

# Ossining Union Free School District

**Region:** Yonkers

**Motto:** Children First

**Awards:** Strengthening Teacher and Leader Effectiveness 1 and 2  
Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership

**Superintendent:** Mr. Raymond Sanchez



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.

# OSSINING UFSD AT-A-GLANCE

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

Schools in the District



6

Teachers in the District



332

Principals in the District



6

Turnover Rate of Teachers with Fewer than Five Years of Experience



20%

\*2012-13 data

Turnover Rate of all Teachers

11%

\*2012-13 data

## State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
2	11	56	1
(3%)	(16%)	(80%)	(1%)

Student Enrollment



4,467

Per Pupil Expenditure



\$12,819.00

\*2012-13 data

## Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/ Other Pacific Islander	White	Multiracial
1	570	2,343	218	1,230	105
(0%)	(13%)	(51%)	(5%)	(28%)	(2%)

## Other Student Groups

Limited English Proficient Students	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
435	548	2,303	1,432	437
(10%)	(12%)	(52%)	(32%)	(10%)

# OVERARCHING VISION

---

**Ossining Union Free School District (OUFSD)**, located in the Yonkers area, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of \$1,066,366 and a STLE-D recipient of \$558,500. Educators in Ossining have created a cohesive vision of shared leadership that spans across 6 schools, 4,467 students, and 332 teachers.

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

The Ossining School District pursued STLE grant funding in 2012 because it presented a unique opportunity to build capacity among their teachers and leaders to meet the needs of students in their racially, ethnically, socio-economically and linguistically diverse community. Although located in a county known for its affluence, Ossining's demographics and the needs of its residents set it apart from most of its suburban neighbors in Westchester County. In the past 25 years, there has been unprecedented growth in the number of immigrants arriving in Ossining, mostly from Central and South America. Children and their families arrive at the district's schools with a great disparity of needs, experiences and languages. Ossining students come from 59 different countries and speak 46 different languages. At the time of their STLE 1 application, district-wide, 13% of students were eligible for English as a Second Language services and 12% were students with disabilities. Over 51% of pupils qualified for free or reduced-priced meals. The district's 6 schools, organized by grade rather than neighborhood, includes two high-poverty Title I schools, the Park Early Childhood Center (Pre-Kindergarten and Kindergarten) and the Brookside School (grades 1 and 2). While there were many students in the district who met and exceeded grade-level expectations, there were significant sub-groups of students who failed to meet benchmarks. Three district schools were designated as "In Improvement Status" for failing to make Adequate Yearly Progress in English Language Arts (ELA) for student sub-groups. District data pointed to an achievement gap, exemplified by lower performance of Latino and Black students on local and state assessments and a lower percentage of these students attending college.

Approximately 97% of Ossining's teachers and principals had more than three years of experience. The 2010-11 overall teacher turnover rate was 11%, mainly due to teacher retirement. Thus, the primary challenge for the district was to strengthen the skill and effectiveness of its stable, highly-experienced teachers and leaders to meet the needs of its diverse student population. Ossining's vision for STLE grant activities was to pursue a model of shared leadership—to use the strengths, expertise, ideas, and efforts of educators in the district to ensure equity and excellence for all students, all in alignment with their district mission and strategic plan. STLE grants would be used to establish partnerships with institutions of higher education and obtain services from educational experts that could 1) strengthen the district's career ladder pathways and align expectations across the Teacher and Leader Effectiveness (TLE) Continuum reflecting the domains of the teacher evaluation rubric, and 2) offer evidence-based professional development to guide and improve practice so the district might achieve improved student outcomes and address gaps in achievement among student sub-groups.

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

The district pursued and was awarded two successive STLE grants to increase the capacity of teachers and leaders through sustained professional learning experiences, so that they are better equipped to use data for responsive leadership and instruction, to engage in effective instructional practices, and to integrate the college and career ready standards. It is the district's goal that this increased capacity will cultivate a shared responsibility for English language learners, students with disabilities, and other identified subgroups, as a means to close gaps in academic achievement. The district focused significant efforts through STLE 1 on strengthening the quality of the district's educators by engaging them in professional learning, emphasizing research-based best practices. The professional development plan, implemented in collaboration with the Bank Street College of Education and several leading educational experts, includes embedded coaching and training on the Response to Intervention Model, the Sheltered Instruction Observation Protocol and best practices in instructional technology. Teachers and leaders have received extensive training on the integration of college

