

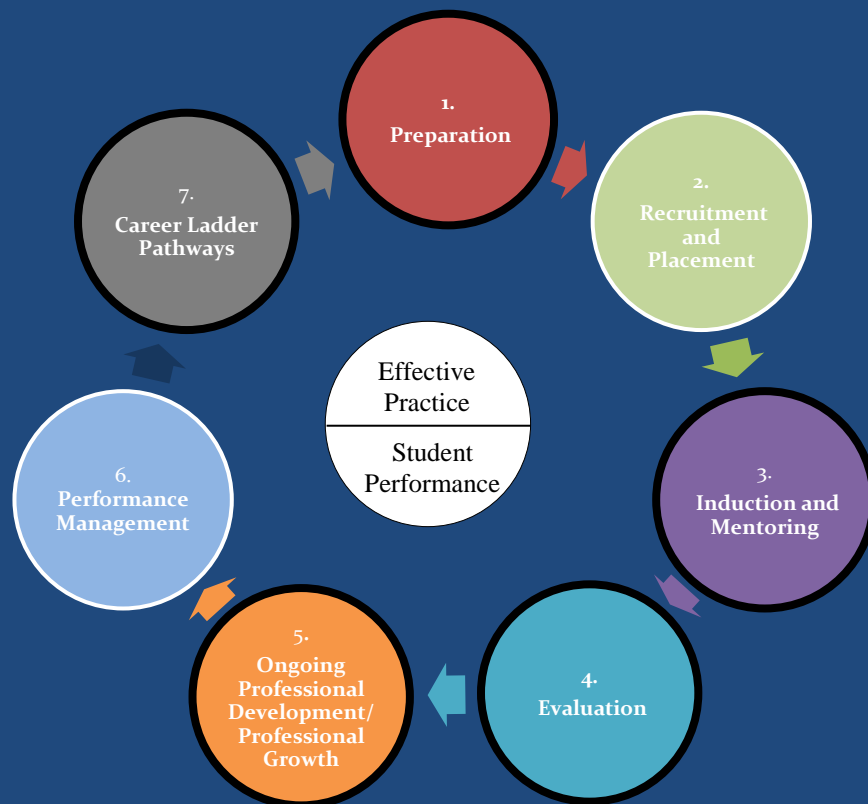
South Huntington Union Free School District

Region: Long Island

Motto: Commitment to Excellence

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

Superintendent: Dr. David Bernardo



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 pathways models to address their diverse student achievement and talent management needs.

SOUTH HUNTINGTON 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



7

Teachers in the District



458

Principals in the District



7

Turnover Rate of Teachers with Fewer than Five Years of Experience



25%

*2012-13 data

Turnover Rate of all Teachers

11%

*2012-13 data

State-Provided Growth Ratings

Ineffective

8

(8%)

Developing

7

(7%)

Effective

82

(81%)

Highly Effective

4

(4%)

Student Enrollment



5,985

Per Pupil Expenditure



\$11,526.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

7

(0%)

Black or African American

539

(9%)

Hispanic or Latino

1,965

(33%)

Asian or Native Hawaiian/
Other Pacific Islander

376

(6%)

White

2,965

(50%)

Multiracial

133

(2%)

Other Student Groups

Limited English Proficient Students

731

(12%)

Students with Disabilities

854

(14%)

Economically Disadvantaged Students

2,674

(45%)

Eligible for Free Lunch

1719

(29%)

Eligible for Reduced-Price Lunch

237

(4%)

OVERARCHING VISION

South Huntington Union Free School District (SHUFSD), located on Long Island, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of \$1,497,204 and a STLE-Dissemination: Principal Leadership (STLE-D) recipient of \$477,822. Educators in South Huntington have created a vision of shared leadership through career ladder pathways that has transformed teaching and learning and spans across 7 schools, 5,985 students, and 458 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

Prior to receiving their STLE grants, South Huntington had three career ladder positions: Coordinator of Student Services, Coordinator of Preschool and Speech Services, and English as a Second Language/Dual Language Coordinator. South Huntington's original vision for enhancing its pre-existing career ladder pathways was from a global perspective, providing support from the district level to individual buildings. Their primary focus was to promote teacher and leader effectiveness through a fluid process that would result in an improved educational environment to support student achievement.

