Our goal is to ensure that every year, every school is continuously improving. Each school should have an effective principal and every classroom should have an effective teacher so that all students learn and achieve to their full potential.

New York State's Plan To Ensure Equitable Access to the Most Effective Educators

2014-15

New York State Education Department

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Executive Summary

With nearly 700 school districts, 248 public charter schools, and 37 Boards of Cooperative Educational Services (BOCES), New York State's education system is characterized by vast diversity, geography, size, capacity, culture and economics. In 2002, the New York State Board of Regents embarked on an effort to create conditions to promote greater statewide student achievement and lay a foundation for dramatic education reform. This effort continues today as the New York State Education Department (the Department) strives to provide every student access to the most effective educators, especially those students in high-poverty and high-needs Local Education Agencies (LEAs).

Family income, race, and other student demographics should not predict the likelihood of a student having access to the most effective teachers and principals. The New York State Education Department (the Department) therefore aims to ensure that students from low-income families, low-achieving students, minority students, students with disabilities, and students who are English language learners are placed in classrooms and schools led by the State's most effective teachers and principals. By ensuring that all students have equal access to the most effective educators, all of New York's students will be equipped with skills that will make them successful in college and career.

Background

The Department strives to ensure that all students graduate college and career ready. Currently, two predominant issues limit the Department's ability to realize this vision – persistent achievement gaps between student subgroups and inequitable access to the most effective educators.

Compared to their peers, the academic performance of students from low-income families, minority students, particularly Black and Hispanic students, English language learners, and students with disabilities has persistently been lower based on measures such as four-year high school graduation rates, college and career readiness rates, and achievement on the grades 3-8 statewide assessments measuring the college and career readiness standards.

Additionally, compared to their peers, students from low-income families, minority students, particularly Black and Hispanic students, and the lowest achieving students in New York State are considerably more likely to be placed with teachers who are rated Ineffective on State-provided measures of student growth.

Theory of Action

The Department believes that the overall quality of teaching and learning can be raised through the implementation of comprehensive systems focused on improving educator effectiveness, rooted in sound implementation of the teacher and principal evaluation system. Such systems can address common talent management challenges that serve as barriers to student achievement and equal education opportunity. In order to achieve this, schools and districts must be able to:

- Use multiple educator effectiveness measures (e.g., observations of practice, contribution to student growth) to identify teachers and principals who consistently demonstrate high levels of effectiveness that can serve as models and mentors for their peers, to identify teachers and principals who need intensive support to improve, and to inform differentiated, high-quality professional development for all educators.

- Use multiple talent management measures to make strategic staffing decisions that ensure equitable access to the most effective teachers and principals. Such measures should include educator effectiveness data, student growth and achievement data, teacher and principal turnover

rates, effectiveness-based retention of educators, and other characteristics such as first year teacher status, educator attendance data, and highly qualified teacher status.

The Department believes that strengthening practice and increasing equitable access can be achieved by improving districts' talent management systems. The $83 million Strengthening Teacher and Leader Effectiveness (STLE) competitive grant program was intended to help applicants integrate evaluations into a coherent system of support for educators throughout their careers. Through collaboration between labor and management, LEAs participating in the STLE grant program developed or enhanced a comprehensive systems approach to continuously meet the needs of schools and students and ensure more equitable access to the most effective educators. Such systems develop programs that focus on various elements of a strategically planned Teacher and Leader Effectiveness (TLE) Continuum, including preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, performance management, and career ladders. (see Figure 1).

Figure 1. The TLE Continuum

The TLE Continuum is made up of seven components that should be used in comprehensive and systematic ways to improve the quality, quantity, and diversity of the teacher and principal workforce, and most importantly – improve student outcomes. Extensive site visits, regular reporting, and status update calls have allowed the Department to better understand the ways in which STLE grantees have designed career ladder pathways that provide career advancement opportunities and support efforts across multiple elements of the TLE Continuum while recognizing and rewarding excellence. This work has been noted favorably in interviews, focus group discussions, and written reflections by educators serving in such roles through STLE.

Ongoing Stakeholder Engagement

The Department will continue to engage with experts and practitioners to develop and improve its work around educational equity and talent management. In October 2014, the Department assembled an STLE Advisory Board, comprised of superintendents from LEAs that represent the geographic and demographic diversity of New York State. STLE Advisory Board members have been asked to collaborate with and present to other stakeholder groups on the development of career ladder pathways, submit concrete tools, resources, and models for inclusion in the Department's guidance, provide feedback and input on draft materials, and potentially serve as model LEAs for New York State educators.

In addition, parties such as the School and District Accountability Think Tank and the New York State Technical Advisory Committee (TAC) have actively contributed to Department work around accountability and the metrics used by the Department. The Department conducts regular meetings with New York State United Teachers (NYSUT), New York State Council of School Superintendents (NYSCOSS), School Administrators Association of New York State (SAANYS), the Empire State School Administrators Association (ESSAA), the Conference of Big 5 School Districts and the New York State School Boards Association (NYSSBA) to discuss initiatives and gain perspective on teaching and learning implementation efforts across the State. Furthermore, the Department shares and receives feedback on critical reform efforts, including the evaluation system and issues of educational equity through regular meetings with the 37 BOCES District Superintendents. Finally, the Department has engaged thousands of stakeholders around the revised teacher and principal evaluation system. A "Learning Summit on Annual Professional Performance Review (APPR)" was held in order to consult with, and solicit feedback from a variety of stakeholders including experts in education, economics, and psychometrics, while a dedicated email box has received over 4,000 comments and suggestions since early April 2015.

Data and Performance Metrics

The Department's plan for achieving equitable access to the most effective educators for all students begins with an evidence-based analysis of existing conditions. Following are selective statistics from the Department's analysis of inequities in student placement with teachers rated Ineffective and other talent management factors impacting student learning that indicate the need for intervention:

- Students in the lowest achievement quintile are 24% more likely in English language arts (ELA) and 21% more likely in math to be placed with teachers rated Ineffective compared to students in the highest achievement quintile.
- Black students are 35% more likely in ELA and 44% more likely in math to be placed with teachers rated Ineffective compared to White students.
- Hispanic students are 7% more likely in ELA and 15% more likely in math to be placed with teachers rated Ineffective compared to White students.
- English Language Learners are 5% more likely in ELA to be placed with teachers rated Ineffective compared to English proficient students.
- Compared to students in the quartile of schools with the lowest percentage of students in poverty, students in the quartile of schools with the highest percentage of students in poverty:
    - are 2.8 times more likely to be placed with first-year teachers
    - are 10.6 times more likely to be placed with teachers who are not highly qualified
    - experience a teacher turnover rate that is 68% higher
    - experience a principal turnover rate that is more than 2 times higher
    - experience a three-year principal turnover rate that is 53% higher
- Compared to students in the quartile of schools with the lowest percentage of minority students, students in the quartile of schools with the highest percentage of minority students:

    - are 3.8 times more likely to be placed with first-year teachers
    - are13.8 times more likely to be placed with teachers who are not highly qualified
    - experience a teacher turnover rate that is 84% higher
    - experience a turnover rate of teachers with less than 5 years of experience that is 20% higher
    - experience a principal turnover rate that is 37% higher
- Across the State, schools are retaining their most effective teachers at a similar rate to their least effective teachers.

Although there is much work to be done, there are encouraging statistics that indicate schools and districts in New York State are making strategic student assignment and talent management decisions:

- Asian students are 2.4 times *less* likely in both ELA and math to be placed with teachers rated Ineffective compared to White students.
- Students with disabilities are 18% *less* likely in ELA and 21% *less* likely in math to be placed with teachers rated Ineffective compared to general education students.
- English Language Learners are 3% *less* likely in math to be placed with teachers rated Ineffective compared to English proficient students.
- High poverty quintile schools retained 15% more of their most effective principals compared to their principals rated Ineffective.
- High minority quintile schools retained 35% more of their most effective principals compared to their principals rated Ineffective.

Root Causes

The establishment of STLE provided the Department and LEAs with significant opportunities to engage in conversation about educational equity with stakeholders such as teachers, principals, superintendents, boards of education, local legislators, parents, and students. Just as importantly, STLE enabled stakeholders to engage with one another around the urgent issue of increasing student access to the most effective educators through regular peer-to-peer professional learning communities.

Through the collaborative sharing of lessons learned through the STLE program and research, the Department has determined that the following five common talent management struggles contribute significantly to equitable access:

1. Preparation
2. Hiring and recruitment
3. Professional development and growth
4. Selective retention
5. Extending the reach of top talent to the most high-need students

Although the Department believes the challenges described here are reflective of broad "root causes" for the statewide equity gaps, it is still important for each LEA to examine their unique equity issues and potential root causes. In talking with superintendents, principals, and teachers involved in STLE, the Department was able to see that equity gaps that appear similar across contexts may in fact stem from different root causes in various LEAs. For example, one district struggling with inequitable access for low-performing students may find that inequities stem from a pool of low quality applicants, whereas a second district may find that they have a large pool of high quality applicants but tend to lose top talent early in their careers to neighboring districts who offer more leadership opportunities for teachers.

Strategies for Achieving Objectives

The Department aims to ensure that students from low-income families, low achieving students, minority students, students with disabilities and students who are English language learners are placed in classrooms and schools led by the State's most effective teachers and principals. No students should be disproportionately taught by teachers rated Ineffective, first-year teachers, or teachers who are not highly qualified, nor should they be disproportionately attending schools led by principals rated Ineffective.

The Department firmly believes that investment in talent management is *the* critical component in closing the achievement gap and helping all New York's students to become college and career ready. Specifically, the Department believes that by providing parameters around an evaluation system that uses student growth as one of multiple factors that differentiates effectiveness of teachers and principals, and by providing tools and resources to support LEAs in the implementation of the statewide system based on their local context, that LEAs will have the necessary information to make strategic staffing decisions based on student academic needs.

Using the TLE Continuum as a framework, input from diverse stakeholders, and the foundation laid by New York State's RTTT commitments, the Department will continue to support all LEAs, beyond the original STLE grantees, in the enhanced utilization of evaluation results to design and implement comprehensive talent management systems. This work revolves around three key components:

Key Component 1 (Educator Preparation): The Department will continue to support and monitor improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.

Key Component 2 (Educator Evaluation): With the foundation laid by Education Law §3012-c and the newly enacted §3012-d, the Department will continue to provide support and monitoring to LEAs as they implement teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and inform employment decisions.

Key Component 3 (The TLE Continuum): The Department will provide resources and support to LEAs utilizing evaluation results in the design and implementation of robust career ladder pathways as part of their comprehensive and strategic use of the TLE continuum.

The Department has taken numerous steps to increase the quality of new teachers and principals such as creating new and more rigorous teacher and principal certification exams, piloting clinically rich teacher preparation programs that are deeply embedded in classroom practice with extended teaching residencies/internships in return for the candidates' commitment to serve in a high-need school where there is a shortage of well-prepared teachers, and publicizing preparation program statistics to hold programs accountable for the candidates success on certification exams. New York will also continue to expand upon the teacher and principal preparation program profiles that include demographics, certification exam performance, placement, and employment rates for teacher and principal graduates. Furthermore, the Department will work to provide feedback to preparation program providers about the impact of their candidates on teaching and learning.

New York's teacher and principal evaluation legislation acts as a policy lever that supports and helps ensure equity in the classroom.[1] The law requires that teacher and principal evaluations be a significant

[1] New York State Education Law §3012-c and §3012-d

factor in decisions relating to promotion, retention, tenure determination, termination and supplemental compensation, and differentiated support and professional development.[2] In April 2015, a new provision was signed into law (Education Law §3012-d) which states that students may not be instructed for two consecutive years by any two teachers in the same district rated Ineffective g in the year immediately prior to the year in which the student is placed in the classroom.[3] Furthermore, Education Law §3020-a provides LEAs with an expedited removal process.[4] With this type of statutory support, LEAs can ensure that those educators who are rated Developing or Ineffective are provided with the assistance they need to improve and make certain that each student has increased access to the most effective teachers and principals.

The Department believes that the combination of strong preparation, meaningful teacher and principal evaluation systems, professional development, and career ladder pathways, as part of a comprehensive talent management system, are important parts of district-wide strategies to increase student achievement and equitable access. STLE districts are using evaluation results to identify and deploy teachers who are rated Effective or Highly Effective for such critical leadership roles such as mentors, instructional and evaluation coaches, curriculum developers, department chairs and other leadership positions. Similarly, principals who are rated Effective or Highly Effective are assuming advanced leadership responsibilities as peer consultants and mentors, model site leaders, executive directors of district-wide clusters, deans, content developers and Professional Learning Communities (PLC) leads.

The Department recognizes the importance of LEA flexibility with regard to career ladder pathways to best meet the diverse needs of students and staff across the State. Studies have shown that students taught by teachers who share their race/ethnicity benefit academically in reading and math.[5] Career ladder pathways should therefore recognize the value of, and help increase the quality and diversity of, the educator workforce. Those taking on teacher and principal leaderships roles within Career Ladder Pathways should support student success in all aspects of 21st century knowledge, skills, and dispositions, through the active use of and adherence to the New York State Teaching Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

New York intends to join those states paving the way in comprehensive teacher and principal effectiveness initiatives by providing a career ladder framework, technical support, and resources for all LEAs across the State to design and implement their own career ladder pathways for the most effective teachers and principals. In addition, the Department will also enable LEAs to access models and tools for those wishing to implement similar systems. To support this work, the Department will disseminate Career Ladder Pathway Profiles that are being developed in conjunction with local LEAs. These profiles will highlight how various STLE grant recipients are working to address their diverse student achievement and talent management needs through the strategic use of comprehensive talent management systems and career ladder pathways.

Ongoing Monitoring and Support

The Department will provide focused guidance and support to LEAs as they continue to implement and refine their teacher and principal evaluation plans and as they begin to design and put in place systemic talent management strategies that ensure all students have equitable access to the most effective teachers and principals.