and career ready standards in the the development of Student Learning Objectives (SLOs), and creating authentic performance-based assessments. In addition, Ossining expanded its principal career ladder pathways under the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant to include a Lead Principal and a Leadership Candidate position. Lead Principals, Highly Effective principals, as determined by Annual Professional Performance Review (APPR), remain in their role as principal of a high-needs school and mentor, coach, and provide professional development to Novice Principals, administrative interns, and Leadership Candidates. The Leadership Candidate position is designed to support and place candidates from within the district in leadership positions in partnership with the Future School Leaders Academy at Bank Street College of Education. This partnership equips candidates with the broad-based school leadership skills and competencies needed for administrative roles.

Using the Strengthening Teacher and Leader Effectiveness (STLE) 2 grant, Ossining added three additional roles to its teacher career ladder pathways, including a Professional Learning Associate, an Instructional Coach, and Teacher Coordinators. The district also added two additional roles to its principal career ladder pathways, including an Instructional Leader to the Community and an Instructional Leader to Staff. The Professional Learning Associate position provides an opportunity for novice teachers to collaborate with an experienced educator as they refine their teaching skills and begin to develop their teacher leadership capacity. Instructional Coaches, serving in a capacity that was previously successful in the district, provide embedded coaching in K-12 classrooms as well as work on curriculum modules and the integration of college and career ready standards. Teacher coordinators provide embedded coaching to their colleagues in science and world languages. The Instructional Leader to the Community and Staff positions allow district principals an opportunity to share their experience and skill with novice educators and community members.

Ossining's teacher and principal leaders in career ladder pathways are having a positive impact on teaching and learning across the district. In particular, all Leadership Candidates that graduated from the Future School Leaders Academy at Bank Street College of Education have been retained in administrative positions as a result of their participation in the program. Once they transitioned into their new positions in the district, they received training and mentoring from a Lead Principal. The districts career ladder pathways model has proved to be an effective system for developing the capacity of internal candidates for school leadership.

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

Ossining, through a STLE-D grant, is leveraging the increased capacity of, principals, gained through their participation in the district's STLE 1 and STLE 2 grants, to lead professional learning groups of non-STLE educators in Ossining and in two neighboring districts, Bedford CSD and Tarrytown UFSD. Ossining STLE principals will lead professional learning groups of educators in the development of career ladder pathway roles as a means to attain high levels of student success. The professional learning groups will focus on critical issues and evidence-based strategies to ensure educators have the knowledge and skills necessary to implement initiatives with fidelity, and to also prepare them to support their peers as part of their professional learning plans. Funding will defray costs of stipends for educators from across the districts to participate in learning groups, for facilitation by STLE principals, and for high-quality educational experts to lead professional development sessions and embedded coaching on the following subjects: implementation of Professional Learning Communities (PLCs); cognitive coaching; conducting needs assessments and gap analysis; creating a multi-district study group to analyze barriers to success for English language learners; and developing cohorts of teacher leaders. The STLE-D grant is helping Ossining continuously refine a framework for developmental, comprehensive career ladder pathways and a professional learning system that can be replicated in other districts. Ossining envisions that their career ladder pathways model will provide greater role-differentiation for teachers and principals based on effectiveness, will integrate data on performance and school outcomes with professional learning to guide and improve practice, and will strengthen their model of collaboration and shared leadership, leading to improved student outcomes.

# MODEL SUMMARY

---

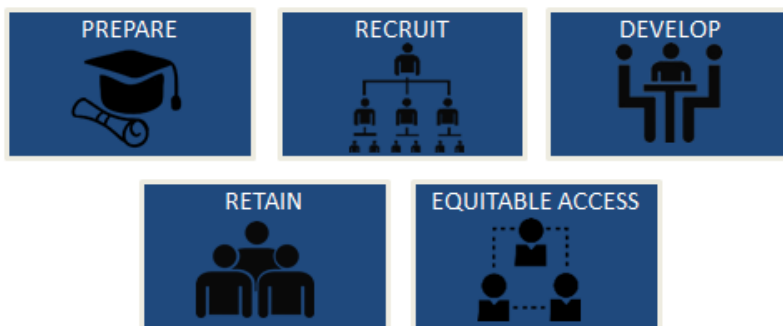
The **Ossining Union Free School District** career ladder pathways provide opportunities for both teachers and principals to learn from one another and improve instruction. The coordination and collaborative professional development supports the spread of best instructional practices. The district's career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: preparation, recruitment, 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: Professional Learning Associate
- Professional Teacher: Mentor Teacher
- Leader (Teacher): Leadership Candidate, Instructional Coach, and Teacher Coordinator
- Novice Principal: Instructional Leader for the Community
- Professional Principal: Instructional Leader for Staff
- Leader (Principal): Lead Principal