South Huntington has focused on addressing significant challenges related to its changing demographics on particular areas of student achievement, achievement gaps, and the long-term prospects of career and higher education opportunities for the district's 6,000 students. The number of high need students within designated sub-groups has steadily increased each year since the district initially applied for the STLE 1 grant. The number of students from economically disadvantaged families in the district has soared to 45% district wide and over 50% in some school buildings. The number of English language learner continues to grow – surpassing 13% of the district's population. There have been persistent achievement gaps in demonstrated proficiency in core content areas when comparing English language learners, economically disadvantaged, minority, and students with disabilities populations alongside the district's white student population. In 2010-11, the district did not make Adequate Yearly Progress (AYP) in grades 3-8 English Language Arts (ELA) in the key populations addressed in the STLE grant (i.e., students with disabilities, limited English proficient and economically disadvantaged). In mathematics, students with disabilities and those with limited English proficiency did not make AYP. Additionally, in the 2011-12 school year, South Huntington had four of its seven schools designated as "in need of improvement." As such, each of the identified schools went through a School Quality Review process and authored a Comprehensive Education Plan. Three of the district's schools entered the Local Assistance Planning process during the 2013-14 school year because they did not make AYP for key sub-group populations. In 2014-15, only one school was designated as needing a Local Assistance Plan in the area of mathematics for their limited English proficient students.

South Huntington recognized that working towards the success of high-need student populations required a commitment to be part of local and national dialogues as well as joining the pursuit of new resources and projects that push the boundaries of traditional practice. The district has worked with the Long Island Science Technology Engineering and Math (STEM) Hub and other STEM organizations to design projects that increase the number of minority and female students who enter leadership roles in STEM fields. In addition, South Huntington has joined a research grant with a local corporate partner to investigate the effectiveness of the district's efforts in educational technology and enhancing teacher effectiveness.

The intention of the district is, and was at the beginning of the STLE 1 grant period, to infuse their overall Teacher and Leader Effectiveness (TLE) Continuum into the schools in need of improvement efforts, in order for maximum alignment to be achieved. The district planned to address all seven components of the TLE Continuum for both teachers and leaders. South Huntington planned to focus STLE funds on the following key areas to ensure teachers and building leaders are supported during every phase of their development: partnership with Stony Brook University to train aspiring administrators; develop research-based professional development through Teachscape to implement the district's approved Annual Professional Performance Review (APPR) plan with fidelity; establish data systems to monitor the growth and achievement of English as

second language students and students with disabilities; and expand their existing teacher mentor program to provide more comprehensive support for newly hired staff.

They also focused their efforts on a substantive body of work and opportunities to establish career ladder pathways positions that would motivate and retain Effective and Highly Effective teachers and leaders. The district expanded their pre-existing career ladder pathways as a result of STLE 1 by adding Administrative Data Coach, Data Coach and Common Core Coach positions. These teacher leaders provided direct support to building leadership and teaching staff around the implementation of college and career ready standards, Response to Intervention (RtI), and evidence-based instruction.

Current Status of Career Ladder Pathways

As part of their sustainability plan, South Huntington has maintained the Common Core Coach for grades K-6, initially supported through STLE 1. STLE 2 allowed South Huntington to shift its perspective on career ladder pathways from a district-wide focus to a more ground level initiative. SHUFSD has been able to provide more targeted support where it was needed most, at the building level, by creating grade level leaders in grades K-5 and English language arts (ELA) and Math Coaches in grades 6-12. These individuals are providing support to district level coaches as well as acting as liaisons between their colleagues and administrators at the building and district levels. In addition, the district has been able to add targeted support coaches for key areas of need, including Science, Technology, Engineering and Math (STEM), English language learners, and college and career readiness. Furthermore, the district has created a career ladder pathway position for a Parent Coordinator who works to establish partnerships with community-based organizations and provide outreach to bilingual Spanish speaking families.

On their principal career ladder pathway, the district created a Common Core Administrative Coach position for grades K-5 and one for grades 6-12 to support Common Core initiatives in the district, as well as to serve as liaisons between grade level coaches and building/district level administration. The English language learner Administrative Coaches coordinate and provide professional development activities related to differentiated intervention strategies and lesson design for English language learners in addition to supporting the district's English as a second language initiative.

Career ladder pathways have enabled both teachers and leaders to be empowered to share their content and pedagogical expertise with colleagues, establishing a culture of shared ownership of district and building initiatives. Furthermore, the model of supports has helped with targeting building level goals to enhance student achievement. STLE 2 has also helped with the district's ability to expand STEM initiatives and building programs at the high school level that will expose students to college and career opportunities. Two exciting opportunities that have resulted from this work are the introduction of a science research summer camp beginning in the summer of 2015 and participation in a science research competition with over 100 of our students that will see one of our projects travel on a Space X mission to the International Space Station in the spring of 2015.