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[2] New York State Education Law §3012-d(1)
[3] New York State Education Law §3012-d (8) .
[4] New York State Education Law §3020-a
[5] Egalite, A. J., Kisida, B., and Winters, M.A. "Representation in the classroom: The effect of own-race teachers on student achievement." Economics on Education Review, 31, January, 2013. <http://www.sciencedirect.com/science/article/pii/S0272775715000084>

Ongoing support and monitoring from the Department is critical to ensure that Institutes of Higher Education (IHEs) continue to refine and enhance their programs to better prepare pre-service educators to meet the needs of the field. Supports from the Department include the following:

1. Continued implementation of more rigorous performance-based assessments
2. Continued support of clinically-rich teacher preparation programs

Monitoring activities from the Department have included, and may continue to include the following:

1. Evidence-based accreditation
2. Public reporting of New York State higher education certification data
3. Further development of preparation program profiles
4. Continued construction of "Where are they now?" reports

Ongoing support from the Department is critical to ensure that LEAs design APPR plans that are meaningful and responsive to the local context of student learning and talent management. Supports from the Department include the following:

1. Pre-approval of educator practice rubrics and assessments
2. Continued use of a statewide measure of educator effectiveness, based in part on measures of student growth
3. Field-based guidance for developing and implementing Student Learning Objectives (SLOs)
4. Technical support and guidance for LEAs submitting material changes to their APPR plans
5. Continued dissemination of promising practices

Ongoing monitoring is critical to ensure that differentiation in evaluation results occurs once the APPR plans have been collectively bargained and that LEAs implement high-quality plans with fidelity. Differentiated and meaningful APPR results serve as a strong base from which LEAs can design robust career ladder pathways as part of their systemic use of the TLE continuum. Monitoring activities from the Department have included, and may continue to include the following:

1. Annual LEA submission of evaluation data
2. Public disclosure of APPR data
3. Analysis of APPR results
4. Implementation of the APPR enhanced monitoring cycle
5. Pilot use of the New York State-adapted Quality Framework

Although one-third of the State is steeped in career ladder pathways, the other two-thirds are likely to range in familiarity and readiness. The Department expects that for some, career ladder pathways are likely to be a new concept all together and is cognizant that significant support will be needed to help LEAs develop comprehensive talent management systems that provide career ladder pathways. The Department may provide the following types of technical assistance and support to LEAs:

1. Provision of equity reports
2. Continued investments in the professional development of teachers and principals
3. Expansion of resources associated with career ladder pathways
4. Outline of key indicators for Talent Management Systems
5. Example LEA profiles

The monitoring of LEAs' utilization of evaluation results in the design and implementation of robust career ladder pathways as part of their systemic use of the TLE Continuum is grounded in the monitoring of evaluation implementation, the adoption of high-quality professional development plans, and the analysis of progress made towards increased equitable access. The Department's ability to monitor the implementation of Education Laws §3012-c and §3012-d, implementation of the Regulations of the Commissioner of Education §100.2(dd), and the equity monitoring metrics described

above, provide a robust picture of educator effectiveness and the interplay of student achievement and access to effective educators at the State and LEA levels.

As New York's Equity Plan is implemented, the Department will provide support and technical assistance to LEAs as they work to understand the equity metrics, identify sources of appropriate data and methods for additional local analyses, and will guide them in the design of comprehensive TLE continuums that include career ladder pathways. There will be regular opportunities for diverse stakeholders to reflect upon, refine, and help shape enhancements to the Department's equity plan.

Conclusion

The Department is committed to ensuring that all students are college and career ready, so that they can lead productive lives and contribute to their communities as civic-minded citizens. The Department firmly believes that this vision can be made a reality by giving all students equal, and the most effective, learning opportunities as defined by access to effective teachers and principals. When this is the case all students will succeed, regardless of socio-economic background, color of skin, native language, learning disability status, etc. The Department also firmly believes that great educators change lives. Therefore, the goal is to ensure that every year, every school has an effective principal and every classroom has an effective teacher so that every child can learn and achieve to his or her full potential. The Department will ensure schools have the information and resources they need to make strategic staffing decisions that reflect student academic needs ensuring *all* students have equitable access to the most effective educators.

Introduction

Vision

New York's vision for college and career readiness is to ensure that all students graduate high school capable of succeeding in postsecondary programs of study and the workforce, that they understand and demonstrate citizenship skills, and that they may meaningfully contribute to the economic and democratic well-being of our society. Because high quality teaching is the most critical school-related factor in student success,[6] realizing this vision requires that every student in every classroom across New York State has access to great teachers and principals.

New York State's Stance on Equity

Family income, race, and other student demographics should not predict the likelihood of a student having access to the most effective teachers and principals. The Department therefore aims to ensure that students from low-income families, low-achieving students, minority students, students with disabilities, and students who are English language learners are placed in classrooms and schools led by the State's most effective teachers and principals. No students in New York should be disproportionately taught by teachers rated Ineffective, first-year teachers, or teachers who are not highly qualified, nor should they be disproportionately attending schools led by principals rated Ineffective.

Background

In order to move the country toward the goal of ensuring that every student in every public school has equitable access to the most effective educators, Secretary Duncan announced in July 2014 that the U.S. Department of Education (USDOE) would ask each State Educational Agency (SEA) to submit an updated plan describing the steps it will take to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers," as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

The Department has long been dedicated to high quality education and student access to great teachers and principals. Since 1999, the academic ability of both individuals certified and those entering teaching in New York State has improved steadily. [7] New York State initially focused on strengthening teacher preparation programs by reviewing and re-registering each program under enhanced requirements.[8] With a few exceptions, temporary teaching licenses were eliminated and substantial changes were made to the certification system.[9] That work helped to minimize differences in academic ability between teachers teaching at high versus low-poverty schools and between white teachers and teachers of color across the State.[10]

To coordinate a broad system of public, independent, and proprietary colleges and universities, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education every eight years, setting system goals and objectives. In 2005, the Board adopted the Statewide Plan for Higher Education, 2004-2012 (http://www.highered.nysed.gov/swp/), which identified a commitment to an adequate supply of

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[6] Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.
[7] Lankford, H., Loeb, S., McEachin, A., Miller, L. C., and Wyckoff, J. "Who Enters Teaching? Encouraging Evident That the Status of Teaching is Improving." *Educational Researcher* (December 2014). Print.
[8] Ibid.
[9] Ibid.
[10] Ibid.

qualified teachers, school leaders, and other school professionals as one of 13 key priorities for the higher education systems in New York State.

In 2006, the Department submitted a state Equity Plan to USDOE that complemented the foundation laid by the Statewide Plan for Higher Education. This plan included goals aimed at ensuring that all teachers of core academic subjects were highly qualified and additionally focused on ensuring that students from low-income families and minority students, among others, have the same access as all other children to appropriately certified, highly qualified, and experienced teachers. In pursuit of these goals, the Department determined the level of educational opportunity using pupil-teacher ratio, median teacher salary, annual teacher turnover rates, percent of teachers teaching out of certification area, percent of educators with a master's degree plus 30 hours or doctorate degree, median years of experience, and teachers' highly qualified (HQT) status.

In 2010, as part of the Department's federal Race to the Top (RTTT) grant (Subsection D(3) at http://usny.nysed.gov/rttt/application/criteriapriorities.pdf), New York committed to the equitable distribution of teachers and principals so that students in high-poverty and/or high-minority schools would have equitable access to teachers and principals who received Highly Effective ratings and would not be served by teachers and principals who received Ineffective ratings at higher rates than other students. Urgently trying to end "The Widget Effect", where nearly 98% of teachers are judged to be "satisfactory" (S) and a small handful receive "unsatisfactory" (U) ratings, with an even smaller share removed from the classroom,[11] the Department set out to develop an evaluation system, the Annual Professional Performance Review (APPR), with clear expectations for standards of teacher and principal practice and an explicit focus on student academic growth. The State also set out to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas, including science, technology, engineering and math (STEM fields), special education, and teacher of English language learners.

While the goals in the Department's 2006 equity plan were consistent with the goals set forth under the 2010 RTTT application, in that both set out to ensure equitable distribution of effective teachers and principals across the State, the Department's RTTT award required an update to performance metrics to include new research findings about teacher effects on student achievement outcomes. In this new framework, educator performance and impact on student learning joined existing indicators, such as experience, certification, and degrees obtained, in one comprehensive approach to educator talent management, including teaching and principal leadership standards and evaluation metrics, preparation and recruitment, continuous development and retention, and extending the reach of top talent.

Recognizing the significance of evaluation system reform, the Department sought feedback and input in the design of the APPR system. During the spring of 2010, the Department worked extensively with New York State United Teachers (NYSUT) and the United Federation of Teachers (UFT) to develop a legislative proposal for a new statewide teacher and principal evaluation system. On May 28, 2010, New York State enacted historic new legislation with the public endorsement of NYSUT, the Statewide teachers' union, and its largest local union, the UFT – that set a new course for teacher and principal effectiveness by requiring annual evaluations be based in significant part on student achievement. This law not only fundamentally changed the way teachers and principals are evaluated, but required that such evaluations be a significant factor in a wide array of critical employment decisions including promotion, retention, tenure, supplemental compensation, and differentiated support and professional

[11] "The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness." *TNTP.org*. TNTP, 2009. Web. Nov. 2014. <http://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

development, and expedited the disciplinary process for the removal of Ineffective teachers and principals (Education Law §3012-c and Education Law §3020-a).

The Department relied on partnerships with experts and practitioners to develop the implementation of the new evaluation law. One such group was the Regents Task Force on Teacher and Principal Effectiveness, an advisory committee that was convened to provide recommendations to the Commissioner and the Board of Regents on the development of regulations to implement Education Law §3012-c. The Task Force was composed of teachers, principals, superintendents of schools, school boards, LEA and BOCES officials, unions, and other interested parties, spanning across disciplines and grade levels. Furthermore, these representatives were able to bring perspective on educating English language learners and students with disabilities while also representing different regions across the State.

In August 2011, the Department invited representatives of key stakeholder organizations, as well as experts in accountability systems, to participate in a "School and District Accountability Think Tank" ("the Think Tank"). The role of the Think Tank was to advise the Department on how to build upon best practices that existed within the State's accountability system in a way that better supports the efforts of schools and districts to ensure that all students graduate high school, college- and career-ready. The Think Tank was divided into three subgroups: 1) Accountability Measures, 2) School Classification and Support, and 3) Linking Schools and Stakeholders, which allowed more focused group conversations and feedback from the experts in their respective areas of interest.

With its new evaluation system, the Department took a substantial step towards identifying and improving the effectiveness of, and access to, the highest quality teachers and principals. Through the 2010 law, four well-defined categories (Highly Effective, Effective, Developing, and Ineffective) were established that allow for better differentiation among teachers and principals based on effectiveness. The differentiated categories allow the Department and Local Education Agencies (LEAs) to acknowledge true excellence in teaching, to reward those individuals with supplemental compensation and increased leadership responsibilities, and to provide targeted professional development for all educators, regardless of their level of effectiveness.

By utilizing the new evaluation system, LEAs across New York could link the teaching and principal leadership standards and evaluation metrics to all phases of educator talent management. Through the Teacher Incentive Fund (TIF) and STLE grant programs the Department built on the new law by establishing criteria for new career ladder pathways and supplemental compensation tied in part to demonstrated effectiveness in classrooms and school buildings. These types of programs encouraged LEAs to establish mechanisms to recognize outstanding teachers and principals. LEAs were now able make sound decisions and provide personalized support for educators through recruitment efforts, induction and early career development through the tenure decision, and ongoing professional and career growth. This historic legislation also ensured that teachers and principals rated as Developing or Ineffective would receive additional support through a customized improvement plan. Teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual Ineffective ratings – could now be charged with incompetence and considered for termination through an expedited hearing process before a single hearing officer. Beginning in 2011-12, LEAs were required to use the evaluation system to evaluate both tenured and non-tenured teachers and principals.

Partly in response to a number of districts' failure to negotiate teacher and principal evaluation systems, legislation was enacted in 2012 providing that no school district shall be eligible for an apportionment of general support for public schools for the 2012-13 school year in excess of the amount apportioned to such school district for the previous year unless the district submitted documentation demonstrating that it had fully implemented standards and procedures for conducting APPRs by January 17, 2013 (Section

1 of Part A of Chapter 57 of the Laws of 2012; Chapter 53 of the Laws of 2012).[12] In March 2013, the Legislature amended Education Law §3012-c(2) to add a new paragraph (m) that required the Commissioner to conduct arbitration proceedings for school districts that continued to fail to have an approved APPR plan by May 29, 2013.

New York City was the only district in the State that failed to have an approved APPR plan by May 29, 2013. As a result, pursuant to Education Law §3012-c(2)(m), two days of arbitration hearings were held on May 30, 2013 and May 31, 2013. During the course of the arbitration proceeding between the New York City Department of Education (NYCDOE) and the Council of School Supervisors and Administrators (CSA), the parties came to an agreement regarding the APPR plan for principals. The Commissioner then issued a decision on June 1, 2013, prescribing an APPR plan for teachers and principals in New York City. The agreement between NYCDOE and CSA regarding their APPR plan for principals is reflected in the plan determined by the Commissioner.[13]

Legislation was enacted on April 1, 2015 that establishes a revised statewide framework for the annual evaluations of teachers and principals. [14] The new evaluation system will be comprised of two categories which will determine the educators' rating: student performance and observations. [15] In accordance with the legislation[16], the Department hosted the "Learning Summit on Annual Professional Performance Review (APPR)" to consult with, and solicit feedback from, experts in education, economics, and psychometrics.[17] Staff engaged with stakeholders statewide, including, but not limited to District Superintendents, New York State School Boards Association (NYSSBA), the Big 5 Districts, the New York City Department of Education, New York State Council of School Superintendents (NYSCOSS), Small City School Districts, the New York State Parent Teacher Association and related parent groups, New York State United Teachers (NYSUT), United Federation of Teachers (UFT), members of the NYSED Assessment Technical Advisory Committee, School Administrators Association of New York State (SAANY), the Empire State School Administrators Association (ESSAA), New York State Federation of School Administrators (NYSFSA), Professional Standards and Practice Board (PSPB), Commissioner's Advisory Council for New York State Teachers, the New York State Council of School Superintendents (NYSCOSS), and the Commissioner's Advisory Council.

