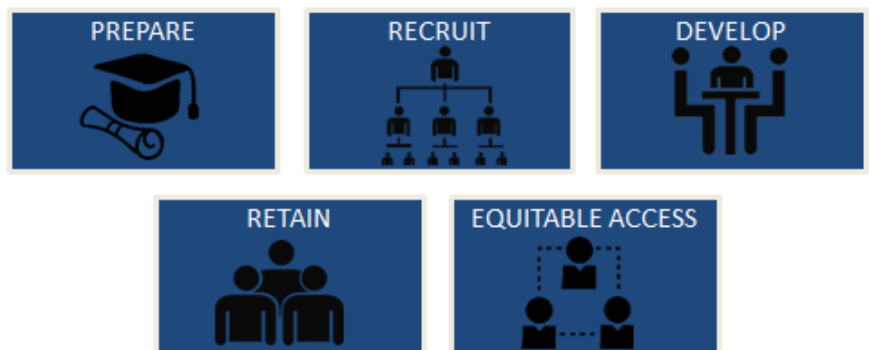
The district established the following teacher and principal leader positions on its career ladder pathways:

- Novice Teacher: PLC Member
- Novice Teacher: Grade Level PLC Representatives
- Professional Teacher: School PLC Coordinators
- Teacher Leaders: Cluster and District PLC Coordinators
- Novice Principal
- Professional Principal
- Principal Leader

Mt. Vernon teacher and principal leaders focus on addressing areas of need based on district demographic and student achievement data which showed that many of the schools within the district are designated as "Focus Schools" as well as have high percentages of economically disadvantaged students and an aging workforce. Through the development of PLCs, the district's 47 Grade Level PLC Representatives, 13 School PLC Coordinators, and 4 Cluster and District PLC Coordinators assist their peers with navigating Annual Professional Performance Review (APPR), developing curriculum aligned to college and career ready standards and using evidence-based instruction through PLCs at the grade, school, and district-level. Likewise, the district's 4 Principal Leaders help support and coach other principals to facilitate teacher leaders' transition to the principalship on the career ladder pathways.

Mt. Vernon has built a relationship with Manhattan College to implement a PLC for aspiring leaders who are working towards School Building/District Leadership certification. Additionally, PLCs have become the vehicle for continuous, job-embedded professional development in order to develop new strategies that work towards improving student performance throughout the district. The goals set forth in STLE 2 were designed to help teacher and principal leaders identify the key elements that support a district wide improvement strategy and build continuity and stability for administrative positions within the district.

Mt. Vernon City School District's Career Ladder Pathways model addresses the talent management challenges of preparing, recruiting, developing, retaining, and providing equitable access to effective and highly effective educators.



RATIONALE

Continuous professional learning is essential to the district’s school reform efforts. In Mt. Vernon, 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, Mt. Vernon identified the following student achievement and talent management needs:

Student Achievement:

- Accelerate student growth, particularly in English Language Arts (ELA). As of 2013-14, only 15% of students are proficient according to New York State (NYS) Grades 3-8 ELA Assessments.
- Provide support for the increasing immigrant student population, which has grown from 452 in 2011 to 931 in 2014, by transitioning from an English as a Second Language program to a bilingual program and developing weekend programming for immigrant students and their parents.
- Implement a credit recovery and Regents preparation program for underperforming high school students.
- Adequately support the increasing population of transient and economically disadvantaged students.

Talent Management Needs:

- Adequately address a potential 50% turnover in leadership as well as the large percentage of teachers who are nearing retirement.
- Support school leaders in their roles as instructional leaders as well as managers.
- Provide training to help teachers and leaders lift “Focus Schools” status in the district.
- Support all educators in becoming literacy teachers in their content area to better support student success.

Design Principles:

In response to those needs, Mt. Vernon designed career ladder pathways that:

- Are solution-oriented, focused on performance through evidence-based decision making.
- Expand the scope and impact of the district’s teachers and principals to provide targeted, job-embedded professional development.
- Allow educators adequate time and space to develop and share expertise, particularly in literacy across the curriculum.
- Include significant and meaningful advancement positions.
- Allow for evidence-based decision making.
- Ensure equity for all students and in particular English language learners and students with disabilities by including educators of these student subgroups in every Professional Learning Community (PLC).