Future Aspirations for South Huntington through Educator Leadership in Career Ladder Pathways

South Huntington is committed to continuously strengthening their Teacher and Leader Effectiveness (TLE) Continuum, maximizing effective practice and student achievement. The district hopes to find creative ways to sustain positions created through STLE 1 and 2, as well as provide additional opportunities such as those created through STLE-Dissemination: Principal Leadership (STLE-D).

The STLE-D grant represents an opportunity for SHUFSD to advance to a new level of comprehensive communication, innovation, and the sharing of excellence that directly builds on the district's work under STLE 1 and STLE 2. STLE-D is enabling the district's principal leaders to assume the full, robust instructional leadership role that they have been preparing for under STLE 1 and 2 and serve as the supportive mentors that are needed for the district to realize the full benefit of teachers and assistant principals on a principal leadership pathway.

STLE-D is providing principal leaders an opportunity to increase their responsibility for disseminating successful practices and supporting teacher leaders and assistant principals throughout district schools. As a result, high-

needs populations, including economically disadvantaged families, English language learners, and students with disabilities will continue to benefit from the lessons learned throughout the STLE 1 and 2 grant periods. These efforts will help close the achievement gap for all students, especially the high-need populations who benefit from the educational partnerships that have been formed throughout the career ladder pathways enhancement process.

Through STLE-D, South Huntington is building additional capacity in the district and throughout the region as part of a learning community and network of support for those on the principal career ladder pathway. The district is excited to be partnering with Western Suffolk Board of Cooperative Educational Services, LogicWing and Stony Brook University to develop best practice videos, create a robust platform to share resources, and collaborate on ideas to improve instructional rounds. In addition, these efforts will help the district effectively use technology to improve instruction and support communication and branding efforts for administrators.

The district has developed a sustainability plan that will allow them to continue to reward their most effective educators and administrators through career ladder pathways coaching positions that in turn provides true cost savings as well as invaluable coaching and feedback to their peers.

MODEL SUMMARY

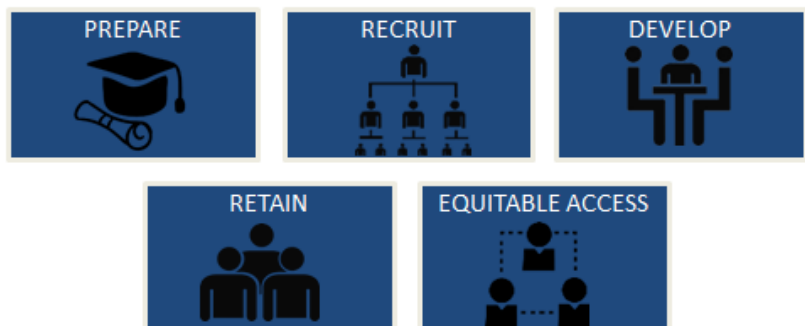
South Huntington Union Free School District (SHUFSD) developed career ladder pathways for teachers and principals to utilize their expertise through career advancement positions. These positions support faculty development and improve student outcomes through the use of research-proven teaching and learning methods. The district's career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: preparation, induction and mentoring, evaluation, and ongoing professional development/professional growth.

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

- Novice Teacher: Parent Coordinator, K-5 Grade Level Coaches, and 6-12 Grade Level Coaches
- Professional Teacher: Common Core/College & Career Readiness Coach, STEM Coach, and Common Core Coach
- Teacher Leader: English as a Second Language/Dual Language Coordinator, Coordinator of Student Services, and Coordinator of Preschool and Speech Services
- Principal Leader: English Language Learner Administrative Coach and Common Core Administrative Coach (K-5 and 6-12)

On SHUFSD's teacher career ladder pathways, 18 coaches assist their peers with applying the New York State Teaching Standards and Annual Professional Performance Review (APPR) data for continuous improvement, developing curriculum aligned to college and career ready standards, and using data to improve instruction. The district's 3 principal leaders, the English Language Learner Administrative Coach and the Common Core Administrative Coaches (K-5 and 6-12), support teacher leaders in their multifaceted roles as well as help facilitate professional development opportunities for all teachers focused on implementing the college and career ready standards and English as a second language initiatives. South Huntington's career ladder pathways model provides the district's highest need students with access to the most effective teachers and principals in leadership positions.