In addition, the Department has consulted with national experts. The Commissioner also consulted with USDOE in writing on weights, measures, and ranking of evaluation categories and subcomponents. The Department established a process to accept further public comments and recommendations regarding the adoption of regulations and since April, has received over 4,000 public comments.[18] Feedback garnered from each of these efforts was shared with the members of the Board of Regents prior to the May 2015 Board of Regents meeting.[19] The new evaluation systems will be administered by the Department in accordance with regulations that must be issued by the Department by June 30, 2015.[20] All collective bargaining agreements entered into after April 1, 2015 must conform to Education Law §3012-d, and

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[12] Section 1 of Part A of Chapter 57 of the Laws of 2013, as well as Chapter 53 of the Laws of 2013, continued these provisions for the 2013-14 school year and thereafter.
[13] Following collective bargaining of a new APPR plan, New York City and UFT submitted a joint request for a material change to the plan prescribed by the Commissioner's June 1, 2013 decision. Such request was approved by the Department on September 2, 2014.
[14] New York State Education Law §3012-d, as added by Chapter 56 of the Laws of 2015
[15] Ibid.
[16] Chapter 56 of the Laws of 2015, Part EE, subpart E, §1
[17] "Learning Summit on Annual Professional Performance Review (APPR)." New York State Education Department, May 2015. Web <http://www.nysed.gov/learning-summit>
[18] Ibid.
[19] "APPR Discussion." New York State Education Department, May 2015. Web. <http://www.regents.nysed.gov/meetings/2015Meetings/May/APPR.pdf >
[20] Ibid.

increases in state aid are tied to the Commissioner's approval of APPR plans aligned to Education Law §3012-d.[21]

In addition to changes in the evaluation system, the new legislation also states that students may not be instructed for two consecutive years, within the same district, by any two teachers rated Ineffective in the year immediately prior to the year in which the student is placed in the classroom.[22] The new legislation, and amendments to Education Law §3012-c, also emphasize that districts may terminate a probationary teacher or principal for any statutorily or constitutional permissible reason, including performance in the classroom or school.[23] In addition, all teachers and administrators appointed on or after July 1, 2015 shall be appointed to a four-year probationary period. [24] In order for an educator to be eligible for tenure after the four year probationary period, he or she must receive a rating of either Effective or Highly Effective in at least three of the four probationary years. Furthermore, if a teacher or principal receives an Ineffective rating in year four, they are not eligible for tenure. [25]

Based on these legislative actions taken around teacher and principal evaluations in recent years, the Department is now able to collect more data related to teacher and principal effectiveness that are tied to student growth measures. These data help to better inform the Department and LEAs as to the depth of the inequities that exist both within and across schools for the most vulnerable student subgroups. By looking at multiple data points related to teacher and principal qualifications and effectiveness, one can work to uncover where students may be disproportionately taught by inexperienced, unqualified, out-of-field, and less effective teachers and principals.

As part of its commitment to ensuring all students have equitable access to the most effective educators, the Department collects and reports non-personally identifiable evaluation scores for every teacher and principal and also develops performance profiles – based on aggregate teacher and principal effectiveness data – for every LEA. Education Law §3012-c requires the Commissioner to fully disclose non-personally identifiable APPR data "for teachers and principals in each school district and board of cooperative educational services on the Department website and in any other manner to make such data widely available to the public." [26]

Users of the Department's Public Data Access Site can access a variety of education data, including statewide data reports, and can view reports for an individual school, district, BOCES, or county. The educator performance data on the Public Data Access Site are reported at the subcomponent and composite levels for teachers and principals and include final quality ratings and composite effectiveness scores by region, district wealth, district need category, student enrollment, type of school (i.e., elementary, middle and high school), student need (e.g., poverty level), and district spending. The Department will also report final quality ratings and composite effectiveness scores by the percentage or number of teachers and principals in each final quality rating category, moving to a higher rating category than the previous year, moving to a lower rating category than the previous year, and retained in each rating category based on the 2014-15 evaluation data. Using this same dataset, the Department will also, for the first time, report data on tenure granting and denial based on the final quality rating categories. Pursuant to Education Law §3012-c(10), the Department instituted suppression rules and privacy policies and reviewed received data to ensure that no personally identifiable information is

[21] Education Law §3012-d, as added by Chapter 56 of the Laws of 2015.
[22] Education Law §3012-d(8).
[23] Ibid; Education Law §3012-c(1) as amended by Chapter 56 of the Laws of 2015.
[24] See, e.g., Education Law §§2509, 2573 as amended by Chapter 56 of the Laws of 2015.
[25] Ibid.
[26] Education Law §3012-c(10)(a) , see also Education Law §3012-d(15), as added by Chapter 56 of the Laws of 2015.

disclosed.[27] The Public Data Access Site also include student data (public school enrollment data), school data (school report cards) as well as public school grades 3-8 assessment data which may be disaggregated by student subgroups (race/ethnicity, English language learners, disability status), as well as by relevant school and district characteristics such as high-need and high-poverty status.[28] In addition, the Public Data Access Site also includes Higher Education data containing program-specific information concerning candidate performance on the newly-developed New York State teacher and principal certification examinations, public school enrollment data, and school report card data.

With the evaluation system, and the robust data collection systems, the Department is able to go above and beyond the traditional measures of equity, and instead, use this teacher and principal effectiveness data to uncover and publicly report its findings related to equitable access. The Statewide evaluation results for the 2013-14 school year revealed that less than 1% of teachers in the State were rated Ineffective and over 95% of teachers were rated either Effective or Highly Effective.[29] Results disaggregated by New York City and the rest of the State show greater differentiation among the four rating categories in New York City, which had an APPR plan imposed by the Commissioner pursuant to Education Law §3012-c(2)(m), than the rest of the State (New York City had 1.2% of its teachers rated Ineffective and 91.7% Highly Effective or Effective compared to 0.4% Ineffective and 97.5% Highly Effective or Effective in the rest of the State.).[30] The 2015 refinements to the State law are meant to better fulfill the goal of a statewide evaluation system that identifies those who are excelling so that they can be mentors for their colleagues, identifies those who are struggling so they can get support to improve, and informs high-quality professional development for all educators. With the changes in the evaluation system, and other related portions of Education Law, the Department will maintain its emphasis and focus on the relationship between high quality teaching and student learning.

Core Beliefs Aligned to Action

The Department believes that all students can achieve college and career readiness and all students should have the most effective teachers and principals. The Department believes that teachers and principals who are rated Effective or Highly Effective have the ability to significantly improve student achievement outcomes and dramatically close achievement gaps. Furthermore, the Department believes these impactful educators should be recognized, rewarded and retained in New York schools. And finally, the Department believes the overall quality of teaching and learning can be raised through the implementation of comprehensive systems of educator effectiveness improvement rooted in sound implementation of the teacher and principal evaluation system. Such systems develop programs that focus on various elements of a strategically planned TLE continuum, including preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, performance management and career ladders. In doing so, these systems can address common talent management challenges that serve as barriers to student achievement and equal educational opportunity.

To help ensure that the Department's plan for equitable access is comprehensive and likely to lead to significant progress in eliminating gaps in equity and student performance, the Department has

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[27] New York State Education Law §3012-c(10)(c); "Guidance on New York State's Annual Professional Performance Review for Teachers and Principals to Implement Education Law §3012-c and the Commissioner's Regulations. (P6)." *www.engageny.org*. New York State Education Department, Updated 16 July 2014. Web. Nov. 2014. <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

[28] Please note that educator evaluation data for New York City for the 2012-13 school year is not available since the district LEA's APPR plan was not approved until the 2013-14 school year.

[29] "New York State – Educator Evaluation Data 2013-14 Annual Professional Performance Review (APPR) Ratings." Data.nysed.gov. New York State Education Department, Jan. 2015. Web. Mar.2015. <http://data.nysed.gov/evaluation.php?year=2014&state=yes&report=appr>.

[30] Ibid.

developed strategies based on the most current research and promising practice garnered from LEAs across the State. The Department will continue to provide opportunities for meaningful stakeholder engagement and input throughout the implementation of this equity strategy. The Department continues to place great value on providing the public with data with which they can transparently evaluate the performance of their schools and educators and will consider the expansion of metrics collected and analyzed to include measures such as: the rates at which students from low-income families and minority students are placed with teachers and principals of varying evaluation ratings and years of experience, the retention/turnover of the least effective educators compared to that of the most effective educators, the attendance patterns of educators by evaluation ratings, and tenure status of teachers with different evaluation ratings. This type of data transparency encourages LEAs to take action to ensure they are increasing student access to the most effective educators and affords all stakeholders, including students and their families, with the data necessary to know whether their LEAs are focused on the preparation, recruitment, placement, development, and selective retention of the most highly qualified and most effective educators possible.

Although the Department has significant work underway, that goes beyond the scope of previously submitted plans to address the problem of inequitable access, there is still much work to be done. The continued inequitable access to educators who are rated Effective or Highly Effective is squarely at odds with the Department's commitment to provide an equal educational opportunity to students. The time is right for a renewed pledge to address this challenge. The Department is seeing that changes are possible through a number of its efforts commenced under Race to the Top. For example, numerous LEAs across New York are involved in innovative and impactful work to address inequities. They have created new, or enhanced existing strategies, that help to address five of the most common talent management challenges that have been identified as root causes of educational inequities, namely the preparation, recruitment, development, retention, and extended reach of the most effective educators. Promising results are beginning to emerge from these LEAs. As a result of the incubated promising practices and lessons learned, the Department has been able to develop a theory of action as to how to ensure that every student in every classroom and every building across New York State has the opportunity to have the most effective teachers and principals.

Theory of Action

With over 700 school districts, nearly 250 public charter schools, and 37 Boards of Cooperative Educational Services (BOCES), New York State's education system is diverse and complex. Through the Regents Reform Agenda and the State's RTTT commitments, the New York State Board of Regents and the Department strive to provide every student statewide access to the most effective educators, especially those students in high-poverty and high-needs LEAs.

Background

The Department strives to ensure that all students graduate college and career ready. Currently, two predominant issues limit the Department's ability to realize this vision.

Issue 1: Persistent achievement gaps between student subgroups - Compared to their peers, the academic performance of students from low-income families, minority students, particularly Black and Hispanic students, English language learners, and students with disabilities have persistently been lower on measures such as four-year high school graduation rates, college and career readiness rates, and achievement on the grades 3-8 statewide assessments measuring the college and career readiness standards.

Issue 2: Inequitable access to the most effective educators - Compared to their peers, students from low-income families, minority students, particularly Black and Hispanic students, and the lowest achieving students in New York State are considerably more likely to be placed with teachers who are rated Ineffective on State-provided measures of student growth.

Further information about these issues is provided in the Data and Performance Metrics section of this plan.

Theory of Action

The Department believes that the overall quality of teaching and learning can be raised through the implementation of comprehensive systems focused on improving educator effectiveness, rooted in sound implementation of the teacher and principal evaluation system. Such systems can address common talent management challenges that serve as barriers to student achievement and equal educational opportunity.

Schools and districts must be able to:

- Use multiple educator effectiveness measures (e.g., observations of practice, contribution to student growth) to identify teachers and principals who consistently demonstrate high levels of effectiveness that can serve as models and mentors for their peers, to identify teachers and principals who need intensive support to improve, and to inform differentiated, high-quality professional development for all educators.

- Use multiple talent management measures to make strategic staffing decisions that ensure equitable access to the most effective teachers and principals. Such measures could include educator effectiveness data, student growth and achievement data, teacher and principal turnover rates, effectiveness-based retention of teachers, and other characteristics such as first year teacher status, certification status, educator attendance data, experience, credentials, and highly qualified teacher status.

The Department believes that improving teaching and learning and increasing equitable access can be achieved by improving LEAs' talent management systems. The $83 million STLE competitive grant program was intended to help applicants integrate evaluations into a coherent system of support for educators throughout their careers. Through collaboration between labor and management, LEAs participating in the STLE grant program developed or enhanced a comprehensive systems approach to continuously meet the needs of schools and students and ensure more equitable access to the most effective educators. Such systems develop programs that focus on various elements of a strategically planned TLE Continuum, including preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, performance management, and career ladders. (see Figure 1).

Figure 1. The TLE Continuum

The seven TLE components should be used in comprehensive and systematic ways to improve the quality, quantity, and diversity of the teacher and principal workforce, and most importantly – improve student outcomes. Although the TLE Continuum components can be viewed as individual initiatives, when they are purposefully planned for in a systematic way, LEAs are able to leverage the strength of a comprehensive approach to addressing student achievement outcomes and talent management needs.

> **Strategy:** Utilize evaluation results, combining observable teacher and principal practice with the impact on student growth, to design and implement comprehensive systems to address student and talent management needs.

Using the TLE Continuum as a framework, input from diverse stakeholders, and the foundation laid by New York State's RTTT commitments, the Department will continue to support all LEAs, beyond the original STLE grantees, in the enhanced utilization of evaluation results to design and implement comprehensive talent management systems. This work revolves around three key components:

Key Component 1 (Educator Preparation): The Department will continue to support and monitor improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.

Key Component 2 (Educator Evaluation): With the foundation laid by Education Law §3012-c and §3012-d, the Department will continue to provide support and monitoring to LEAs as they implement teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and inform employment decisions.

Key Component 3 (The TLE Continuum): The Department will provide resources and support to LEAs utilizing evaluation results in the design and implementation of robust career ladder pathways as part of their comprehensive and strategic use of the TLE continuum.

Key Component 1 (Educator Preparation)

In order to improve the quality and preparedness of those entering teaching or administrative roles, New York State moved forward with redesigned teacher and principal preparation programs to promote greater alignment between educator preparation programs in the State and the reform efforts taking place in K-12. This includes more rigorous performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.

The Board of Regents established new, more rigorous teacher certification exams Including the1) Academic Literacy Skills test, which assesses a teacher's literacy skills; 2) a content specialty test, to ensure that teachers have the content knowledge they need to teach a certain subject; 3) the edTPA, a teacher performance assessment that measures a teacher's pedagogical skills; and 4) the Educating All Students exam, which tests a teaching candidate's ability to understand diversity in order to address the needs of all students, including English language learners and students with disabilities, and knowledge of working with families and communities. These new certification examinations ensure that teaching candidates have the knowledge, skills and abilities to be effective teachers. At the May 2015 Board of Regents meeting, the Board adopted an emergency amendment to the Commissioner's Regulations necessary to create and implement safety nets to address concerns from stakeholder groups about the pass rates for candidates who have not completed a preparation program and have not yet been recommended for certification.[31]

New York State used Race to the Top funds to pilot clinically-rich teacher preparation to extend teaching residencies/internships in schools and provide pre-service teachers with more classroom experiences in high-need schools. In turn, the candidates commit to serve in a high-need school where there is a shortage of well-prepared teachers. Although it is too soon to report retention rates of novice teachers as a result of these programs, there is preliminary evidence to suggest a positive impact on student growth and achievement.

The Department continues to make progress in holding teacher and principal preparation programs accountable for the results of program graduates. A template for a teacher and principal preparation program profile was developed through collaboration with Institutes of Higher Education (IHE) stakeholders. Based on focus groups and webinars with State University of New York (SUNY), City

[31] "Creation of Safety Nets for Candidates Who Take the New Teacher Certification Examinations (ALST, EAS and the Redeveloped CSTs) and an Extension of the Safety Net for the edTPA." New York State Education Department, May 2015. Web. <http://www.regents.nysed.gov/meetings/2015Meetings/May/515p12hea1.pdf>

University of New York (CUNY), and the Commission of Independent Colleges and Universities (cIcu) faculty, the initial profiles released to institutions for review in September 2014 included demographics, certification exam performance, placement, and employment rates for teacher and principal graduates. The Department will continue to collect data on graduates through placement data and its higher education data profiles. In the near future, the Department will integrate teacher and principal effectiveness data into preparation program data profiles. The goal of these data endeavors is to enable IHEs to continuously refine and enhance their programs and better prepare pre-service educators to meet the needs of the field. In addition, this data will help LEAs make informed decisions with regard to the recruitment and induction efforts that have the increased potential for a high return on investment.