TEACHER ROLES & RESPONSIBILITIES

Grade Level PLC Representative

All teachers, including the Grade Level PLC Representatives, are "Members" of Professional Learning Communities (PLCs) that are committed to improved instructional practice, effective use of assessment data, and increased student learning. They put into practice in the classroom - the learnings of the grade level PLC, the school wide PLC , or the information gained at meetings of PLC representatives.

- Grade Level PLC Representatives plan grade level and school level PLCs as well as attend district wide PLCs to gain skills that they turnkey back to the school.

School PLC Coordinator

- May also serve as a Grade Level PLC Representative.
- Facilitates school level PLC activities.
- Consults with Grade Level PLC Representatives, arranges with the principal to hold school wide PLC meetings, plans the content, and arranges the schedule so Grade Level PLC Representatives can make reports to the members at PLC Representative meetings.
- Serves on a Peer Assistance and Review (PAR) team to support teachers.

Cluster and District PLC Coordinator

In addition to Grade Level PLC Representative and School PLC Coordinator responsibilities:

- Participates in the accountability visits to classrooms to observe the degree of transfer from grade level and school PLC meetings to classroom practice.
- Collaborates with district personnel to create and maintain the calendar of grade level meetings based on district requirements as well as review PLC agendas and minutes.
- Arranges with district principals and plans with district personnel in order to facilitate district wide PLC meetings. The Cluster and District PLC Coordinator plans the content as well as arranges the schedules, locations, and speakers for the district wide PLC meetings.
- Works with district personnel to identify and support potential teacher leaders and aspiring principals willing to take on the challenges of high-needs schools.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Engages in design and implementation of curriculum, instruction, and assessment practices.
- Supports teacher leadership and supports Professional Learning Community (PLC) activities.
- Analyzes and supports plans for school improvement.
- Focuses on transfer of learning from PLC deliberations in classroom observations, walk throughs, and accountability visits to support, encourage, and recognize teacher effectiveness in applying PLC learnings.

Professional Principal

In addition to Novice Principal responsibilities:

- Participates in accountability visits across the district.
- Engages in supervisory behavior based on helping teachers increase their effectiveness by analyzing student work.
- Participates in cluster- or district wide curriculum and assessment planning.

Principal Leader

In addition to Professional Principal responsibilities:

- Trained for district wide activity and contribution, including vertical articulation and mentoring high-needs leaders.
- Focuses on implementing and disseminating systemic change and system-wide support for "bottom-up" efforts. Accepts responsibility for professional learning in a variety of settings across the district.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify high quality, “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 have successful experience participating in and facilitating Professional Learning Communities (PLCs).
- 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.
- Develop technical, behavioral, and role specific competencies for all teacher leader roles.
- Develop a selection screening tool.
- Communicate educator 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.



The mission stated on Mt. Vernon City School District’s website reads, “Educating Children of Promise. **Share. Care. Inspire. Together:** To respect and realize the aspirations our community has for its children, by providing excellence in education and creating opportunities for each and every child to reach his or her fullest potential as a responsible citizen and member of the global community.”

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal leader model required preparation for teacher leaders, principal leaders, building staff, principals, and district leaders. The following are suggested practices for effective implementation that have been successful in Mt. Vernon.

- Implement school and district Professional Learning Communities (PLC) to provide opportunities for mentoring, collaboration, and common planning for teachers and principals.
- Visit each school in the district to adequately assess and meet the needs of the PLCs in each building and district.
- Utilize data from PLCs to shape district wide professional development activities.
- Implement a robust and transparent recruitment and application process to ensure the success of the PLC models.



Working collaboratively as they do in various Professional Learning Communities to support student success, Dr. Hamilton, Dr. Gorman, and Mt. Vernon teachers as well as parents distributed thousands of supply-filled backpacks for the new school year in August 2014.