Ossining's career ladder pathway positions and professional learning activities emphasize the need to provide high-need students with high-quality educators through robust mentoring and the use of evidence-based instructional practices. On the teacher career ladder pathway, the district's 45 Professional Learning Associates receive mentoring and one-on-one coaching from the same number of Mentor Teachers. Ossining's 3 Instructional Coaches provide professional learning experiences and embedded coaching for their colleagues in grades P-12. The district's 2 Teacher Coordinators provide professional development and embedded coaching for teachers on use of evidence-based best practices in science and world languages. In addition, 3 Leadership Candidates, teachers on track to administrative positions, are enrolled in the Future School Leaders Program at Bank Street College to gain the skills and knowledge to strengthen their own leadership practice. On the principal career ladder pathway, 4 Instructional Leaders for the Community work to implement a series of relevant workshops for community members on district educational policies. The 1 Instructional Leader for Staff as well as 2 Lead Principals help support and coach current and aspiring administrators. The district's model of shared leadership provides opportunities for promising educators, from novice teachers to more experienced principals, to expand their leadership capacity to positively impact teaching and learning.

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



# RATIONALE

---

Professional learning is essential to the district's school reform efforts. The Ossining Union Free School District's Strengthening Teacher and Leader Effectiveness (STLE) 2 Grant will support the expansion of the district's career ladder pathways and will offer opportunities for professional learning for teachers and leaders. The district's career ladder pathways build on local efforts, and on initiatives funded through the district's STLE 1 grant, to identify and select personnel for additional duties, compensation, and training across the Teacher–Leader Effectiveness (TLE) Continuum so they may develop their own instructional and leadership capacity and support the development and retention of their colleagues.

## **Gap Analysis:**

In an initial assessment, Ossining identified the following needs:

### **Student Achievement:**

- Accelerate student growth and close gaps in achievement for all students, particularly those in schools designated as “In Improvement Status.”
- Adequately support the increasing population of economically disadvantaged students (45%), English language learners (11%), and students with specialized learning needs (12%).

### **Talent Management Needs:**

- Provide targeted, job-embedded professional development in all schools to ensure that the highest need students have access to the most effective teachers.
- Build the capacity of school leaders and provide induction and mentoring for those newly appointed.
- Examine the instructional effectiveness of pre-service graduates of institutes of higher education who are hired by the district.
- Strengthen the skills and effectiveness of the district's experienced teachers and leaders to meet the needs of a growing, diverse student population.

## **Design Principles:**

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

- Extend the influence of the most effective educators through roles as mentors, instructional coaches and teacher leaders.
- Ensure that Highly Effective and Effective teachers are contributing to quality instructional practices and curriculum development at the school and district level.
- Ensure effective principals share their knowledge and leadership capacity with faculty, staff, and parents.
- Ensure equity.
- Allow for evidence-based decision making.
- Are solution focused.
- Expand the scope and impact of the district's teachers and principals to provide targeted, job-embedded professional development.
- Provide opportunities to develop and share expertise.
- Focus on performance.
- Provide significant and meaningful advancement positions.

# TEACHER ROLES & RESPONSIBILITIES

---

## Novice Teacher

### Professional Learning Associate:

- Collaborate with Mentor Teachers to refine their teaching practice through the use of the TeachLive Avatar Lab and then share strategies and resources with peers.

## Professional Teacher

### Mentor Teacher:

- Provide one-on-one mentoring and coaching to first and second year teachers.

## Leader

### Leadership Candidate:

- Enroll in Future School Leaders Academy through Bank Street College.