South Huntington 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

The South Huntington Union Free School District (SHUFSD) believes that developing a school culture where teachers and school leaders learn together is critical to developing the skillsets and habits of mind necessary to achieve and succeed. Teacher and principal leaders focus on Professional Learning Communities (PLCs), continuous coaching, innovation, and promoting research-based strategies to maximize the potential of all student learners.

Gap Analysis:

In an initial assessment, South Huntington identified the following needs:

Student Achievement:

- Adequately support the increasing population of economically disadvantaged students, at 45%, as well as English language learners, at 13% of the student population when the district applied for Strengthening Teacher and Leader Effectiveness (STLE) 1 grant funds.
- Ensure equity for all students through personalized learning.
- Accelerate student growth and close the achievement gap for economically disadvantaged students, English language learners and students with specialized learning needs.

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.
- Engage, retain, and provide ongoing professional development opportunities for all teachers and principals.

Design Principles:

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

- Extend the influence of the most effective educators throughout the district to students with the highest needs.
- Ensure equity.
- Are grounded in 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.
- Allow educators to develop and share expertise.
- Are focused on performance.
- Include significant and meaningful advancement positions.
- Provide monetary and professional recognition.
- Provide opportunities for professional growth.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

Parent Coordinator:

- Establish partnerships with community-based organizations.
- Support communication between the school district and Spanish speaking community members.

Grade Level Coaches and ELA/Math Coaches:

- Participate in workshops, mentoring and leadership activities.
- Provide support to Response to Intervention (RtI) Committees and building level In-school Support Teams (IST).
- Serve as a liaison to building and district administration.

Professional Teacher

STEM Coach:

- Support grades K-12 Science, Technology, Engineering, and Math (STEM) initiatives.
- Establish and maintain partnerships with higher education institutions and businesses to support professional development opportunities for teachers and educational opportunities for students.

Common Core/College and Career Readiness Coach:

- Support grade level initiatives and the implementation of the Common Core Learning Standards and aligned assessments.
- Develop relationships with local businesses to provide internship opportunities for students.

Common Core Coach:*

- Provides ongoing professional development in English Language Arts (ELA) and math to grades K-6 teachers and direct support to grades K-6 coaches.

Teacher Leader

ESL Coordinator:*

- Provides direct support to the Supervisor of Curricular Services who oversees English as a Second Language and Dual Language programs.
- Implement home language questionnaire and provide assistance to families with placement and support services.

Coordinator of Student Services:*

- Oversees Project Excel, Parent University, and Student Services Internships.

Coordinator of Preschool and Speech Services:*

- Oversees preschool program and speech services.

*Note: These positions were previously established in the district prior to the Strengthening Teacher and Leader Effectiveness (STLE) grants and are not funded through STLE.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Participation in workshops, mentoring and leadership activities.

Professional Principal

- Participation in workshops, mentoring and leadership activities.
- Opportunities to take on additional responsibilities in key areas of need.

Principal Leader

English Language Learner Administrative Coach:

- Coordinate and provide professional development activities related to differentiated intervention strategies and lesson design for English language learners.
- Support Common Core and English as Second Language initiatives in the district.

Common Core Administrative Coach K-5 and 6-12:

- Support Common Core and English as Second Language initiatives in the district.
- Support grade level coaches with the coordination and implementation of trainings to colleagues.
- Serve as a liaison between grade level coaches as well as building and district level administration.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify “Effective” and “Highly Effective” teachers and principals, according to Annual Professional Performance Review (APPR).
- Identify high quality teachers and principals who have a history of successful practice.
- Identify teachers and principals who are skillful in the use of data analysis to drive instruction, student learning, and integrated decision making.
- Identify teachers and principals who are respected by their peers and administration.

2. SELECT

- Develop clearly defined job descriptions for each of the teacher and principal leader roles.
- Develop technical, behavioral, and role specific competencies for all teacher and principal leader roles.
- Communicate teacher and principal leader opportunities to eligible educators.

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.

New teachers at Maplewood Intermediate School receive support from the South Huntington Teacher Mentor Program in collaboration with the South Huntington leadership team, the South Huntington Teacher Center, and the South Huntington Teachers Association. Maplewood’s staff with new teachers, left to right in the front row: Ms. Elisa Steininger, Ms. Jill Belz, Ms. Melissa Dawes. Back row: Ms. Renee Schumm, Principal Dr. Vito D’Elia, Ms. Elisa Guerriere, and teacher mentor, Ms. Sue Simonds.



BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of a teacher and principal career ladder pathway model requires preparation for teacher leaders, principal leaders, building staff, and district leaders. South Huntington partnered with Stony Brook University to provide training for teacher and principal leaders in coaching, mentoring and conducting professional development opportunities for their peers. Through Strengthening Teacher and Leader Effectiveness (STLE) 1, coaches provided new principals with ongoing support, resources and training. These coaches were current or former principals who had years of experience in the field. The coaches attended all professional development sessions that peers attended in the evenings to ensure the support they provided aligned to the goals of the workshop. Although the relationship with coaches was confidential, the district met regularly with the university to review program goals and assess effectiveness.

Through STLE-Dissemination: Principal Leadership (STLE-D), university faculty are working with four principals to develop a mentoring program for administrators and teachers on the principal career ladder pathway. They are also working with Scholastic Achievement Partners and Logic Wing to help principals develop a platform for sharing best practices.

The following are suggested best practices for effective implementation:

- Maintain transparency and articulate clearly defined roles and responsibilities for teacher and principal leaders.
- Ensure adequate time for collaboration between administration, teachers, and teacher leaders.
- Encourage collegiality and shared ownership by including educator leaders in school-level and district-level decision making.
- Utilize instructional technology to support academic services, inclusive of students with disabilities and English language learners.



Above, South Huntington teacher and Math Coach, Seth Goldman, tests out an innovative method of teaching math using probes typically used in science. As the Math Coach for grades 7-8, Mr. Goldman shares best practices with his colleagues on a regular basis.

“STLE 2 funds have allowed our district to enhance the level of support provided to teachers and leaders with implementing college and career ready standards, evidence-based instruction, and Science, Technology, Engineering, and Math (STEM) related initiatives. Career ladder pathways have empowered teachers and principals to share their content and pedagogical expertise with colleagues as well as establish a culture of shared ownership of district and building initiatives.”

-Jared Bloom, Assistant Superintendent

“The continued strategic development and implementation of a formalized career ladder structure is central to the South Huntington UFSD’s commitment to the fulfillment of the TLE Continuum and providing meaningful leadership opportunities for effective and highly effective teachers and principals.”

-From South Huntington’s STLE 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of the district’s career ladder pathways began in October 2012 with the receipt of the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant. The district’s primary focus is to continuously align the teacher and principal career ladder pathway model to district priorities and its strategic vision.

South Huntington Union Free School District Career Ladder Pathways Implementation Timeline	
October 2012	Awarded STLE 1 grant. Established new teacher Leader positions.
December 2012	Establish partnership with Stony Brook University (SBU). Teacher Center courses started (ongoing until June 2013).
January 2013	First administrative workshop about English as second language instruction, services, and data.
February – March 2013	My Learning Plan (MLP) implementation.
June 2013	District wide Annual Professional Performance Review (APPR) data reviewed. Teachers and administrators attended outside Boards of Cooperative Educational Services (BOCES), the New York State Education Department (NYSED) and regional workshops.
July 2013	Professional development for teachers to learn how to implement college and career ready standards using research based strategies, such as the Sheltered Instruction Observation Protocol (SIOP) at the Summer Institute.
August 2013	Outlined district initiatives for data coaching and Response to Intervention (RtI) at the district wide leadership retreat. Teacher Center training for mentors. Stony Brook University (SBU) presented on establishing Professional Learning Communities (PLCs).
October 2013	Awarded STLE 2 grant. Enhanced teacher and principal career ladder pathway model.
January 2014	Science, Technology, Engineering and Math (STEM) coach initiated activities related to planning for the Long Island Science, Technology, Engineering, Math (LI STEM) Hub at Silas Woods Middle School.
March 2014	College and Career Readiness (CCR) Coach officially started. Orientation of K-12 grade level English Language Arts (ELA)/Math Coaches facilitated by the Common Core Learning Standards Administrative Coach. Development of grades 3-5 end of year Science, Technology, Engineering, Art and Math (STEAM) performance activities.
April 2014	Career Café, facilitated by the College and Career Readiness (CCR) coach, held at the high school (4 sessions during the month); English as a second language Services Survey, created and distributed by the English as a Second Language Coach, is distributed to grades K-5 teachers and administrators.
May 2014	Third Annual Parent University held as part of continuing efforts to improve parent engagement.
July 2014	District met to review effectiveness of initiatives started under STLE 1 and continue planning for implementation of STLE 2.
November 2014	Awarded Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership (STLE-D) Grant. Identified mentors and mentees and begin the mentor training program.
April – June 2015	Review effectiveness of initiatives started under STLE and continue to plan for sustaining career ladder pathways. Conduct principal leader workshops.