“Student success lies in our collective ability to implement a Program of Study and district wide curriculum that is well developed and taught by highly trained and dedicated staff. There are a set of core beliefs which must serve as the backdrop upon which all of our work is established.”

-Dr. Kenneth R. Hamilton,
Mt. Vernon City School District Superintendent

“The rationale for these new career ladder pathway steps takes advantage of the fact that faculties already engage in activities that require collaboration, student learning as a goal, and a results-based approach. A further rationale is to take advantage of PLC activities, provide specific PLC roles and responsibilities for teachers and principals, and institutionalize these career ladder pathway positions to ensure continuity, direction, and system wide support for ‘bottom up’ school reform.”

-From Mt. Vernon’s STLE 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of career ladder pathways began in January 2014 when Mt. Vernon’s STLE team was established. It is comprised of three members of the Mt. Vernon City School District (MVCS D) office and three members of the district’s partner institution’s team, Manhattan College (MC). These six members meet regularly in-person and via teleconferences to collaborate on the work plan of the proposal.

Mt. Vernon City School District Career Ladder Pathways Implementation Timeline	
October 2013	Awarded Strengthening Teacher and Leader Effectiveness Grant 2. Enhanced teacher and principal career ladder pathways model.
January 2014	MVCS D Board of Education approved budget for Year 1 of STLE 2 Grant and contract signed between MVCS D and Manhattan College. A series of informational and organizational meetings were held to coordinate vision and mission district wide.
February 2014	Monthly Professional Learning Communities (PLCs) began meeting district wide coordinated at the grade, building, and district levels.
March 2014	Career ladder pathways recipients began coursework for SBL or SDL certification at Manhattan College.
June 2014	Cluster and District PLC Coordinators met to organize district personnel meeting during the summer of 2014; planning included assessing initiatives during 1 st year of grant.
July 2014	District wide meeting held on July 7 th with Cluster and District PLC Coordinators, Central Administration, the STLE team and the new superintendent (Dr. Hamilton).
September 2014	Evaluation of Cluster and District PLC Coordinators and curriculum planning based on results of data analysis.
December 2014	Accountability Team observes transfer of learning within classrooms. Monthly PLC meetings continue district wide.
January 2015	Monthly grade and school level PLC meetings continue on the following topics for focus: parent engagement, creating a culture of excellence, and school-based PLC successes.
March 2015	Monthly grade and school level PLC meetings continue on student learning skills and dispositions necessary to demonstrate career- and college-readiness. PLC members examine the Regents Exam in English Language Arts and find common threads throughout the K-12 curriculum.
April 2015	Monthly district wide PLC meetings continue focused on implementing protocol(s) that are designed to sustain PLC successes beyond the life of the grant.
May 2015	District wide PLC meeting to celebrate the growth of PLCs, teacher effectiveness, students, and commitment to a “growth mindset” and culture of excellence.
June 2015	Evaluate results of STLE grant by reviewing PLC initiatives and student growth as evidenced in state test scores and Annual Professional Performance Review (APPR) ratings.

COMMUNICATION STRATEGY

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

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



A STLE “Kickoff” meeting was held and attended by approximately 60 school community members, including the grant leader, the MVCSD/Manhattan College STLE team, principals, school representatives, and district coordinators. Regular STLE Professional Learning Community (PLC) meetings are held in-person. Activities may include: protocol modeling, data analysis, teaching and learning strategies, other professional development, cluster bonding, and team presentations. Lessons learned through STLE events are turn-keyed in school-based PLC meetings. STLE members are increasingly involved in events like Diagnostic Tool for School and District Effectiveness review, PLCs, School Comprehensive Education Plan creation and other school improvement initiatives.



The communication team uses the district’s website and a committed Microsoft 365 site to share updates. In addition, the communication team created a separate website that PLC participants can use to share information, access resources, and keep the district informed of all activities and progress. The link is currently available to in-district personnel but once fully populated, will be made public.



District e-mail groups have also been created to facilitate inter- and intra-cluster communication and collaboration.