The Work in Action: Educator Preparation

Enhanced Certification Exams

After field tests and engagement with IHE faculty and other experts to gather input and make refinements, many of the State's enhanced certification exams, which reinforced the specialized knowledge and skills necessary in the education profession, went into operational status in 2013-14. The Educating All Students Exam and an Academic Literacy Skills Test, designed to measure incoming teachers' writing and reading analysis skills and readiness to address the learning needs of diverse populations, became requirements for new teacher candidates as of May 2014. Approximately 10,000 prospective educators have taken these exams as of September 2014. New York also progressed with phased development and roll out of content specialty tests, including beginning operation of ELA, mathematics, and several other subject area tests while posting content frameworks and field tests for additional exams. The new performance-based School Building Leader exam also launched and approximately 1,200 principal candidates completed the exam as of fall 2014.

Throughout 2013-14, New York continued technical refinement and communications efforts to prepare for the transition from the Assessment of Teaching Skills – Written exam to the portfolio structured performance-based edTPA exam. In May 2014, the Regents adopted a regulation that provided flexibility for 2014 graduates who did not pass the edTPA to either retake the edTPA or take the Assessment of Teaching Skills – Written in order to receive initial certification.. The Department began to offer certification exam financial assistance to eligible candidates, though use of the supports was limited while communication and coordination to implement the opportunity were refined.

IHE Faculty Professional Development

As part of the Higher Education Faculty Development project, the Department collaborated with SUNY, CUNY, and the Commission of Independent Colleges and Universities (cIcu) to provide more than 4,500 regional and campus-based meetings at over 100 IHEs about the redesigned certification requirements, as well as broader reforms, such as the new educator evaluation systems and college- and career-ready standards that pre-service candidates will need to be prepared to implement when they enter classrooms. Post-event surveys of participants reflected positive experiences among participants; however, participation was inconsistent across institutions and faculty curricular areas.

The Work in Action: Educator Preparation (Continued)

Clinically Rich Instruction

To further support effective educator preparation, New York continued Clinically Rich Graduate and Undergraduate Teacher Preparation Pilot programs at 13 IHEs in 2013-14. Alternative certification programs at each institution continue to recruit candidates who participate in programs that connect theory to practice through a research-based curriculum and focus on skills and practices that have been shown to make a difference in the classroom. The Clinically-Rich Preparation Programs have promising initial data on rigorous recruitment of diverse candidates, participation across universities in the State, and persistence of candidates to program completion and placement into New York schools.

Ongoing mentoring and 10-month classroom residencies for pre-service candidates continued in 57 high-need schools across the State (i.e., those identified based on high-poverty, high-minority student populations or shortages of certified teachers in subjects such as special education, ELL, or STEM fields). As of fall 2014, nearly 400 candidates completed preparation programs across all involved campuses. Furthermore, the State reported a placement rate of approximately 85 percent into the high-need schools targeted by the program. Program graduates are expected to teach in high-need schools in New York for a minimum of four years following graduation.

Preparation and Recruitment Efforts

Many STLE grantees are leveraging career ladder pathways as one part of a strategically planned TLE Continuum, which also includes other strategies such as innovative and more rigorous preparation and recruitment efforts that will enable them to continuously supply their LEAs with effective educators to improve teaching and learning. One grantee used funds to help prepare diverse, educators who are rated Effective or Highly Effective for career advancement leadership positions. The district partnered with Bank Street College to strengthen and enhance teacher and principal effectiveness through the preparation of potential building leaders. Five teachers enrolled in the Future Leaders Academy at Bank Street College where coursework and preparation allowed participants to tailor their assignments and learning to the districts' needs. Both Year 1 candidates were placed in administrative positions as a result of their participation. In addition, three Year 2 candidates have completed the program and continue to contribute to the district's instructional program.

Key Component 2 (Educator Evaluation)

New York's teacher and principal evaluation legislation will help to support and ensure equity in the classroom.[32] The law requires that teacher and principal evaluations be a significant factor in employment decisions including, but not limited to promotion, retention, tenure determination, termination, supplemental compensation, and differentiated support and professional development[33]which can have a critical impact on students' access to effective educators. The legislation helps to ensure that those educators who are rated Developing or Ineffective are provided with the support and assistance they need to improve, and provides the LEA with an expedited removal process[34] in the event that the teacher or principal does not show significant improvement. As noted above, amendments to the law in April 2015 prohibit students from being assigned for two consecutive school years, any two teachers in the same district, whom received a rating of Ineffective in the school

[32] New York State Education Law §§3012-c and 3012-d
[33] New York State Education Law §§3012-c and 3012-d
[34] New York State Education Law §3020a-(3)(c)(i-a)

year immediately prior to the school year in which the student is placed in the teacher's classroom.[35] This type of statutory requirements lends LEAs support in making strategic staffing decisions in the best interest of students.

Although the Department provided parameters around an evaluation system that differentiates effectiveness of teachers and principals using growth as one of multiple factors, portions of the LEA-specific APPR plan are subject to collective bargaining, necessitating the collaboration of labor management and district leadership, including school boards. Each LEA is responsible for designing and implementing a teacher and principal evaluation plan tailored to their local context. As of June 1, 2013, all LEAs in the State have a teacher and principal evaluation system in place, leading to multiple years of evaluation data available at the State level. Leveraging the use of the evaluation system will help make certain that each student has increased access to the most effective teachers and principals.

Key Component 3 (The TLE Continuum)

The Department will support LEAs in using evaluation results to design and implement robust career ladder pathways as part of their systemic use of the TLE Continuum. LEAs have started to use evaluation results to identify and deploy teachers who are rated Effective or Highly Effective for critical leadership roles as mentors, instructional and evaluation coaches, curriculum developers, department chairs and other leadership positions. Similarly, principals who are rated Effective and Highly Effective are assuming advanced leadership responsibilities as peer consultants and mentors, model site leaders, executive directors of district-wide clusters, deans, content developers and Professional Learning Community (PLC) leads. The Department believes that purposefully designed career ladder pathways, rooted in strategically planned TLE Continuums, can help to reduce common talent management challenges that serve as barriers to student achievement and equal education opportunity, such as the preparation, recruitment, development, retention, and reach of the most effective educators. Studies have shown that students taught by teachers who share their race/ethnicity benefit academically in reading and math.[36] Career ladder pathways should therefore recognize the value of, and help increase the quality and diversity of, the educator workforce.

Professional Development

The Department's theory of action for improving the quality of, and equitable access to educators rests heavily on the connection between teaching and learning through the targeted development of teacher and principal practice. With more rigorous accountability standards, teaching and principal leadership have become more demanding,[37] necessitating that educators of all effectiveness levels engage in targeted professional development opportunities that allow them to continuously improve their practice. Since research demonstrates that student achievement is more closely linked to educator effectiveness than any other school-related factor,[38] those taking on teacher and principal leadership roles within career ladder pathways should support student success in all aspects of 21st century knowledge, skills, and dispositions, through the active use and continued development of the New York State Teaching Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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[35] Education Law §3012-d(8) as added by Chapter 56 of the Laws of 2015.

[36] Egalite, A. J., Kisida, B., and Winters, M.A. "Representation in the classroom: The effect of own-race teachers on student achievement." Economics on Education Review, 31, January, 2013. <http://www.sciencedirect.com/science/article/pii/S0272775715000084>

[37] Doyle, D., and G. Locke. "Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement." *Http://edexcellence.net/*. The Fordham Institute, 24 June 2014. Web. Nov. 2014. <http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Lacking-Leaders-The-Challenges-of-Principal-Recruitment-Selection-and-Placement-Final.pdf>.

[38] Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.

The APPR system was built on the core belief in the importance of continuous professional growth. LEAs should be developing strategies to embed the metrics and processes of educator evaluation into a comprehensive system of continuous improvement. Extensive evidence surrounding the impact of instructional practice on student performance can be gathered in the evaluation process. State-provided growth scores and student learning objectives provide LEAs with a comprehensive picture of the level of student learning in a given classroom, grade level, subject area, school building, or district. Examining evidence gathered through classroom observations in combination with student performance data can help LEAs determine areas of instructional strength that should be modeled and disseminated to others, as well as areas of instructional practice that are in need of further development. As seen in the Teacher Evaluation and Development (TED) system, developed by New York State United Teachers (NYSUT), teacher evaluation results should inform the creation of targeted professional development designed to meet the individual's needs.[39] Professional development plans should outline the activities, resources and support available for attainment of goals aligned toward improved instructional quality and increased student achievement.[40]

The Department has made extensive investments in the professional development of teachers and principals. Longstanding avenues of support for professional development include the reimbursement on a percentage of the bill for the purchase of certain BOCES services including instructional support in the form of instructional resources, staff development, or curriculum development. The reimbursement is delivered to the school from the State the following school year as a part of a district's state aid allocation. In addition, over the past few years there has been an incredible expansion in the resources and professional development opportunities available to support educators' implementation of the CCLS in their classrooms as well as to build other stakeholders' understanding of changes taking place in instruction and assessments to reflect college- and career-ready expectations. The Department implemented statewide network models of professional development through the institution of Network Team Institutes. Local teams of curricular, data, and instructional experts were able to receive regular training and were able to problem solve with peers prior to returning to share their knowledge with other educators in their LEAs on the CCLS, data-driven instruction, and educator evaluation systems. In addition, multiple channels of feedback, including newsletters, phone calls, roadshows, field memos, and websites, were employed to regularly gather input on the impact of professional development efforts and the pressing needs of the field to inform ongoing support and continuous improvement. Furthermore, the New York State Resource and Computer Training Centers (Teacher Centers), operated locally with regional and statewide network support, provided systemic, ongoing professional support for New York State and federal education initiatives such as: APPR, CCLS and data-driven instruction.[41] . Finally, during 2013-14, New York participated in the Reform Support Network (RSN) Transitions Workgroup designed to support States in promoting college- and career-ready instruction at the classroom level as they navigate various transitions to new standards, assessments, and evaluations. Alongside Workgroup peer States, New York contributed to the design of the "Reform Integration Framework and Resource Guide" to support other States and LEAs to make connections across reform initiatives.

[39] New York State United Teachers (NYSUT). "Teacher Evaluation and Development". *http://www.nysut.org*. New York State United Teachers, 2014. Web. Nov. 2014 <http://www.nysut.org/resources/special-resources-sites/ted>
[40] Ibid.
[41] Teacher Resource and Computer Training Centers were established pursuant to New York State Education Law §316.

The Work in Action: Professional Development

EngageNY.org

Central to New York's strategy to support its vision of a college- and career-ready education for all students was the development and launch of EngageNY.org. The State began releasing materials for teachers, parents, and other educators during 2011-12 and continues to do so today. As of August 2013 the site had 23 million unique views and more than two million unique visitors, one-third of which were from outside of New York.

Videos

More than 250 videos were posted on EngageNY.org as of fall 2014. Series of videos, organized by concept, show concrete examples of CCLS implementation in classrooms across the State. These illustrate the thinking students are required to demonstrate as well as successful instructional practices of teachers.

Curriculum Modules

New York developed and maintained partnerships with several vendors and content experts to develop ELA and mathematics modules for each grade level. To ensure resources posted on EngageNY.org were of high quality, the State maintained a multi-level review process prior to releasing content. As of September 2014, curriculum maps containing units and modules for a full year of instruction were available for pre-kindergarten through grade nine ELA and mathematics. Initial modules were available for high school ELA and mathematics with continued content development and release. New York has also began developing and piloting transition course modules to reinforce concepts for students who are at risk of graduating from high school with skill deficits that would result in remediation.

Network Team Institutes

To build local capacity to support implementation of all aspects of the Regents Reform Agenda, the Department began offering Network Team Institutes (NTIs) in 2011. A total of 17 NTIs during Years 1-3 of Race to the Top provided ongoing opportunities for local teams of curricular, data, and instructional experts to receive training and to problem solve with peers prior to returning to share their knowledge with other educators in their LEAs on the CCLS, data-driven instruction, and educator evaluation systems. Initial implementation illustrated variability in the impact of the training on LEAs and schools. The State worked to make adjustments in Year 3, including offering comprehensive resource kits online to support redelivery and to engage principals through role-specific training sessions.

Common Core Fellows

In September 2014, the Department announced a competitive grant opportunity for LEAs and BOCES to nominate educators to serve as Common Core Fellows during a portion of 2014-15. Thirteen educators were selected to support the State's efforts to continuously improve the curriculum modules by integrating their experience, feedback gathered from other educators' use to date, and associated resources in development for English language learners and students with disabilities to enhance the content initially posted.

The Department recognizes the importance of LEA flexibility with regard to professional development and career ladder pathways to best meet the diverse needs of students and staff across the State. The evaluation system should be a means for districts to develop their own localized vision and expectations for student outcomes and educator performance. Strategically planned evaluation systems can address LEA-specific student and talent management needs. The Department continues to help districts understand how evaluations, if implemented with fidelity and rigor, provide meaningful information about teacher and principal effectiveness, which can be used to inform efforts to prepare, recruit, develop, retain, and increase equitable access to the most effective educators. The Department also encourages LEAs to thoughtfully consider the integration of the evaluation system, professional development, and the implementation of TLE Continuums that include career ladder pathways. For example, professional growth of educators is prioritized under New York City's most recent contract. An 80-minute block of time on Mondays is devoted to school-based professional development and a 35-minute period every Tuesday is dedicated for professional work, such as collaboration between teachers across subjects or grades.[42] The most successful districts in New York link the teaching and leadership standards and evaluation metrics to all phases of educator talent management, ensuring sound decision-making and personalized support for educators from recruitment, induction and early career development through the tenure decision and ongoing professional and career growth.

[42] United Federation of Teachers (UFT) Contract Highlights. *http://www.uft.org* . United Federation of Teachers, May 2, 2014. Web. Jan. 2015. <http://www.uft.org/press-releases/uft-contract-highlights-2014>

The Work in Action: The STLE Grant Program

The $83 million Strengthening Teacher Leader Effectiveness (STLE) grant program has met with great success. Throughout the first round of STLE, 47 individual LEAs, meeting or exceeding the 25% poverty threshold requirement, crafted programs to help address the needs of their students, teachers, and principals. While this extremely broad undertaking led to 47 successful grant programs, the Department found that most grantees lacked an integrated approach to the design and implementation of their TLE systems.

Therefore, the Department modified the strategy for the second and third rounds of STLE slightly to encourage and support the use of career ladder pathways as part of a comprehensive systems approach to recruit, develop, retain and provide equitable access to effective educators. This revised purpose provided a more direct and sustainable approach for the 181 participating LEAs and BOCES to articulate the talent management problem they aimed to solve, the student outcomes they intended to see, and to reflect and continuously improve the implementation of their TLE system.