### Instructional Coach:

- Provide professional development and embedded coaching for teachers on use of evidence-based best practices (.75 FTE) while also providing direct instruction to students (.25 FTE).

### Teacher Coordinators:

- Provide professional development and embedded coaching for teachers on use of evidence-based best practices specifically in the area of science and world languages (responsibilities are in addition to teaching full course load).

# PRINCIPAL ROLES & RESPONSIBILITIES

---

## Novice Principal

### Instructional Leader to the Community:

- Plan and implement a series of workshops and learning sessions for support personnel and parents on school district educational policies.

## Professional Principal

### Instructional Leader for Staff:

- Lead after-school study groups for Assistant Principals and Leadership Candidates focused on Annual Professional Performance Review (APPR) domains and instructional best practices.

## Leader

### Lead Principal:

- Responsible for peer mentoring and coaching of Novice Principals, Administrative Interns, and Leadership Candidates.



# 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 are skillful in the use of data analysis to drive instruction, student learning, and integrated decision making.
- Identify teachers and principals who are respected by their peers and administration.
- Organize a selection committee for teacher and principal leaders comprised of central office staff, principals, and teachers.

## 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 and principal leader roles.
- Develop a selection screening tool.
- Communicate teacher and principal leader opportunities to identified educators.
- Utilize the New York State Teaching Standards and ISLLC Standards in the interview, selection, and evaluation of teacher and principal leaders.

## 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 their 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.

In Ossining, students and teachers alike are committed to using data and technology effectively. Ossining High School (OHS) Student Charles Gulian named Regional Finalist in the Siemens National Science Competition, one of only 40 in the nation, is shown here with OHS Science Research Teachers Valerie Holmes and Angelo Piccirillo in October 2014. Gulian created a computer search program to identify white dwarf binary star systems in data from the Kepler Space Telescope.



# BUILDING CAPACITY FOR EDUCATORS TO LEAD

---

Implementation of this teacher and principal leader model requires preparation for teacher and principal leaders, building staff, and district leaders. The following are suggested best practices for effective implementation that have been successful in Ossining:

- Dedicate time for on-boarding professional development for teacher and principal leaders.
- Facilitate data teams to analyze formative assessments and increase evidence-based decision making to improve instruction.
- Grant district leaders, as well as teacher and principal leaders, the time and space to collaboratively discuss career ladder pathway design and implementation within buildings and across the district.
- Work with local Institutions of Higher Education (IHEs) to identify the most effective prospective teachers and build the capacity of experienced educators.



Lead Principal, Joshua Mandel is photographed with two of his students at the Lower Hudson Council of School Superintendents Scholastic Achievement Dinner on May 21, 2014.

“The professional development sessions proved to be beneficial. These meetings allowed me to gain knowledge of the curriculum, college and career ready standards, intervention methods, and ways I can build on my instruction so that I can be effective.”

-Ossining Teacher Leader

“The school district seeks to expand and strengthen its human resource management system as a comprehensive, developmental and standards-based continuum that ensures the high quality preparation of our teachers and leaders.”

-From Ossining STLE 2 Application

# IMPLEMENTATION TIMELINE

The development and implementation of the district's career ladder pathways began in November 2012 when Ossining officially received final award notification for the Strengthening Teacher and Leader Effectiveness Grant. The timeline below includes key dates during the initial design and implementation of the career ladder pathways model.