During Teacher Convocation on September 2nd, 2014, Superintendent Hamilton addresses Mt. Vernon staff and sets the vision for the district.

PROMISING PRACTICES

Using a set of guiding questions, Mt. Vernon City School District thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways in order to improve student achievement, especially for the following student subgroups: economically disadvantaged students, students with disabilities, and English language learners.



Partner with an Institute of Higher Education (IHE) to help develop the capacity of internal candidates to assume administrative positions and address high administrator turnover rates.



Design and implement a systemic structure for ongoing and job-imbedded professional development for both teachers and principals using Professional Learning Communities (PLCs) across grade, school, and district levels.



Modify master schedule to allow educators the necessary time and space needed to plan and meet in PLCs.



Organize PLCs to pair schools with robust school-based PLCs with those who are just beginning this work. In addition, pair the highest performing schools with the lowest performing schools. Lastly, ensure that each cluster contains representation from elementary, middle and high schools to the extent possible. This structure will help integrate and spread best practices across the district that will increase student achievement and educator effectiveness.



In their winter 2014 Newsletter, Mt. Vernon shares this photo of an elementary principal leading staff training on the latest teaching innovations for use in educating students, including iPads.

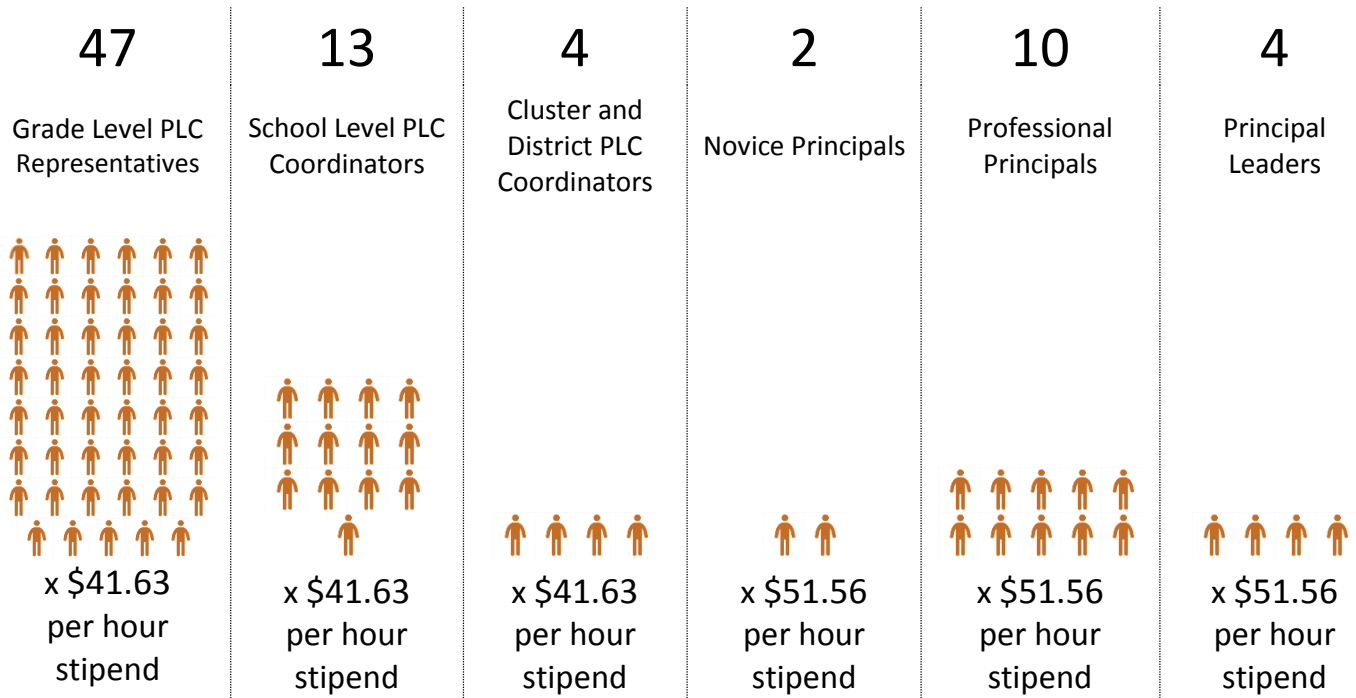
COST & SUSTAINABILITY

Mt. Vernon City SD has used the Strengthening Teacher and Leader Effectiveness (STLE) grant to fund the development and implementation of its districtwide Professional Learning Communities (PLC) and career ladder pathways. The district is committed to sustaining all grant funded activities, including the career ladder pathways, beyond the grant term. The newly hired Superintendent and the STLE Team are preparing building principals to work together to create flexible schedules that will allow PLC meetings to continue at the grade, school, and district levels.

The district's STLE committee and central administration is tasked with planning for sustainability and is comprised of those on the career ladder pathways, educational partners, building principals, and teacher and principal association leaders.

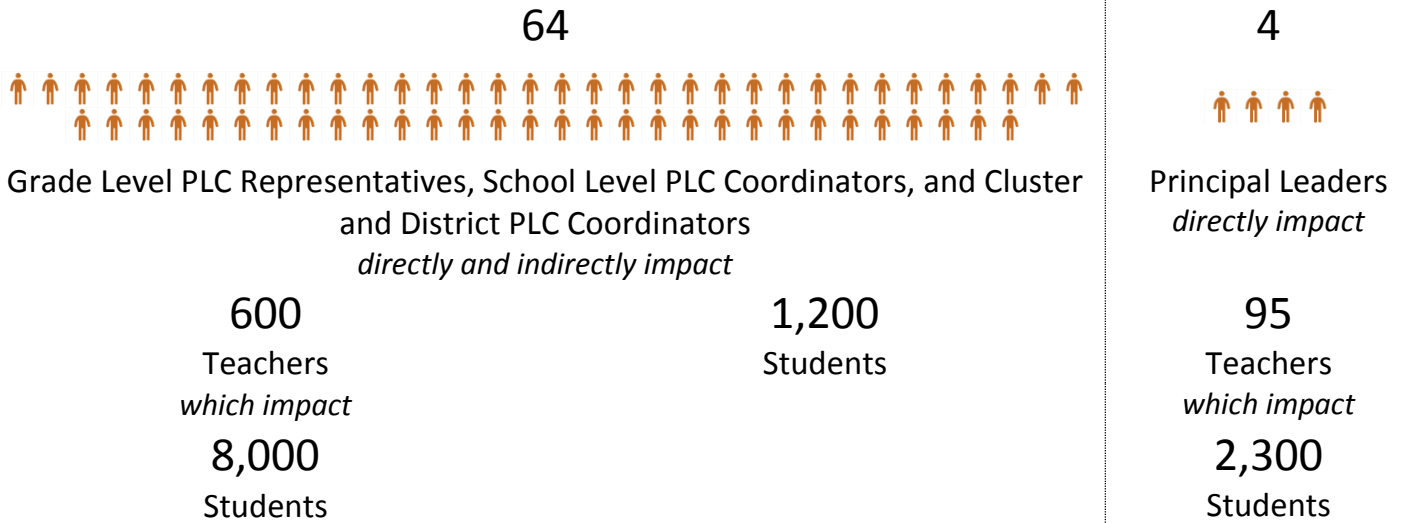




On December 6th, 2014, parents, students, community & staff participate in a goal setting session facilitated by the Mt. Vernon Board of Education to carve out a path for students.