COMMUNICATION STRATEGY

South Huntington UFSD firmly believes in the importance of 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 pathway efforts. The district is committed to ensuring that teacher and principal leader successes in school improvement and student achievement are continuously recognized and celebrated.



The district wide, weekly newsletter from the Superintendent includes updates on strategic initiatives. Stakeholder emails are sent on a regular basis.



Regularly scheduled formal in-person meetings are held weekly or bi-monthly with multiple stakeholders, including teacher and administrative associations, local educational partners, and the Board of Education. Advisory councils and committees meet on a monthly basis to discuss important school and community topics. In addition, coordinators in career ladder pathway positions host workshops for parents a few times a year.



The Strengthening Teacher and Leader Effectiveness (STLE) team uses the district's website, email and social media to share updates with district stakeholders. Community members provide feedback on these updates via email and Facebook posts.



Phone conferences and webinars are used to facilitate external and internal meetings. The district also uses School Messenger to communicate important information.



South Huntington is committed to involving all district stakeholders in its strategic initiatives. Depicted above, South Huntington parents learn about new college and career standards at Parent University on April 23, 2014 at Walt Whitman High School. Parent University is organized by Mr. David Perkins, Coordinator of Student Services.

PROMISING PRACTICES

Using a set of guiding questions, South Huntington UFSD thoughtfully considered best practices that would support implementation of their teacher and principal career ladder pathways.



Establish a dialogue focused on practice and innovation through professional learning opportunities, which will effectively integrate and support all career ladder pathway positions.



Involve a multitude of stakeholders to ensure that goals and objectives are aligned with community and district values. Partner with local businesses and community organizations.



Design career ladder pathways to connect the district's highest need students with the most effective teachers and principals.



Partner with local institutions of higher education dedicated to building the capacity of teacher and principal leaders. Partner with the Teacher Center to further develop the expertise of coaches for Instructional Rounds and the videotaping of best practices.



Revise the master schedule and school structure to empower the community of teacher leaders to share their expertise through embedded coaching, which will minimize the need for educators to leave the classroom for professional development.



Science, Technology, Engineering, and Math (STEM) Coach, Mari Scardapane, works with teacher, Tracy Maddy, and her class on the new 3D immersive environment system called zSpace during the 2014-15 school year.

COST & SUSTAINABILITY


South Huntington UFSD has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways. The district is committed to sustaining all grant funded activities, including career ladder pathways, beyond the grant term. The Superintendent and administrative teams are preparing the district financially to be able to sustain programs and personnel related to career ladder pathways through the standard budgetary process.

The district is constantly reviewing internal programs to measure effectiveness and determine whether funds can be shifted to support staff and other programs that will have a greater impact on teaching and learning.




Coach Rob Dwyer works with a class of students on new iPad applications to support English Language Arts (ELA) and math instruction in fall 2014.