A fourth and final round of STLE programs was created to provide principals, and future principals, with the critical support necessary to facilitate stronger implementation of their TLE systems, therefore driving student achievement and addressing talent management needs. Through all four rounds of STLE, a total of 221 LEAs (including LEAs, BOCES, and a public charter school), representing approximately one-third of all LEAs and BOCES in the State are focused on strategically improving teacher and leader effectiveness.

STLE grants now impact about half a million students, approximately 42,000 teachers, close to 1,000 principals, and about 650 assistant principals across the State. Through examination of all rounds of STLE, the Department has been able to create multiple proof points, statewide, of LEAs that are successfully implementing comprehensive systems of educator effectiveness rooted in sound implementation of their evaluation systems. Through the establishment of LEA-wide career ladder pathways, educators are receiving recognition and advancement as they demonstrate increased performance. In addition, LEAs are increasing the equitable access to their most effective educators.

Across New York State, LEAs are establishing performance cultures that will fundamentally improve the access to the most effective educators, ensuring that ***every*** year, ***every*** school is led by the most effective principal and ***every*** classroom is led by the most effective teacher so that ***every child*** can learn and achieve to his or her full potential. As the Department moves forward with encouraging and supporting all LEAs in improving equitable access to educators who are rated Effective or Highly Effective, the collective focus becomes the strategic use of data to help inform the development and enhancement of sustainable talent management systems that ultimately allow for closing achievement gaps, most notably for students from low-income families and minority students.

Ongoing Stakeholder Engagement

New York State is diverse in geography and demography, which makes it even more essential that the Department continues to have the opportunity to engage in two-way dialogues with a variety of stakeholders from across the State, representing multiple points of view to further develop its ongoing pursuit of educational equity. By engaging with diverse stakeholders, the Department will increase awareness of the current inequities, collectively envision solutions, enact strategies, and evaluate the effectiveness in reducing inequities.

Extensive site visits (that include interviews with board of education members, union representation, building principals, teachers, parents, students, community partners, etc.), regular reporting, and status update calls have allowed the Department to better understand the ways in which STLE grantees have designed career ladder pathways that provide career advancement opportunities and support efforts across multiple elements of the TLE Continuum while recognizing and rewarding excellence. This work has been noted favorably in interviews, focus group discussions, and written reflections by educators serving in such roles through STLE. (Watch this video to see how educators across New York State define teacher leadership: https://www.engageny.org/resource/what-is-a-teacher-leader).

In October 2014, the Department assembled an STLE Advisory Board, comprised of superintendents from LEAs that represent the geographic and demographic diversity of New York State. STLE Advisory Board members have been asked to collaborate with and present to other stakeholder groups on the development of career ladder pathways, submit concrete tools, resources, and models for inclusion in the Department's guidance, provide feedback and input on draft materials, and potentially serve as model LEAs for New York State educators. (Watch this video collection to hear how educators from two of the districts serving on the Advisory Board are ensuring equitable access: https://www.engageny.org/content/studio-reflections-how-ensure-equitable-access-most-effective-educators).

In addition, parties such as the School and District Accountability Think Tank and the New York State Technical Advisory Committee (TAC) have actively contributed to Department work around accountability and the metrics used by the Department. The Department conducts regular meetings with New York State United Teachers (NYSUT), New York State Council of School Superintendents (NYSCOSS), School Administrators Association of New York State (SAANYS), the Empire State School Administrators Association (ESSAA), the Conference of Big 5 School Districts and the New York State School Boards Association (NYSSBA) to discuss initiatives and gain perspective on teaching and learning implementation efforts across the State. Furthermore, the Department shares and receives feedback on critical reform efforts, including the evaluation system and issues of educational equity through regular meetings with the 37 BOCES District Superintendents.

Through interactions such as these and other stock-takes, monitoring visits, and calls, the Department is reminded that educator evaluation and talent management policies need to be flexible enough to address local needs and context. For example, working with the STLE grantees across the State provided a remarkable opportunity to engage in dialogue about the root causes of low student achievement and educator effectiveness. Common challenges identified by many of these grantees included preparation, recruitment, development, retention, and extending the reach of the most effective educators, each of which now serves as the underpinnings of the Department's Equity Plan.

The Department is committed to continuous improvement and will provide technical assistance, monitoring, and feedback to LEAs as they refine their teacher and principal evaluation systems, and begin to design and enhance comprehensive talent management strategies. The Department will support LEAs as they develop and enhance the systems and structures necessary to increase student achievement, attract and retain the most effective educators, as well as improve existing talent. These systems and structures include strategically planned TLE continuums, career ladder pathways, the use of evaluation system data to inform decision-making, and differentiated compensation approaches linked to additional roles and responsibilities and educator effectiveness.

Historically, the Department has collected several key data points from LEAs that provide insight into existing equity gaps. Although the implementation of the evaluation system has allowed for an expanded set of information to be available, the Department recognizes there are still limitations to the analyses possible. Moving forward, the Department commits to greater data collection and analysis,

including examination of educator efficacy to ensure teachers and principals are provided with the necessary support to enable all students to perform at high levels of academic achievement. The Department will also continue to support LEAs by providing transparent data on preparation programs and encouraging LEAs to optimize new educator supply by hiring from preparation programs whose educators consistently achieve better student outcomes. The following section offers further insight into what data points have been collected in the past, the current state of equity analysis, and the future of data collection by the Department.

Data and Performance Metrics

The Department's plan for achieving equitable access to the most effective educators for all students begins with an evidence-based analysis of existing conditions. To facilitate this analysis, the Department gathered the most recent sets of: (1) student data, such as: high school graduation rate, state assessment results, and demographic indicators such as economic status, race/ethnicity, English language learner, and disability status, (2) teacher and principal effectiveness data, such as: State-provided growth measures and overall composite evaluation results, (3) other teacher characteristics related to teacher effectiveness such as: first-year teacher status, certification, and highly qualified teacher status, (4) teacher and principal turnover rates as well as (5) effectiveness-based retention of teachers and principals.

Key Definitions

Per USDOE guidance, the Department's Equity Plan must, at minimum, calculate equity gaps between the rates at which:

1. Economically disadvantaged students are taught by "inexperienced," "out-of-field," or "unqualified" teachers compared to the rates at which other children are taught by these teachers; and

2. Minority students are taught by "inexperienced," "out-of-field" or "unqualified" teachers compared to the rates at which other children are taught by these teachers.

New York State defines "inexperienced" teachers as teachers who are in their first year of practice. Throughout the Department's Equity Plan, these educators will be referred to as "first-year" teachers.

New York State defines "out-of-field" teachers as those who do not hold certification in the content area for all of the courses they teach. Throughout the Department's Equity Plan, these educators will be referred to as "teachers teaching outside of certification."

New York State defines "unqualified teachers" as those who are do not meet the federal requirement for "highly qualified" under No Child Left Behind. In general, a highly qualified teacher is one who: (1) is fully certified or licensed by the Department, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which they teach. Throughout the Department's Equity Plan, these educators will be referred to as "teachers who are not highly qualified." Highly qualified status pertains to teachers of core courses, which include English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

New York State defines "economically disadvantaged" as students who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household (economic unit) may be identified as economically disadvantaged. Throughout the Department's Equity Plan, these students will be referred to as "economically disadvantaged."

New York State defines "minority children" as students who are identified as American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian/Other Pacific

Islander, and multiracial. Equity gap analyses conducted related to race/ethnicity compared access of Black or African-American and Hispanic or Latino and Asian students to that of White students. Throughout the Department's Equity Plan, these students will be referred to as "Black," and "Hispanic" and "Asian". The Department will consider adding analyses that compare the access of the other minority student groups in future equity plans.

In addition to these required gap analyses, New York State is including additional equity gap analyses based on teacher and principal effectiveness, using results from teacher and principal State-provided growth measure subcomponent ratings.

- New York State defines "most effective educators" as teachers and principals who receive Effective or Highly Effective ratings on the State-provided growth measures subcomponent. New York's Equity Plan intends for students from low-income families, low-achieving students, minority students, English language learners, and students with disabilities to have equitable access to these teachers. New York State defines "ineffective educators" as teachers and principals who receive Ineffective ratings on the State-provided growth measures.

The Department believes there are additional measures of educator effectiveness and talent management that impact the learning conditions of all students and that traditionally underserved students must be given equitable access to the most effective educators. To that end, the Department's equity gap analyses will also include the following metrics:

- School-level teacher or principal turnover rate, defined as the percentage of educators who were assigned to a school the year of analysis but were not assigned to the same school in the following year.
- Three-year principal turnover rate, defined as the percentage of principals who were not assigned to the same school for three consecutive years. For example, three-year principal turnover rate for 2012-13 is defined as the percentage of principals who were assigned to a given school in 2010-11 but were not assigned to the same school in any of the following school years: 2011-12, 2012-13, or 2013-14.
- Retention of educators, defined as the percentage of educators who were assigned to a school the year of analysis and were still assigned to the same school in the following year.

In addition, analyses on access will be conducted for the following student subgroups:

- English language learners, or limited English proficient students, defined as students who, by reason of foreign birth or ancestry, speak a language other than English, and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designed level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).[43]
- Students with disabilities, defined as students who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning

[43] "Glossary of Terms – Assessment Data" Data.nysed.gov. New York State Education Department, Jan. 2014. Web. Feb 2015 http://data.nysed.gov/glossary.php?report=assessment; see 8 NYCRR Subpart 154-1. *Please note that the Commissioner's regulations (8 NYCRR) were amended in 2014 to add new Subparts 154-2 and 154-3, which govern, among other things, the definition and identification of English Language Leaners for purposes of programs operated in the 2015-2016 school year and thereafter. Updated analyses will be run as applicable.*

disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.[44]

- *"Students in the lowest performance quintile"*, defined as students whose prior year State assessment scale scores were in the lowest quintile in their grade level in their district.

The majority of schools with the highest percentage of students in poverty and minority are found in New York City.

To ensure that our analysis of equity gaps between the highest poverty and minority schools and the lowest poverty and minority schools was comprehensive, we created two groups of schools: one group includes NYC traditional public and charter schools, and the other group includes schools in the rest of New York State.

- The top 25% of schools in the percentage of economically disadvantaged or minority students from each group are referred to as *"schools in the highest poverty or minority quartile"*.

- The bottom 25% of schools in the percentage of economically disadvantaged or minority students from each group are referred to as *"schools in the lowest poverty or minority quartile"*.

Summary of Data Used in Analyses

New York has a strong belief in data transparency; many of the metrics included in the analyses have been publicly available in isolation for many years. The triangulation of various metrics has helped the State uncover areas of inequitable access, preliminarily identify root causes for these inequities, and help derive at the potential solutions for eliminating these inequities. Below is a summary of the analyses of gaps in student achievement as well as student access to the most effective teachers.

[44] Ibid.

Summary of Analyses

Student achievement:
On all measures of achievement examined, students from low-income families, minority students, English language learners, and students with disabilities under-performed compared to their peers. Analyses revealed that these students are notably less likely to graduate, to graduate ready for college and career, and to achieve proficiency level or higher on grades 3-8 assessments measuring the college and career readiness standards. Such findings indicate that there is much more that the Department, LEAs, and schools must do to close the achievement gaps and ensure that all students will become successful in college and careers.

Student access to high quality teaching and principal leadership:
Historically, New York and other states have looked at experience, certification, and highly qualified status as markers of teacher quality. The Department found on that all traditional measures of teacher quality, high poverty and high minority schools have significantly more teachers who are in their first year of teaching, teachers who are teaching outside of their certification, and teachers who are not highly qualified.

Based on new research indicating that achievement is more closely linked to educator effectiveness than any other school-related factor, and the availability of two years of State-provided growth ratings, the Department analyzed how different student subgroups are assigned to teachers and principals of varying levels of effectiveness in the State-provided growth subcomponent. Analyses revealed that the lowest achieving students and Black students are much more likely to be assigned to teachers rated Ineffective in the prior year. Such findings indicate that there is a need for the Department, LEAs, and schools to examine placement and staffing strategies that ensure all students have access to the most effective educators, which, in turn, will help ensure that all students become successful in college and careers.

The Department also analyzed other factors, such as turnover and retention rates as part of our efforts to uncover preliminary root causes of the achievement gaps and inequities in access that exist. Analyses revealed that teacher turnover is 68-84% higher at high poverty and high minority schools, and that principal turnover is more than two times higher at high poverty schools. When looking at who leaves and who stays, the Department found that there is virtually no difference in the rate at which teachers who are rated Effective or Highly Effective are retained compared to that of teachers who are rated Ineffective. This reality is problematic. What is more encouraging is that high poverty and high minority schools are retaining principals who are rated Effective or Highly Effective at higher rates compared to principals who are rated Ineffective.

Summary of Analyses (Continued)

Such findings highlight the need for LEAs and schools to take a comprehensive approach toward talent management that encourages the most effective teachers and principals to remain in their role, increases their impact on greater numbers of students, and allows them to provide instructional support to the less effective teacher and principal peers. The findings also illustrate the importance of using effectiveness ratings in employment decisions such as tenure, retention, and promotion.

Going forward:
The Department plans on including new human capital data, such as educator attendance and tenure outcomes in analyses of student access to the most effective educators. These data points have been noted by researchers as powerful indicators of the overall learning climate and have been shown to have an impact on student learning. The Department believes that adding these data points will enrich our current view of equity and what it means for all students to truly have access to the most effective educators.

Analysis of Student Achievement

Four-year high school graduation gaps: New York State has seen a significant increase in the four-year high school graduation rate between 2005 and 2014, when 65.8% of all entering 9th grade students in 2001 had graduated by June 2005[45], and 76% of all entering 9th grade students in 2010 had graduated by June 2014.[46] This translates to having more than 20,000 additional students graduate in June 2014 than in June 2005. While this increase in overall graduation rate is encouraging, as is a slight increase for Black and Hispanic students between 2013 and 2014, the gap in graduation rates of different groups of students is severe. Figure 2 presents the data in full.

Progress and Existing Gaps in High School Graduation Rates

Progress:
- More than 20,000 additional students graduated in June 2014 than in June 2005.

Existing Gaps:
- Of students who are economically disadvantaged, 67% graduated within four years, compared to 84% of students who are not economically disadvantaged.
- 62% of Black and Hispanic students graduated within four years, compared to 82% of Asian and 87% of White students.
- Only 31% of English Language Learners and 50% of students with disabilities graduated high school within four years. English Language Learners' graduation rate has generally decreased over the last five years.