<b>Ossining UFSD Career Ladder Pathways Implementation Timeline</b>	
<b>October 2012</b>	Awarded Strengthening Teacher and Leader Effectiveness (STLE) Grant 1.
<b>November – December 2012</b>	Two Leadership Candidates enroll in Bank Street leadership program. Teachscape data management software and observer training completed by all leaders.
<b>January 2013</b>	Lead Principals begin mentoring novice leaders. Second-year Novice Teachers begin receiving support from Mentor Teachers.
<b>January – June 2013</b>	Begin providing ongoing professional development for Teacher Leaders.
<b>July – August 2013</b>	K-12 Teacher Leaders participate in professional development on integrating math and English Language Arts (ELA) curriculum modules. Leaders receive training on Formative Assessments and Thinking Maps.
<b>December 2013</b>	Awarded Strengthening Teacher and Leader Effectiveness Grant 2. Leadership Candidates enrolled in leadership program at IHE. Instructional Leader for Staff and Community identified by STLE Team.
<b>January 2014</b>	Curriculum development by Teacher Leaders. Instructional Leader for Staff began afterschool study group with Assistant Principals and Leadership Candidates. Instructional Leader for Community began offering workshops for parents.
<b>February 2014</b>	Curriculum Development and Unit Design Professional Development.
<b>March 2014</b>	Meeting with Pace University regarding Avatar Lab.
<b>April 2014</b>	Instructional Coach began embedded coaching. Professional Learning Associates received turn-key training on using the Avatar Lab. Instructional Coach (.75 FTE) identified.
<b>May 2014</b>	Evaluation activities conducted by external evaluator. Posted 2014-15 Instructional Coach Positions.
<b>June 2014</b>	Posted career ladder pathway positions for 2014-15. Evaluation of 2013-14 project activities by external evaluator.
<b>August 2014</b>	Presentation on career ladder pathway opportunities during New Teacher Orientation. Danielson Observer Training for new leaders.
<b>September 2014</b>	Selected staff for STLE 2-supported career ladder pathway positions for 2014-15. First meeting of Leaders' Study Group Facilitated by Bank Street College Faculty.
<b>October 2014</b>	Professional Learning Associates began using Avatar Lab. Professional Principal began afterschool group for Assistant Principals and Leadership Candidates.
<b>November 2014 – May 2015</b>	District awarded STLE Dissemination: Principals Grant. Bank Street College Faculty facilitates Leaders' Study Group. Implementation of dissemination activities with two partner school districts.
<b>June 2015</b>	Review of STLE 2 and D data; evaluation by external evaluator to gauge projects' impact.

# COMMUNICATION STRATEGY

---

Ossining 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 informed about career ladder pathways.



Key district administrators share information related to the career ladder pathways model with administrators, teachers, Board of Education members in-person.



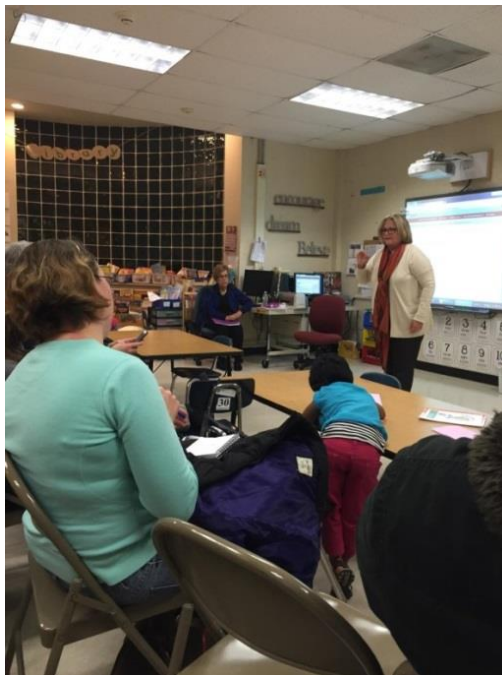
Career ladder pathways model and implementation updates are discussed and shared on a regular basis at in-person meetings with the Assistant Superintendent, Professional Principals, and partner institutes of higher education.



Career ladder pathways model and implementation updates are discussed and shared internally and externally to parents and families in-person, via email, and through the district's quarterly newsletter to the community.



Local, regional and statewide networking opportunities allow district leaders to hear from thought leaders, community members and the general public on the scope of career ladder pathway efforts.



Ms. Sipos, Instructional Leader for Community, leads a parent workshop in October 2014.

# PROMISING PRACTICES

---

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



Partner with local higher education institutions dedicated to building teacher and principal leaders.



Involve a multitude of stakeholders to ensure that the district's focus is aligned with community and district values.



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



Clearly define and align professional development expectations for teacher and principal leaders.