IMPACT

The STLE Professional Learning Community (PLC) has positively affected the entire district and the way Mt. Vernon staff conducts their professional lives. Teacher leaders have emerged and have led learning opportunities within their schools and across the district. Principals who have high-functioning PLCs in their buildings have become a resource for those who are struggling or new to the concept. There is also a new “shared leadership” approach to school and districtwide initiatives, including curriculum mapping, Response to Intervention (RtI) improvements, grade-and subject-level PLCs, and the sharing of resources.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Embedded professional development provided by teacher leaders has resulted in estimated cost savings to the district between approximately \$2,000-\$2,500 per building per year for similar work previously provided by consultants. 	<ul style="list-style-type: none"> The shift in grade level and department meetings to PLCs has increased time spent in evidence-based analysis and action by an estimated 20%-50% in each building. Revisions to the master schedules across the district as well as meetings outside of the school day, after school and on weekends, have maximized teacher and principals' time spent in the classroom.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Educators of students with disabilities and English language learners are intentionally represented in every PLC to ensure these students' needs are voiced and met through building and district reforms.		There was a 17% increase in the number of teachers receiving a score of Effective and Highly effective according to Annual Professional Performance Review (APPR) from 2012-13 to 2013-14.
	Increased the number of students demonstrating proficiency on the New York State Grades 3-8 Math Assessment by 3% from 2012-13 to 2013-14.		25% of teacher observations have resulted in improved instructional practices after targeted feedback from peer and administrative observation model since the 2013-14 school year.
	All secondary students are registered on Naviance and are self-developing 5-year “living plans” that include desired CTE coursework, college research, and professional career exploration.		25 teachers are working to obtain School Building Leader / School District Leader certifications through Manhattan College. These teacher leaders are incorporating learned strategies in their practice and sharing them with colleagues.
	Longfellow Elementary School was removed from the Focus School list.		Through the implementation of PLCs and the increased leadership capacity of teachers, principals across the district have observed greater collaboration and collegiality among their staff.

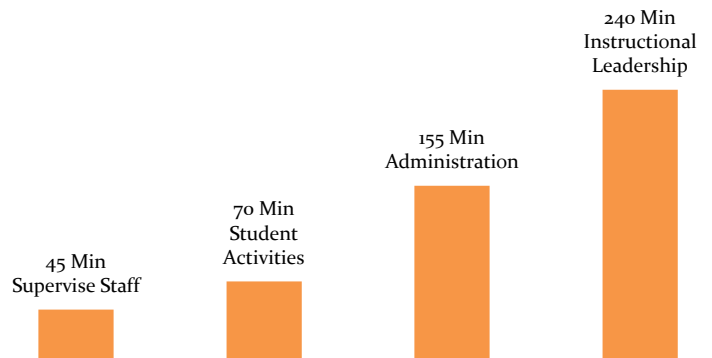
One Day in the Life of Ilene A. Bichler: Mt. Vernon City School District Principal Leader



**Ilene Bichler, Principal
Traphagen Elementary School
Mt. Vernon City School District**

One Day in the Life: by the minute

- 7:45 AM Arrival: Morning Procedures; check e-mail; and revise schedule.
- 8:00 AM Monitor staff supervision of student arrival in designated areas.
- 8:30 AM Greet students; parent conferences; Professional Learning Communities (PLCs); or Data Team meetings.
- 9:00 AM Morning announcements and first walkthrough of building.
- 9:15 AM Conduct observations; perform demo lessons; or attend PLC Meetings.
- 10:05 AM Check e-mail; conduct Post-Observation conferences; or analyze Data with Early Literacy Teacher and classroom teachers.
- 11:05 AM Second school walkthrough; grab snack; and work on administrative reports.
- 11:30 AM Meet with Lunch Monitors to review procedures and any incidents from previous day.
- 11:55 AM Supervise student lunch and recess; and initiate fitness activities
- 1:05 PM Debrief with teachers and collaborate on enhancing effective teaching strategies.
- 2:00 PM Eat lunch, meet with Crisis Team and support staff to discuss Response to Intervention (RtI) and Academic Intervention Services (AIS).
- 3:00 PM Supervise dismissal, speak with parents, respond to emails, type observations and other administrative reports.
- 4:15 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 Ilene is developing her teaching and leadership skills:

Implementation Planning



Ilene has been trained in the college and career ready standards, evidence-based assessment, and supervision that facilitate a common understanding and commitment to the components of Annual Professional Performance Review (APPR), and the Strengthening Teacher and Leader Effectiveness (STLE) grant program.