[45] "2005 Cohort Graduation Rates Summary" Nysed.gov. New York State Education Department, Apr. 2010. Web. Nov 2014 < http://www.p12.nysed.gov/irs/pressRelease/20100309/home.html>

[46] "New York State Public School High School Graduation Rate (2013 - 14) - 4 Year Outcome as of June" Data.nysed.gov. New York State Education Department, Jan. 2014. Web. Nov. 2014 <http://data.nysed.gov/gradrate.php?year=2014&state=yes >

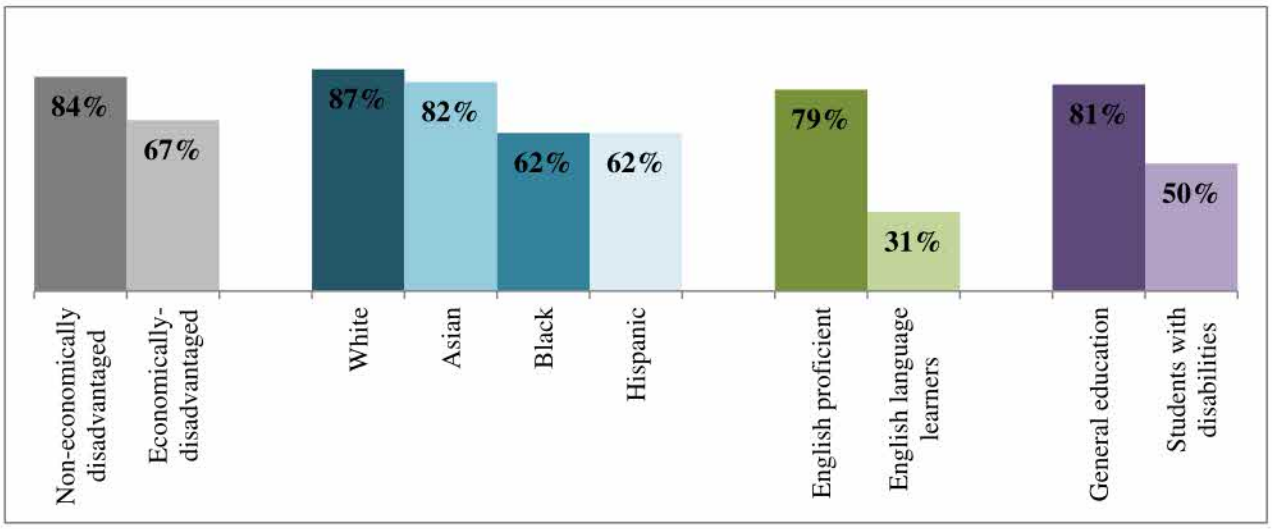


Figure 2: Four-year high school graduation rate 2013-14, by student subgroup

College and career readiness gaps: In 2014, 38% of high school graduates were deemed college and career ready.[47] In absolute term, this number is low, but what is even more worrisome are the visible gaps in the different rates at which student subgroups are deemed college and career ready. Figure 3 presents the data in full.

Progress and Existing Gaps in College and Career Readiness Rates

Progress:

- 58% of Asian students graduated from high school college and career ready.

Existing Gaps:

- Of students who are economically disadvantaged, 23% graduated college and career ready, compared to 50% of students who are not economically advantaged.
- Only 38% of our high school graduates were deemed college and career ready in 2014.
- Of Black or African-American and Hispanic or Latino high school graduates, only 15% and 19% respectively were deemed college and career ready as compared to 51% of White high school graduates.
- Only 5% of English Language Learners and 5% of students with disabilities were deemed college and career ready.

[47] Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year credit-bearing college courses. "New York State Public School High School Graduation Rate (2013 - 14) - 4 Year Outcome as of June" Data.nysed.gov. New York State Education Department, Jan. 2014. Web. Nov. 2014 http://data.nysed.gov/gradrate.php?year=2014&state=yes >

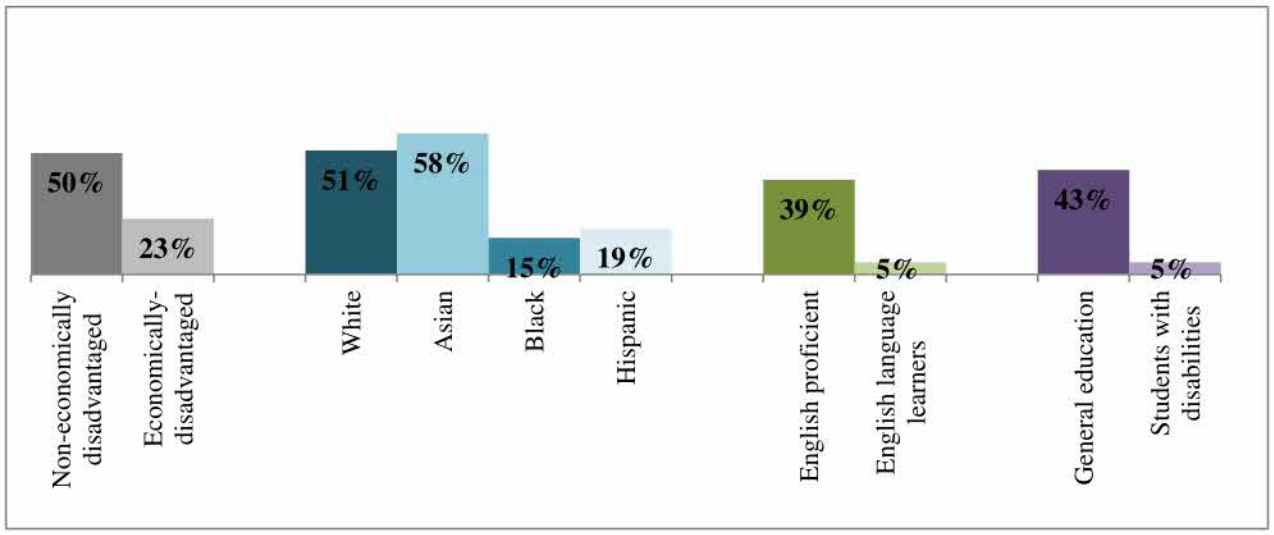


Figure 3: College and career readiness rate 2013-14, by student subgroup

Achievement gaps on grades 3-8 statewide assessments measuring the college and readiness standards: In math, in 2014, 36% of all students in grades 3-8 achieved Level 3 (proficient in the college and readiness standards for the grade level) or Level 4 (excels in college and readiness standards for the grade level).[48] In English language arts (ELA), in 2014, 31% of all students in grades 3-8 achieved Level 3 or 4.[49] Figures 4 and 5 present the data in full.

Progress and Existing Gaps in Achievement on Grades 3-8 Assessments Measuring the College and Career Readiness Standards

Progress:

- In math, all subgroups of students showed an increase in the percentage of students achieving Levels 3 and 4 in math in 2014 compared to the first year of grades 3-8 statewide assessments measuring the college and readiness standards in 2013.
- In math, 65% of Asian students achieved Levels 3 or 4 in 2014.
- In ELA, 50% of Asian students achieved Levels 3 or 4 in 2014.
- A slight increase in the percentage of minority students, English language learners and students with disabilities achieved Levels 3 and 4 in ELA in 2014 compared to 2013.

Existing Gaps:

- In math, of students who are economically disadvantaged, 26% achieved Level 3 or Level 4 in 2014, compared to 51% of students who are not economically advantaged.
- In math, of Black and Hispanic students, 20% and 23% respectively achieved Levels 3 and 4 in 2014 compared to 45% of White students.
- In math, only 12% of English Language Learners and 10% of students with disabilities achieved Levels 3 and 4 in 2014.
- In ELA, of students who are economically disadvantaged, 20% achieved Level 3 or Level 4 in 2014, compared to 45% of students who are not-economically disadvantaged.
- In ELA, of Black and Hispanic students, 17% and 19% respectively achieved Levels 3 and 4 in 2014, compared to 38% of White students.
- In ELA, only 3% of English Language Learners and 5% of students with disabilities achieved Levels 3 and 4 in 2014.

[48] "New York State Public School 3-8 Mathematics Assessments (2013 - 14)" Data.nysed.gov. New York State Education Department, Jan. 2014. Web. Nov. 2014
< http://data.nysed.gov/assessment38.php?year=2014&subject=Mathematics&state=yes >

[49] "New York State Public School 3-8 ELA Assessments (2013 - 14)" Data.nysed.gov. New York State Education Department, Jan. 2014. Web. Nov. 2014 <http://data.nysed.gov/assessment38.php?year=2014&subject=ELA&state=yes>

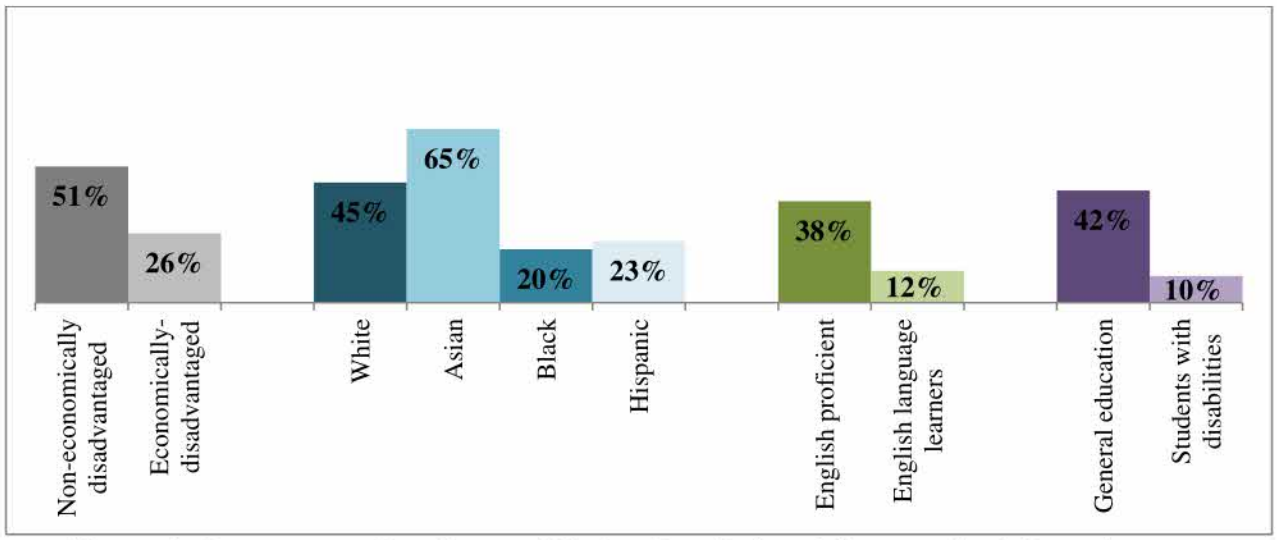


Figure 4: Percentage of students achieving Levels 3 and 4 on grades 3-8 math assessments measuring college and career readiness standards in 2013-14, by student subgroup

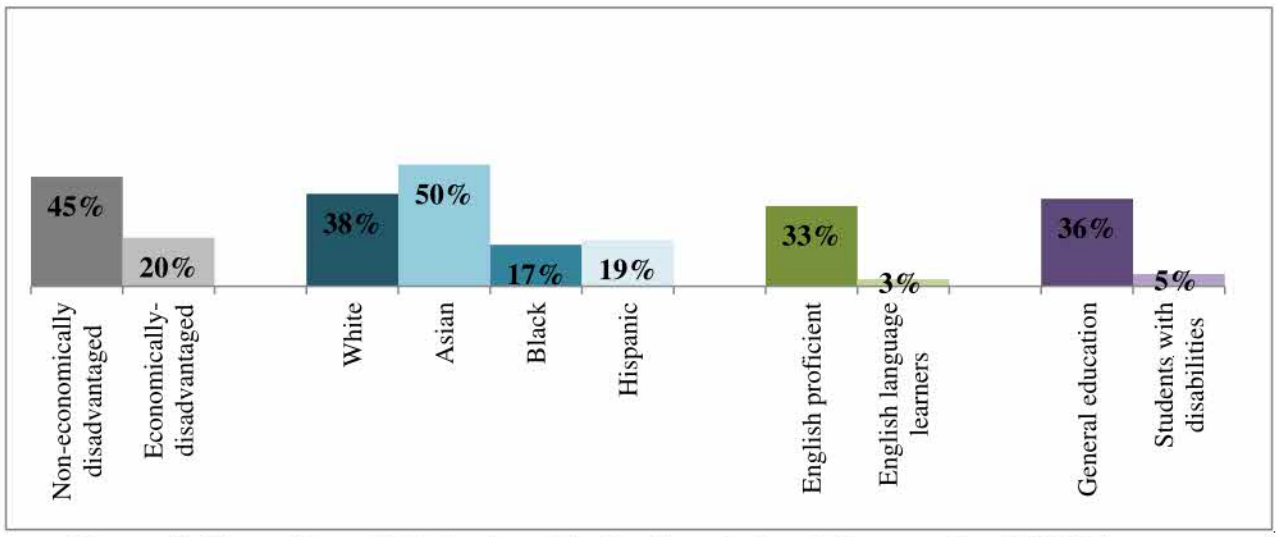


Figure 5: Percentage of students achieving Levels 3 and 4 on grades 3-8 ELA assessments measuring college and readiness standards in 2013-14, by student subgroup

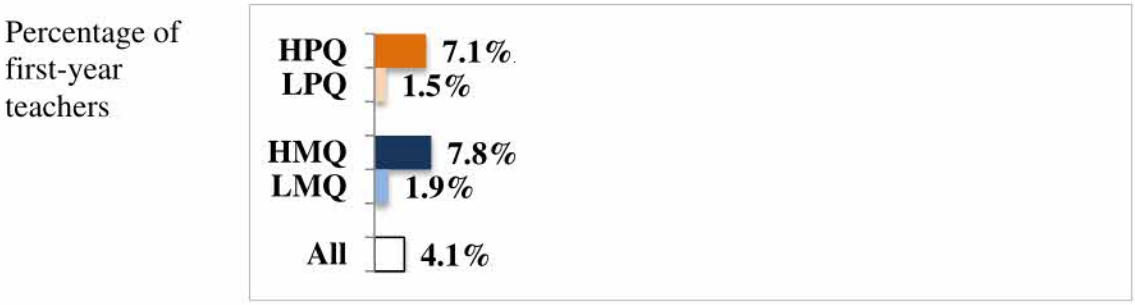
The next section presents analyses of student placement by the three required statutory terms: first-year teachers, teachers teaching outside of certification, and teachers who are not highly qualified. The unit of analysis is school-level. The Department presents its analyses by comparing the percentage of such teachers at the highest poverty quartile schools (HPQ) to the lowest poverty quartile schools (LPQ) and then again comparing the percentage of such teachers at the highest minority quartile schools (HMQ) to the lowest minority quartile schools (LPQ).

Analysis of Student Placement with First-Year Teachers

Historically, analysis of teacher quality focused on teacher experience. The Department found the following gaps in student placement with first-year teachers in 2013-14, by school poverty and minority status. Figure 6 presents the data in full.