18
Grade Level/ELA & Math Coaches



x \$55.00*
per hour stipend

4
Teacher Leaders



x \$5,000.00
stipend
= \$20,000.00

3
Principal Leader

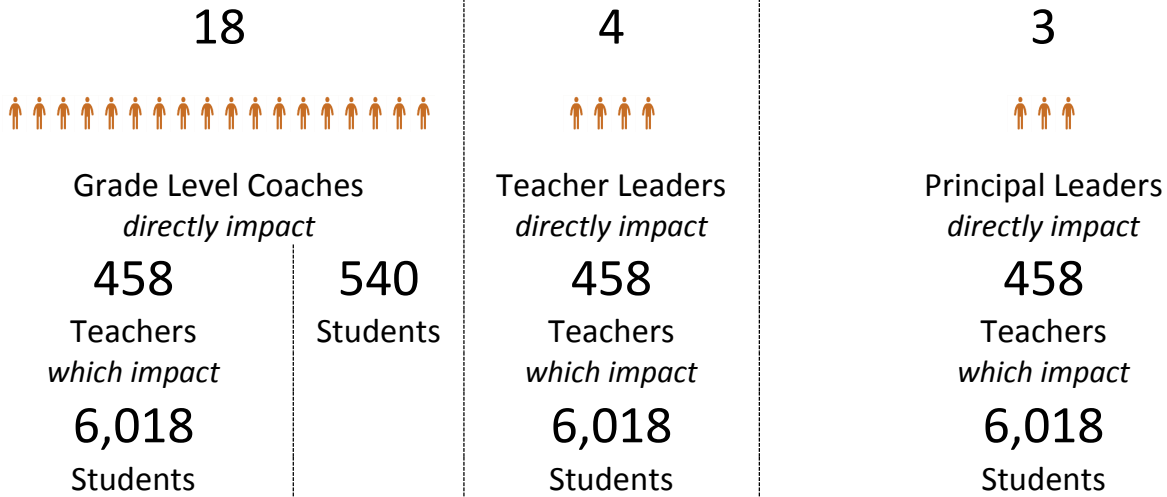




x \$5,000.00
stipend
= \$15,000.00







*Grade Level/ELA and Math Coaches are paid hourly for a maximum of 80 hours at \$55.00 per hour.

IMPACT

Using Strengthening Teacher and Leader Effectiveness (STLE) funds to develop a model of shared leadership through career ladder pathways, South Huntington has been able to positively impact teaching and learning across the district. South Huntington will continue to monitor impact through and beyond the grant period to better understand correlations between impacts evidenced and the work of teacher and principal leaders.



COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> • Embedded professional development provided by teacher leaders will save the district an estimated \$120,000 over the next few years for similar work previously provided by consultants. • Shifting funds from programs that did not have a track record of student growth to additional service providers and the use of coaches has saved the district over \$100,000. • Providing dual certification through the Intensive Teacher Institute (ITI) program in English as a Second Language will save the district an estimated \$150,000 over the next year. • Utilizing EngageNY modules has saved the district approximately \$75,000 in textbook costs. 	<ul style="list-style-type: none"> • The shift in grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action by 30%. • Providing job embedded coaching and co-teaching models by Lead Teachers and other coaches has allowed the district to decrease teacher time out of the classroom by 10%. • Use of online personalized learning tools has increased teacher time with students by approximately 10%.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Increased the number of students demonstrating proficiency on the New York State (NYS) Grades 3-8 Math exam by 2% from 2013 to 2014. Black or African American students demonstrating proficiency increased by 3% from 2013 to 2014.		Three teachers per year will begin participating in the Intensive Teaching Institute program in 2014-15, to receive certification in English as a Second Language to better support the district's talent management needs.
	Students spend at least 15% more time engaged in STEM coursework as compared to previous years.		Increased the number of teachers taking Teacher Center courses by 10% in 2014-15 from the previous year.
	English language learners have shown a 4% increase in math performance and a 2% increase in reading performance on benchmark assessments administered in spring 2013 and spring 2014.		6% of teachers in the district with the support of teacher leaders participated in targeted data team analysis to identify building level areas of strength and weaknesses in 2013-2014. These techniques were shared and applied in the classrooms of 100% of K-8 teachers during the 2013-14 and 2014-15 school years. As a result, teachers increased data literacy and the use of data in curriculum planning.

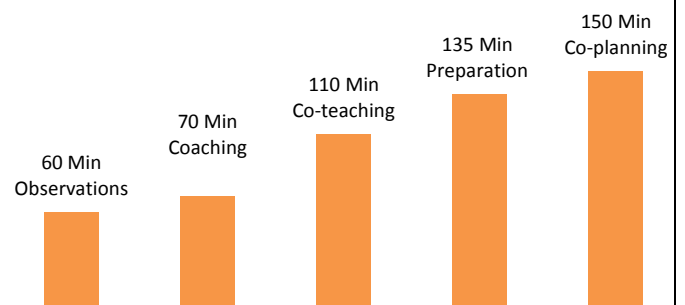
One Day in the Life of Patricia Wilkinson: South Huntington UFSD Common Core Coach



**Patricia Wilkinson, Common Core Coach K-6
South Huntington Union Free School District**

One Day in the Life: by the minute

- 7:30 AM Arrive and begin preparation for school and class visits.
- 8:30 AM Model Grade 2 Math Module Lesson: Problem Solving using Model Drawing.
- 9:20 AM Debrief with teacher about lesson and plan follow up.
- 9:30 AM Co-plan math lessons with Grade 6 math teacher on providing math computation strategies.
- 10:15 AM Observe 1st grade lesson and provide feedback to teacher based on goal.
- 11:15 AM Collaborate with grade level English Language Arts (ELA) coach to plan professional development.
- 12:00 PM Meet with 3rd grade teachers piloting math module to analyze student assessments.
- 1:00 PM Co-plan English Language Arts (ELA) shared inquiry lessons and develop 3 week schedule.
- 2:00 PM Co-teach Grade 3 English Language Arts (ELA) Module lesson with emphasis on differentiation.
- 3:00 PM Lunch and respond to teacher concerns and request via email.
- 3:45 PM Coaching individual teachers by appointment.
- 4:45 PM Reflect and prepare materials for the following day and depart for home.