One-on-One Support



Ilene has developed professional goals and convenes with her colleagues at Principal Seminars for additional support. Ilene receives ongoing support from the Standard Administrators to uphold her mission to enhance student achievement and create a succession of progress.

Communities



She also will participate in professional development opportunities throughout the year to further cultivate her leadership skills and allow for professional networking including but not limited to *Human Resources Boot Camp for Building Administrators and Special Education for Principals*.

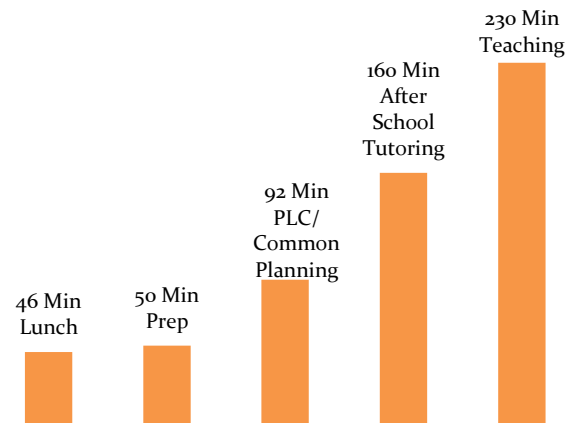
One Day in the Life of Marybeth Rhodes: Mt. Vernon City SD – Literacy Specialist & Teacher Leader



**Marybeth Rhodes, Teacher Leader
Thornton High School
Mt. Vernon City School District**

One Day in the Life: by the minute

7:00 AM	Arrival: Make final preparations for the day's lessons
7:50 AM	"0 Period" Meeting/Common Planning/Professional Learning Community (PLC) Meeting (depending on the day)
8:36 AM	Period 1 A Day: Teacher Prep Period Period 1 B Day: 10 th and 11 th Grade Pull-out (English Language Arts (ELA) and Regents Prep)
9:22 AM	Period 2 A Day: Achieve 3000 Literacy Lesson – Follow the 5 Step Process Period 2 B Day: Co-teach 11 th /12 th Grade Self-Contained Class
10:16 AM	Period 3 A and B Days: Literacy Common Planning
11:02 AM	Period 4 A Day: Co-teach 9 th Grade ELA ICT Class (repeater class) Period 4 B Day: Teacher Prep Period
11:48 AM	Period 5 A Day: Co-Teach 10th Grade ELA Self-Contained (repeater class) Period 5 B Day: Lunch
12:34 PM	Period 6 A and B Days: Achieve 3000 Literacy Lesson- Follow the 5 Step Process
1:20 PM	Period 7 A Day: Lunch Period 7 B Day: Achieve 3000 Literacy Lesson –Follow the 5 Step Process
2:06 PM	Period 8 A Day: English as a Second Language (ESL) Intermediate ELA Class and Achieve 3000) Period 8 B Day: ESL Advanced (ELA Class and Achieve 3000)
2:50 – 5:30 PM	After School Tutorial/Regents Review/ "Winning is for Everyone" Grant Program (depending on 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 Marybeth is developing her teaching and leadership skills:

Implementation Planning



Marybeth is enrolled in the School Building Leader (SBL) Program with district partner, Manhattan College. Her participation in the SBL program has made her a stronger leader who energetically researches best practices, implements them, and shares her experiences with her colleagues. As a certified Thinking Maps Trainer, she was instrumental in implementing a reading program for struggling readers, and leads literacy strategy sessions across the curriculum.

One-on-One Support



Marybeth works regularly with another reading teacher in her building to share strategies and resources. Additionally, as a member of the districtwide Professional Learning Community (PLC) for secondary reading teachers, she has a close, supportive relationship with her peers across the district.

Communities



Marybeth builds professional networks by attending workshops such as, but not limited to the Hudson Valley Writing Project and Helping Students Meet Success with The ELA Common Core Learning Standards (CCLS) - Effective Strategies for 6th-12th (Southern Westchester Board of Cooperative Educational Services (SWBOCES).

She meets monthly with the district wide PLC members and then brings the information back to her school.