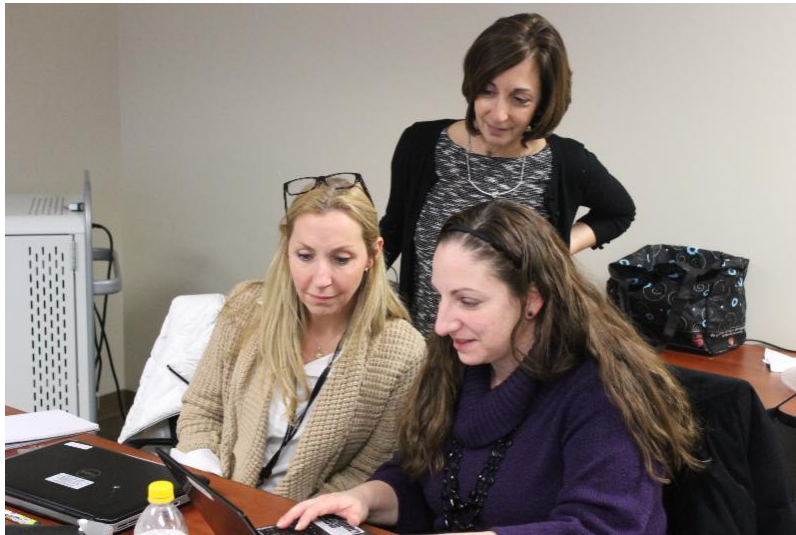


Ossining's vision for Strengthening Teacher and Leader Effectiveness (STLE) grant activities was to pursue a model of shared leadership—to use the strengths, expertise, ideas, and efforts of educators in the district to ensure equity and excellence for all students, all in alignment with their district mission and strategic plan. Highlighting their commitment to excellence, the World Language Department gathers on December 17<sup>th</sup>, 2014 to celebrate the department's recent accreditation as a Program of Distinction by the Middle States Association (MSA). Ossining High School was the only school among the 2,800+ domestic and international MSA membership to have successfully earned three awards. A Program of Distinction was also awarded to the Music and School Counseling



# COST & SUSTAINABILITY

Ossining UFSD has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways. Ossining continues its resource development to ensure sustainability of the professional learning and career ladder components of STLE activities, including submitting letters of inquiry and grant proposals to funding entities as appropriate.



On January 15<sup>th</sup>, Ossining shared this photo, via Twitter, of English Language Arts (ELA) teachers working to develop highly engaging curriculum. Ossining hopes to sustain STLE activities beyond the grant period, which have provided extensive opportunities for the district's educators to work collaboratively to positively impact teaching and learning.

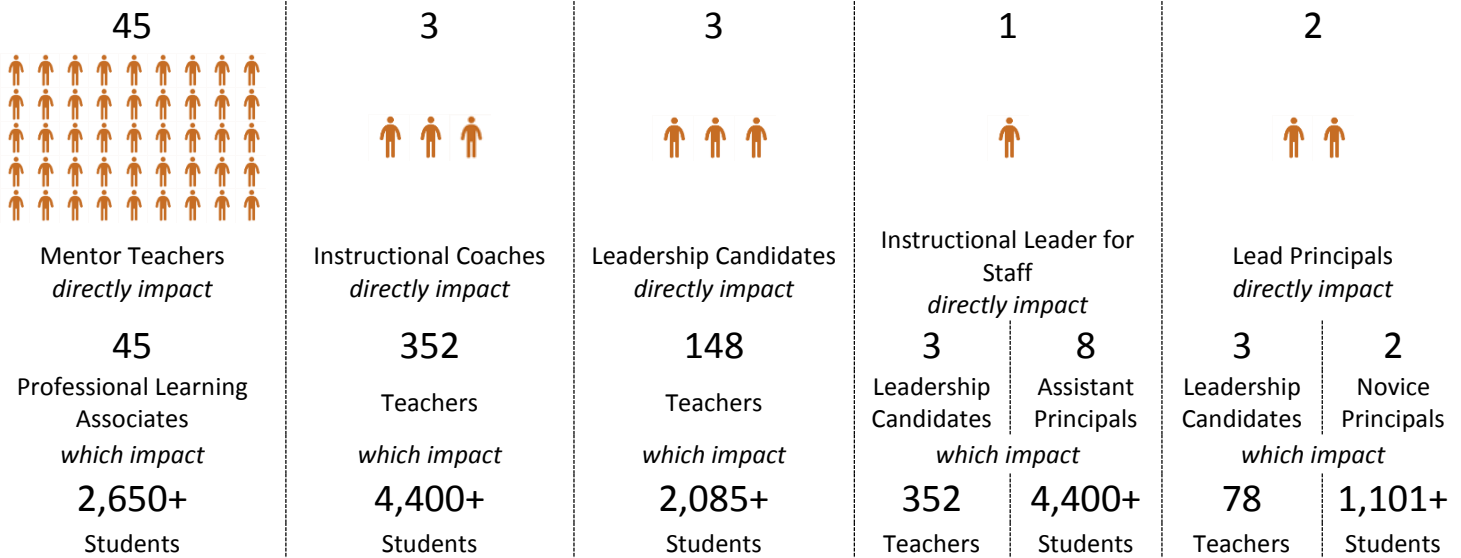
<b>45</b>	<b>45</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>
Professional Learning Associates	Mentor Teachers	Instructional Coaches	Leadership Candidates	Teacher Coordinators	Instructional Leaders to the Community	Instructional Leader for Staff	Lead Principals
x \$34.63 per hour for 10 hours	x \$1,500 stipend	x 75%* salary	x \$7,000 for tuition	x \$6,500 stipend	x \$500 per session for 8 sessions	x \$2,500 stipend	x \$5,000 stipend
<b>= \$15,584</b>	<b>= \$67,500</b>	<b>= \$75,000</b>	<b>= \$21,000</b>	<b>= \$13,000</b>	<b>= \$16,000</b>	<b>= \$2,500</b>	<b>= \$10,000</b>