Existing Gaps in Student Placement with First-Year Teachers

- In 2013-14, students in the quartile of schools with the highest percentage of students in poverty were 4.7 times more likely to be placed with first-year teachers than students in the quartile of schools with the lowest percentage of students in poverty.
- Students in the quartile of schools with the highest percentage of minority students were 4.1 times more likely to be placed with first-year teachers than students in the quartile of schools with the lowest percentage of minority students.



HPQ: High poverty quartile schools **HMQ:** High minority quartile schools **All:** All schools
LPQ: Low poverty quartile schools **LMQ**: Low minority quartile schools

Figure 6: Percentage of teachers in their first year of teaching in 2013-14, by school poverty and minority status

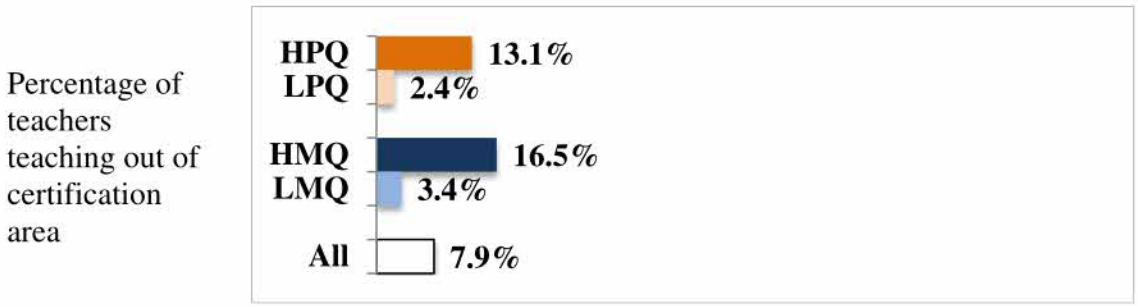
Analysis of Student Placement with Teachers Teaching Outside of Certification

The Department found the following gaps in student placement with teachers who are teaching outside of their certification area in 2013-14, by school poverty and minority status.[50] Figure 7 presents the data in full.

Existing Gaps in Student Placement with Teachers Teaching Outside of Certification

- In 2013-14, students in the quartile of schools with the highest percentage of students in poverty were 5.5 times more likely to be placed with teachers teaching outside of their certification area than students in the quartile of schools with the lowest percentage of students in poverty.
- Students in the quartile of schools with the highest percentage of minority students were 4.9 times more likely to be placed with teachers teaching outside of their certification area than students in the quartile of schools with the lowest percentage of minority students.

[50] Commissioner's Regulations Subpart 80-5.3 allows "a teacher to teach a subject not covered by such a teacher's certificate or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment, and provided that approval of the commissioner is obtained in accordance with …requirements." (http://www.highered.nysed.gov/tcert/part80-5.html#Section5.3)



HPQ: High poverty quartile schools **HMQ:** High minority quartile schools **All:** All schools
LPQ: Low poverty quartile schools **LMQ**: Low minority quartile schools

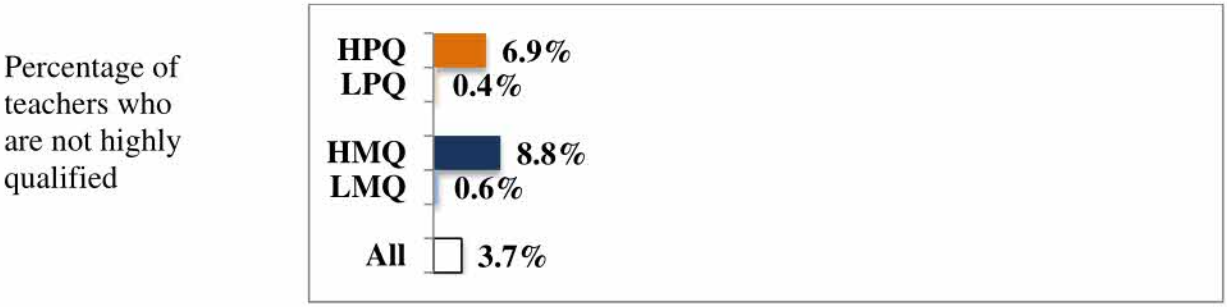
Figure 7: Percentage of teachers teaching out of certification status in 2013-14, by school poverty and minority status

Analysis of Student Placement with Teachers Who Are Not Highly Qualified

The Department found the following gaps in student placement with teachers who are not highly qualified in 2013-14, by school poverty and minority status. Figure 8 presents the data in full.

Existing Gaps in Student Placement with Teachers Who Are Not Highly Qualified

- In 2013-14, students in the quartile of schools with the highest percentage of students in poverty were 17.3 times more likely to be placed with teachers who are not highly qualified than students in the quartile of schools with the lowest percentage of students in poverty.
- Students in the quartile of schools with the highest percentage of minority students were 14.7 times more likely to be placed with teachers who are not highly qualified than students in the quartile of schools with the lowest percentage of minority students.



HPQ: High poverty quartile schools **HMQ:** High minority quartile schools **All:** All schools
LPQ: Low poverty quartile schools **LMQ**: Low minority quartile schools

Figure 8: Percentage of teachers not highly qualified in 2013-14, by school poverty and minority status

Historically, analyses of student access to the most effective teachers have focused on whether students from low income families or minority students were disproportionately assigned to teachers with less experience, teachers teaching outside of certification, or teachers who were not highly qualified. New York State has completed these same analyses in prior Equity Plans. However, more recent research conclude that while experience and certification status do have some effects on student learning, among teachers with the same level of experience and certification status, there are large and persistent differences in teacher effectiveness, as measured by the amount of learning achieved by students.[51]

The Department found that only a slightly lower percentage of first year teachers teaching grades 4-8 math or ELA were rated Effective or Highly Effective on the 2013-14 State-provided growth subcomponent compared to teachers not in their first year. Table 1 presents the data in full.

Table 1: Distribution of 2013-14 grades 4-8 math and ELA teacher State-provided growth subcomponent ratings, by experience

State-provided growth subcomponent rating	First-year teachers	Teachers not in their first year	All teachers
Highly Effective or Effective	82%	85%	85%
Developing or Ineffective	18%	16%	16%

(Please note that percentages do not always equal 100% due to rounding of extended decimal places).

The Department also found that a slightly higher percentage of teachers who were not highly qualified and teaching grades 4-8 math or ELA were rated Effective or Highly Effective on the 2013-14 State-provided growth subcomponent compared to teachers who were highly qualified. Table 2 presents the data in full.

Table 2: Distribution of 2013-14 grades 4-8 math and ELA teacher State-provided growth subcomponent ratings, by highly qualified status

State-provided growth subcomponent rating	Teachers who are not highly qualified	Teachers who are highly qualified	All teachers
Highly Effective or Effective	88%	84%	85%
Developing or Ineffective	12%	16%	16%

(Please note that percentages do not always equal 100% due to rounding of extended decimal places).

Recognizing that teachers of all experience levels and highly qualified statuses can be rated Highly Effective or Effective, for the purpose of increasing equity, the Department will focus on teacher output characteristics (i.e., State-provided growth subcomponent ratings, which assess how much growth a teacher's students make in a year compared to similar students statewide) rather than teacher input characteristics (i.e., experience, certification, and highly qualified status).

[51] Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger. "What Does Certification Tell Us about Teacher Effectiveness? Evidence from New York City." *Economics of Education Review* Working Paper No. W12155 (2006): 615-31. *NBER*. Economics of Education Review. Web. 13 Feb. 2015. <http://www.nber.org/papers/w12155.pdf>.

Analysis of Student Placement with Teachers Rated Ineffective

State-provided growth subcomponent ratings are currently applicable to about 20% of teachers and close to 88% of principals in New York State. The Department conducted analyses of student placement with educators who are rated Effective or Highly Effective or those who are rated Ineffective using the State-provided growth measures, by student achievement and demographic characteristics. Table 3 shows that the State-provided growth subcomponent ratings follow what many would consider a typical distribution.

Table 3: Distribution of teacher and principal State-provided growth subcomponent ratings, 2012-13[52] and 2013-14[53]

State-provided growth subcomponent rating	Grades 4-8 teachers		All eligible principals	
	2012-13	2013-14	2012-13	2013-14
Highly Effective	4%	8%	3%	5%
Effective	75%	77%	80%	80%
Developing	13%	10%	10%	10%
Ineffective	8%	6%	7%	5%

On the other hand, as Table 4 shows, the overall composite ratings, in the first two years of implementation, did not result in the same type of distribution. It is expected that over time, with rigorous training and implementation experience, across large numbers of teachers and principals, the results will resemble more of a normal distribution.

Table 4: Distribution of teacher and principal overall composite ratings, 2012-13[54] and 2013-14[55]

Overall Composite Rating	Teachers (all eligible teachers)		Principals (all eligible principals)	
	2012-13	2013-14	2012-13	2013-14
Highly Effective	51%	42%	28%	28%
Effective	43%	54%	64%	66%
Developing	5%	4%	6%	5%
Ineffective	1%	1%	2%	1%

The Department is using the State-provided growth subcomponent rating in many of the analyses for the purpose of examining student access to the most effective educators. The Department will consider using overall composite ratings for equity analysis purposes in the future.

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[52] "New York State – Educator Evaluation Data 2012-13 State-Provided Growth Ratings." Data.nysed.gov. New York State Education Department, Jan. 2015. Web. Nov. 2014. <http://data.nysed.gov/evaluation.php?year=2013&state=yes&report=state >.

[53] "New York State – Educator Evaluation Data 2013-14 State-Provided Growth Ratings." Data.nysed.gov. New York State Education Department, Jan. 2015 Web. Mar. 2015. <http://data.nysed.gov/evaluation.php?year=2014&state=yes&report=state>.

[54] "New York State – Educator Evaluation Data 2012-13 Annual Professional Performance Review (APPR) Ratings." Data.nysed.gov. New York State Education Department, Jan. 2015. Web. Nov. 2014. <http://data.nysed.gov/evaluation.php?year=2013&state=yes&report=appr >.

[55] "New York State – Educator Evaluation Data 2013-14 Annual Professional Performance Review (APPR) Ratings." Data.nysed.gov. New York State Education Department, Jan. 2015. Web. Mar.2015. <http://data.nysed.gov/evaluation.php?year=2014&state=yes&report=appr>.

Teachers are the single most important school-based factor affecting student achievement.[56] Unfortunately however, in many places, including New York State, the most effective teachers are not working with the students who need them most. On average, nationwide, schools with lower-performing and disadvantaged students have less access to the most effective teachers than other students.[57] The Department conducted analyses to identify the rates at which different subgroups of students are assigned to teachers of different levels of effectiveness as measured by the State-provided growth ratings teachers received the prior year. New York State's growth model takes into account student prior performance, as well as student and classroom characteristics such as prior academic achievement, economic disadvantage, English language learner and student disability statuses.[58] The analyses described below, however, do not reflect how such student characteristics impact State-provided growth ratings. Rather, the analyses point to the degree to which schools assign different types of students to teachers of varying levels of effectiveness, based on the impact these teachers had on student academic growth the prior year.

The Department found the following inequities in grades 4-8 ELA and math student placement with teachers who are rated Ineffective, by student achievement and demographics. Table 5 provides the data in full.

[56] Aaronson, Daniel, Lisa Barrow, and William Sander. "Teachers and Student Achievement in the Chicago Public High Schools." *Journal of Labor Economics* 23.1 (2007): 95-135. Print.; Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger. "What Does Certification Tell Us about Teacher Effectiveness? Evidence from New York City." *Economics of Education Review*Working Paper No. W12155 (2006): 615-31. *NBER*. Economics of Education Review. Web. 13 Feb. 2015. http://www.nber.org/papers/w12155.pdf;. Rockoff, Jonah. "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review* 94.2 (2004): 247-52. Print.; Rivkin, Steven G., Eric A. Hanushek, and John F. Kain. "Teachers, Schools, and Academic Achievement." *Econometrica* 73.2 (2005): 417-58. Print.

[57] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

[58] Teacher's Guide to Interpreting State-Provided Growth Scores in Grades 4-8 (2013-14)."*EngageNY.org*. New York State Education Department, 12 Sept. 2012. Web. Feb. 2015. <https://www.engageny.org/resource/teacher's-guide-interpreting-state-provided-growth-scores-grades-4-8-2013-14>.

Progress and Existing Gaps in Grades 4-8 Student Placement with Teachers Rated Ineffective, 2013-14, Based on Teacher Prior Year State-Provided Growth Subcomponent Rating, Student Characteristics, and Prior Year Performance

Progress:

- Asian students are 2.4 times *less* likely in both ELA and math to be placed with teachers rated Ineffective compared to White students.
- Students with disabilities are 18% *less* likely in ELA and 21% *less* likely in math to be placed with teachers rated Ineffective compared to general education students.
- English Language Learners are 3% *less* likely in math to be placed with teachers rated Ineffective compared to English proficient students.

Existing Gaps:

- Students in the lowest achievement quintile are 24% more likely in ELA and 21% more likely in math to be placed with teachers rates Ineffective compared to students in the highest achievement quintile.
- Economically disadvantaged students are 12% more likely in ELA to be placed with teachers rated Ineffective and 13% more likely in math compared to non-economically disadvantaged students.
- Black students are 35% more likely in ELA and 44% more likely in math to be placed with teachers rated Ineffective compared to White students.
- Hispanic students are 7% more likely in ELA and 15% more likely in math to be placed with teachers rated Ineffective compared to White students.
- English Language Learners are 5% more likely in ELA to be placed with teachers rated Ineffective compared to English proficient students.