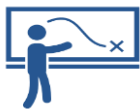


Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

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

Implementation Planning



Patricia participates in monthly grade level coaches meetings. The initial meeting was designed to review the roles and responsibilities of the coach position and to share the district's goals and vision for their student-centered coaching model. Subsequent meetings are designed to provide professional development for coaches. During these sessions they review and develop curricula and resources in order to support district initiatives and improve student outcomes.

One-on-One Support



Patricia receives support from principals, both one-on-one and in small groups, to support her in her coaching role and the implementation of staff professional development.

Communities



Teacher leaders participate in monthly planning sessions to collaborate, design instruction, and review student work. These sessions allow teacher leaders to discuss best practices and turn-key information gained in their own research as well as attendance at conferences with one another before disseminating them to their colleagues. Teacher leaders are expected to read articles, journals, and books to stay current in the field with the intent of sharing this information with their colleagues.

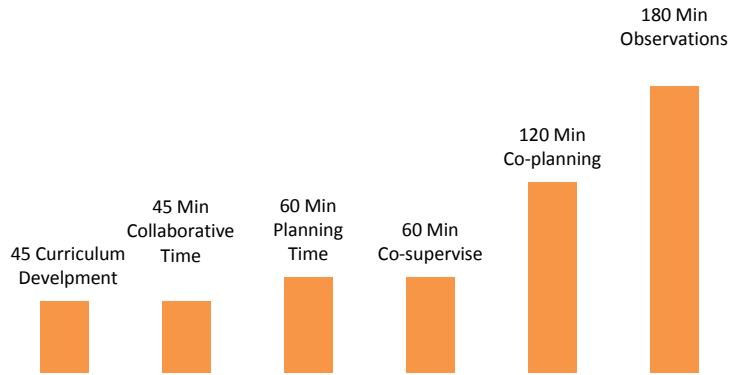
One Day in the Life of Marijean Scardapane: South Huntington UFSD STEM Coach



**Marijean Scardapane, STEM Coach
South Huntington Union Free School District**

One Day in the Life: by the minute

- 8:00 AM Meeting at Silas Wood 6th Grade Center to Co-plan Hospital for a Day program.
- 9:00 AM Return to district office for phone call and e-mails to schedule and plan activities for 5th grade field study trips with Board of Cooperative Educational Services (BOCES) representatives and Grade Level Coaches.
- 9:30 AM Call technology teacher at neighboring district to collaborate on International Space Station project.
- 10:00 AM Meet 1st grade teacher/class at Countrywood to observe star lab lesson.
- 11:00 AM Return to district office; call Long Island STEM Hub representative to discuss possible problems with medical clearance for some students participating in the Hospital Shadow program.
- 11:15 AM Develop lab activities to supplement current primary and intermediate grade materials.
- 12:00 PM Site visit to neighboring high school to observe best practices in their research program.
- 2:00 PM Head to high school to co-plan strategies for newly created Science Bowl team.
- 3:00 PM Co-supervise students developing Water Quality Project at Stimson.
- 4:00 PM Return to district office to quickly review data related to possible development of summer science program.
- 4:30 PM Partially complete application for 3-D printer pilot program.
- 5:00 PM Organize material for the next day.

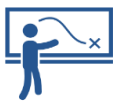


Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

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

Implementation Planning



Marijean participated in a variety of planning meetings with her supervisor, Science Department Chair, a research teacher, and science colleagues prior to assuming her position as the STEM Coach in order to develop goals and clarify expectations in preparation for her role.

One-on-One Support



Marijean receives regular one-on-one support from the Assistant Superintendent, the Network and Systems Administrator, and the Science Department Chair. This support takes place at regularly scheduled meetings, as needed and by request.

Communities



Marijean is an active contributor to the Long Island STEM Hub, the Farmingdale STEM Diversity Committee, the Alan Alda Center for Communicating Science, and the Astronomical Society of Long Island, among others. She consults regularly with colleagues in these peer groups. Her participation allows her to learn from experts in each organization.