Note: Figures as of December 22, 2014









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

# IMPACT

Using Strengthening Teacher and Leader Effectiveness (STLE) funds to develop a model of shared leadership, Ossining has positively impacted teaching and learning. Program evaluation is ongoing; Ossining will continue to monitor impact through and beyond the grant period to better understand correlations between impacts evidenced and various district and building initiatives as well as the work of teacher and principal leaders.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> <li>Embedded professional development provided by the Instructional Coaches has saved the district more than \$561,000 for similar work previously provided by consultants.</li> <li>The Integrated Common Core Units developed by Teacher Leaders have provided students more access to authentic coursework with a cost savings of approximately \$20,000.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Communities have been embedded into grade level meetings and this has increased time spent in reviewing and revising curriculum by 80%.</li> <li>The shift in grade level and department meetings to embedded coaching and co-teaching models by the Instructional Coaches and Lead Teachers has allowed the district to decrease teacher time out of the classroom.</li> </ul>

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Increased the percent of students demonstrating proficiency on New York State Grades 3-8 Math Exams by 4% from 2012-13 to 2013-14.		100% of Leadership Candidates that completed the Future Leaders Academy at Bank Street College through STLE have been retained in administrative positions in the district.
	4 Instructional Leaders for the Community collaborated to implement a series of relevant workshops and meetings for approximately 75 parents of English language learners.		100% of teachers participating in sustained professional development indicated that the sessions were helpful in developing quality curriculum and teaching new skills and strategies.
	Newly integrated curriculum provides 100% of students access to quality instruction that reflects college and career ready standards and is differentiated for English language learners and students with special needs.		Seven teachers participated in technology integration training and served as "model classrooms" in the use of technology to promote content learning across disciplines, increase technology skills, and provide student opportunities to collaborate using technology.
	Increased the percent of Highly Effective and Effective educators by 3% from 2012-13 to 2013-14 to ensure students' equitable access to excellent educators across district schools.		100% percent of Novice Principals have developed comprehensive strategic building plans as a result of one-on-one mentoring with Lead Principals.

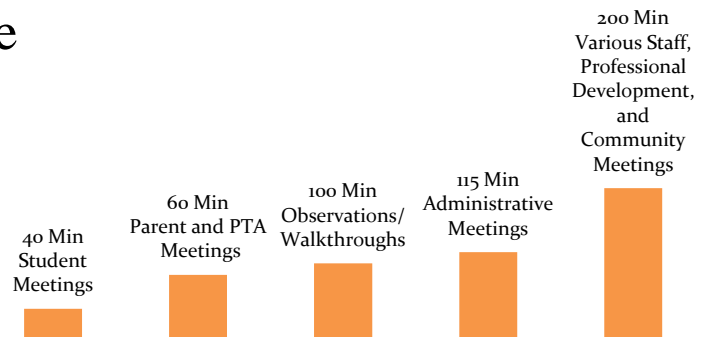
# One Day in the Life of Ms. Carrieann Sipos: Ossining UFSD Instructional Leader for the Community



**Ms. Carrieann Sipos,  
Instructional Leader for the Community  
Park Early Childhood Center  
Ossining Union Free School District**

## One Day in the Life: by the minute

- 8:15 AM Meeting with School Emergency Response Team.
- 8:35 AM Read a book to children in early breakfast program.
- 8:50 AM Arrival: Greet students and families at front door.
- 9:15 AM Morning Announcements; walk through building.
- 9:45 AM Observation in Kindergarten classroom.
- 10:00 AM Participate in teacher professional development.
- 11:15 AM Visit lunchroom.
- 12:25 PM Meeting with PTA.
- 1:15 PM Observation in Pre-Kindergarten classroom.
- 2:00 PM Conference call with community agencies offering enrichment in school.
- 3:15 PM Student Dismissal.
- 6:30 PM Lead parent information workshop on math curriculum.



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 Ms. Sipos is developing her teaching and leadership skills:

### Implementation Planning



Ms. Sipos participates in intensive annual summer leadership development training with colleagues to prepare for the upcoming academic year. Curriculum and student support teams explore research and potential approaches to the work ahead, establishing goals and action plans.

### One-on-One Support



Ms. Sipos develops a personal professional development plan. She meets monthly with a Principal Leader Mentor to reflect upon professional growth goals, student performance, instructional capacity of staff, and the impact of the community engagement strategies taking place.

### Communities



Teams of district and teacher leaders, led by Ms. Sipos, engage in formal walkthroughs of each building. Teams focus on advancing quality teaching, learning, positive school climate and leadership by establishing “look fors” and then providing formative feedback to school building leaders that is used to inform next steps.



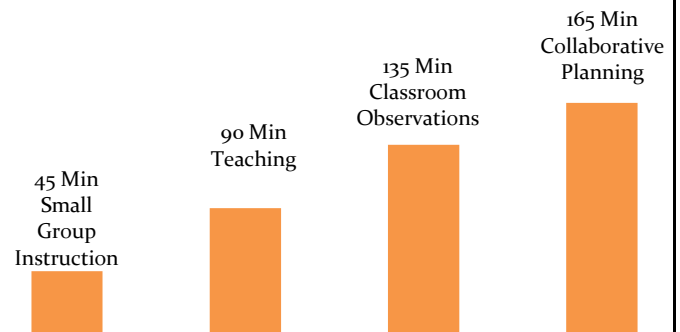
# One Day in the Life of Ms. Cori Jackson: Ossining UFSD Instructional Coach



**Cori Jackson, Instructional Coach  
Claremont Elementary School  
Ossining Union Free School District**

## One Day in the Life: by the minute

- 8:20 AM Meet with a 3rd grade teacher to analyze a student’s writing errors.
- 9:05 AM Classroom visits to look for evidence of Integrated Units.
- 10:35 AM Meet with a 3rd grade team about managing the implementation of Words Their Way.
- 11:20 AM Lunch and planning for next week’s Professional Development Meeting.
- 12:05 PM Teach my Intervention Group.
- 12:50 PM Classroom Observation (Teacher facilitating student generation of Criteria for Success.)
- 1:35 PM Meet with 4th grade teacher to use current classroom data to rearrange instructional groupings.
- 2:20 PM Meet with building level administrators to share patterns and identify needs.
- 3:30 PM Facilitate professional development for the staff – “Strengthening our Implementation of Balanced Literacy.”



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 Cori Jackson is developing her teaching and leadership skills:

### Implementation Planning



Continues to attend professional development workshops to strengthen her understanding of adult learners, curriculum design and best practices. In addition, Ms. Jackson participates in district and building level data meetings to identify needs as well as develop plans for addressing those needs at the building and teacher levels in the beginning and throughout the academic year.

### One-on-One Support



Develops a plan for her own professional growth at the start of the year. In addition, Ms. Jackson seeks guidance from her supervisor and shares ideas gathered from professional reading and workshops with administrators, teacher colleagues and other Instructional Coaches.

### Communities



Ms. Jackson seeks out advice from other Instructional Coaches and colleagues in their bi-weekly planning meetings. In addition, she seeks out advice from administrators, to develop her practice in her weekly meetings with them. She utilizes this advice to improve her own instructional practice as well as to inform the embedded coaching she provides to her peers.