Table 5: Percentage of grades 4-8 students assigned to ELA and math teachers in 2013-14, by prior year teacher State-provided growth subcomponent rating and student characteristics, statewide

Student Characteristic	Prior year State-provided growth subcomponent rating for grades 4-8 ELA teachers				Prior year State-provided growth subcomponent rating for grades 4-8 math teachers			
	Highly Effective	Effective	Developing	Ineffective	Highly Effective	Effective	Developing	Ineffective
Lowest achievement quintile	4.3%	81.0%	10.0%	4.7%	7.4%	73.8%	11.9%	7.0%
Highest achievement quintile	5.0%	82.0%	9.2%	3.8%	11.9%	72.4%	9.9%	5.8%
Economically-disadvantaged	5.3%	80.5%	9.6%	4.6%	10.6%	71.2%	11.3%	6.9%
Not economically disadvantaged	3.5%	82.5%	10.0%	4.1%	7.4%	75.3%	11.3%	6.1%
Black or African American	4.6%	78.5%	11.0%	5.8%	8.6%	69.3%	13.2%	9.0%
Hispanic or Latino	5.4%	80.8%	9.2%	4.6%	10.5%	71.1%	11.2%	7.1%
Asian	8.4%	84.7%	5.1%	1.8%	17.6%	73.9%	5.9%	2.6%
White	3.2%	82.0%	10.5%	4.3%	7.2%	75.0%	11.6%	6.2%
English language learners	7.4%	79.9%	8.1%	4.6%	12.8%	70.8%	10.0%	6.4%
English proficient	4.3%	81.5%	9.9%	4.4%	8.9%	73.1%	11.3%	6.6%
Students with disabilities	5.5%	81.4%	9.3%	3.8%	9.3%	74.5%	10.7%	5.6%
General Education Students	4.2%	81.4%	9.9%	4.5%	9.2%	72.7%	11.4%	6.8%

Analysis of Teacher and Principal Turnover

Aside from measures of teacher and principal effectiveness such as evaluation rating, experience, and highly qualified teacher status, other talent management conditions impact a student's learning experience. Turnover, for one, influences student access to the most effective teachers and principals. A study of New York City public school teachers found an average of 18% teacher turnover rate.[59]

[59] Ronfeldt, Matthew, Hamilton Lankford, Susanna Loeb, and James Wyckoff. "How Teacher Turnover Harms Student Achievement." *Www.nber.org*. National Bureau of Economic Research, June 2011. Web. Nov. 2014. <http://www.nber.org/papers/w17176.pdf>. >

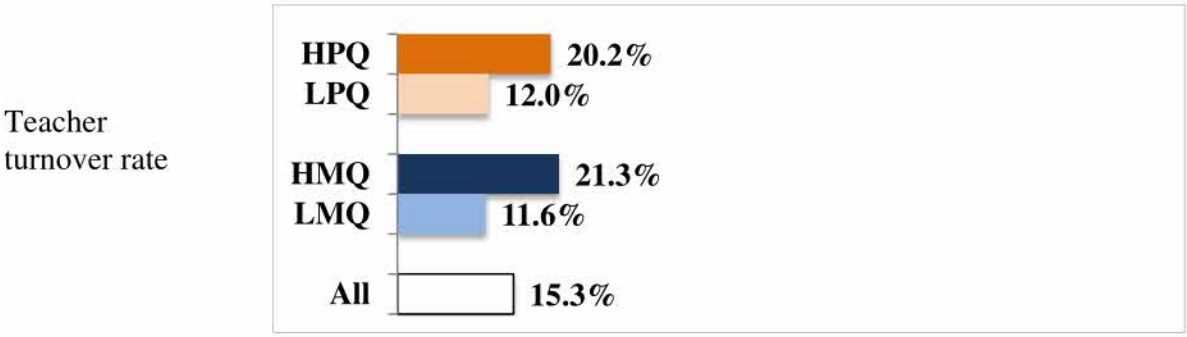
Statistically, almost half of all new teachers leave the profession by their fifth year.[60] Another study estimates that 25% of all principals leave their schools every year and that half of all new principals quit during their third year in the role.[61] Educator turnover is costly for any LEA, as it increases the need for recruitment and training and draws away financial and human resources that could otherwise be used towards developing the work force. Teacher turnover is additionally problematic because greater levels of teacher turnover usually result in higher levels of teachers with little or no experience, and who are less effective, on average, compared to more experienced teachers.[62]

Compared to results from other studies, New York State has fairly similar turnover rates. Currently in New York State, the differences in overall teacher turnover rates are quite pronounced when comparing the high poverty quartile schools with the low poverty quartile schools, and comparing high minority quartile schools with low minority quartile schools. There appears to be a less-pronounced difference in the turnover rates of teachers with less than 5 years of experience across schools. The Department found the following differences in the teacher turnover rates by school poverty and minority status. Figure 9 presents the data in full.

Existing Gaps in Teacher Turnover Rates

Teacher turnover rate: In 2012-13, schools in the quartile with the highest percentage of students in poverty experienced a teacher turnover rate that is 68% higher than schools in the quartile with the lowest percentage of students in poverty. Schools in the quartile with the highest percentage of minority students experienced a teacher turnover rate that is 84% higher than schools in the quartile with the lowest percentage of minority students.

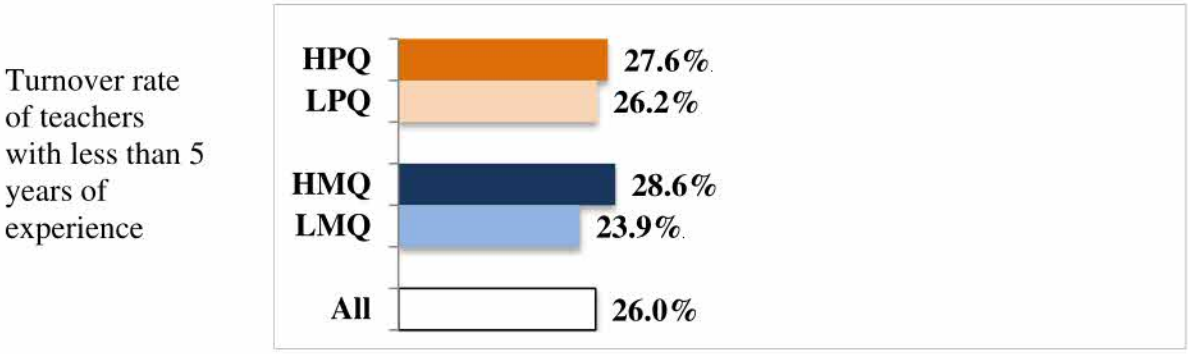
Turnover rate of teachers with less than 5 years of experience: In 2012-13, schools in the quartile with the highest percentage of students in poverty experienced a turnover rate of teachers with less than 5 years of experience that is 5% higher than schools in the quartile with the lowest percentage of students in poverty. Schools in the quartile with the highest percentage of minority students experienced a turnover rate of teachers with less than 5 years of experience that is 20% higher than schools in the quartile with the lowest percentage of minority students.



[60] Hunt, J.B., and T.G. Carroll. "No Dream Denied: A Pledge to America's Children." *Nctaf.org*. National Commission on Teaching and America's Future, 2003. Web. Nov. 2014. <http://nctaf.org/wp-content/uploads/no-dream-denied_summary_report.pdf>. >

[61] "Churn: The High Cost of Principal Turnover." *Connectleadsucceed.org*. School Leaders Network, 2014. Web. Nov. 2014. <http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf>. > --HMV CHECKED, CITE OK

[62] "Do Low-Performing Students Get Placed with Novice Teachers?"." *Harvard.edu*. Strategic Data Project, Jan. 2012. Web. Nov. 2014. <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-spi-placement-memo.pdf>. >



HPQ: High poverty quartile schools
LPQ: Low poverty quartile schools
HMQ: High minority quartile schools
LMQ: Low minority quartile schools
All: All schools

Figure 9. School-level teacher turnover rate in 2012-13, by school poverty and minority status

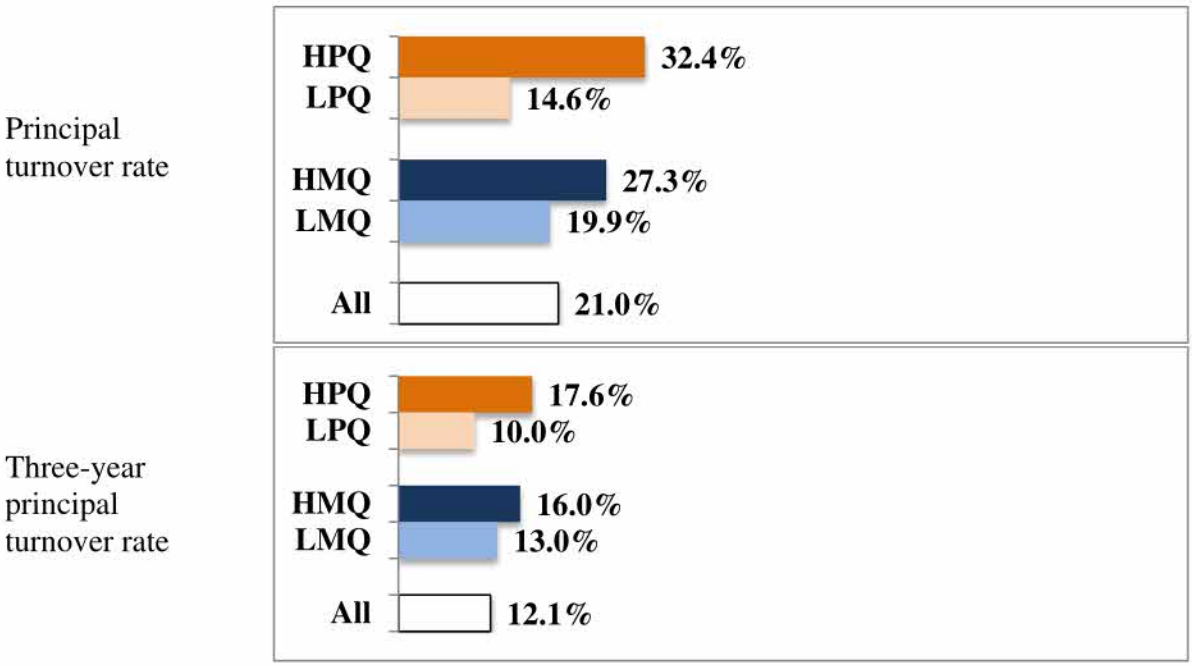
The differences in overall principal turnover rates in New York State are also quite pronounced when comparing the high poverty quartile schools with the low poverty quartile schools, although slightly less so while comparing high minority quartile schools with low minority quartile schools. The Department found the following differences in the principal turnover rates by school poverty and minority status. Figure 10 presents the data in full.

Existing Gaps in Principal Turnover Rates

Principal turnover rate: In 2012-13, schools in the quartile with the highest percentage of students in poverty experienced a principal turnover rate that is more than 2 times higher than schools in the quartile with the lowest percentage of students in poverty. Schools in the quartile with the highest percentage of minority students experienced a principal turnover rate that is 37% higher than schools in the quartile with the lowest percentage of minority students.

Three-year principal turnover rate: In 2012-13, schools in the quartile with the highest percentage of students in poverty experienced a three-year principal turnover rate that is 53% higher than schools in the quartile with the lowest percentage of students in poverty. Schools in the quartile with the highest percentage of minority students experienced a three-year principal turnover rate that is 4% higher than schools in the quartile with the lowest percentage of minority students.

Please note: Principal turnover rate and three-year principal turnover rate analyses did not include data from New York City because the New York City Department of Education did not submit accurate principal data in the State Personnel Management File for 2013-14, which were used to calculate the retention and turnover for principals.



HPQ: High poverty quartile schools **HMQ**: High minority quartile schools **All:** All schools
LPQ: Low poverty quartile schools **LMQ**: Low minority quartile schools

Figure 10. School-level principal turnover rate in 2012-13, by school poverty and minority status

Analysis of Effectiveness-based Retention of Teachers and Principals

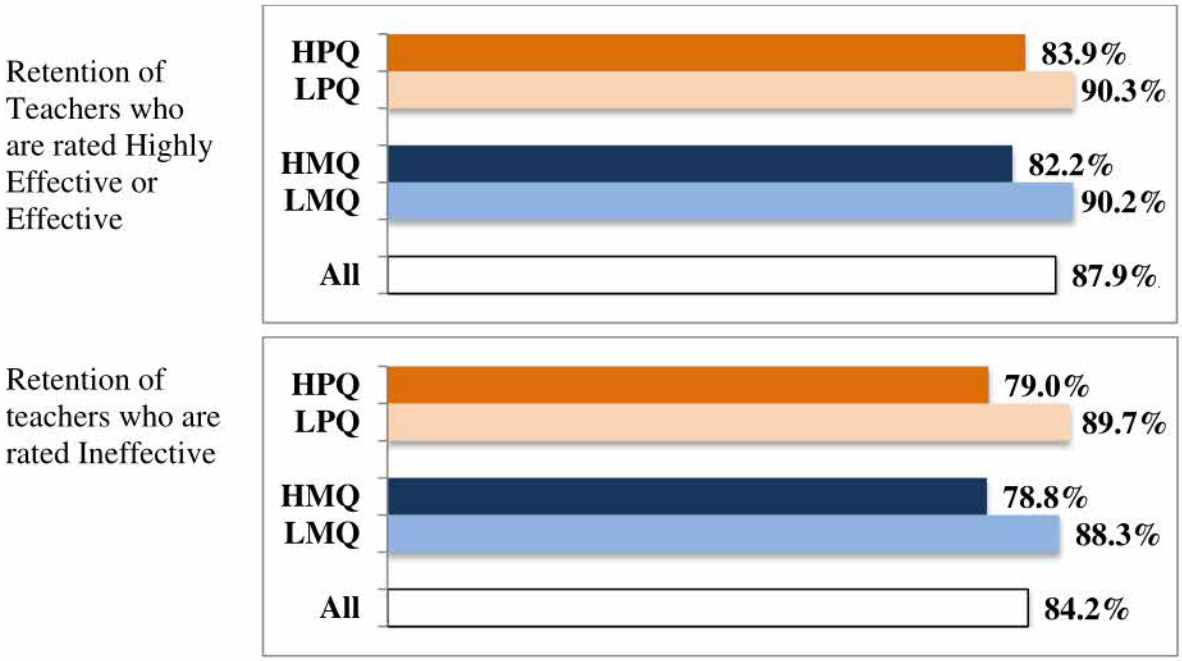
How effective the teachers and principals who leave a district are is far more informative than the sole number of educators who have left. A recent study concluded that "the real teacher retention crisis" is that 6-17% of the highest-performing teachers leave their schools at the end of the year, nearly identical in percentage as the 6-21% of the low-performing teachers who leave every year, even though students of the highest-performing teachers, on average, net an additional 5 or 6 more months of learning compared to students of the lowest performing teachers.[63] New York State's data confirms trends noted by research: while schools retain a higher percentage of their teachers who are rated Effective or Highly Effective compared to teachers who are rated Ineffective (based on grades 4-8 State-provided growth measure ratings), this difference is not substantial and signals that statewide, schools are not using effectiveness-based retention strategies for teachers. The Department found the following differences in effectiveness-based teacher turnover rates by school poverty and minority status. Figure 11 presents the data in full.

[63] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

Existing Gaps in Effectiveness-Based Teacher Retention

Retention of teachers who are rated Effective or Highly Effective compared to teachers who are rated Ineffective in 2012-13:

- High poverty quartile schools retained 6% more of their teachers who are rated Effective or Highly Effective compared to teachers who were rated Ineffective.
- Low poverty quartile schools retained 1% more of their teachers who are rated Effective or Highly Effective compared to teachers who were rated Ineffective.
- High minority quartile schools retained 4% more of their teachers who are rated Effective or Highly Effective compared to teachers who were rated Ineffective.
- Low minority quartile schools retained 2% more of their teachers who are rated Effective or Highly Effective compared to teachers who were rated Ineffective.



HPQ: High poverty quartile schools
LPQ: Low poverty quartile schools
HMQ: High minority quartile schools
LMQ: Low minority quartile schools
All: All schools

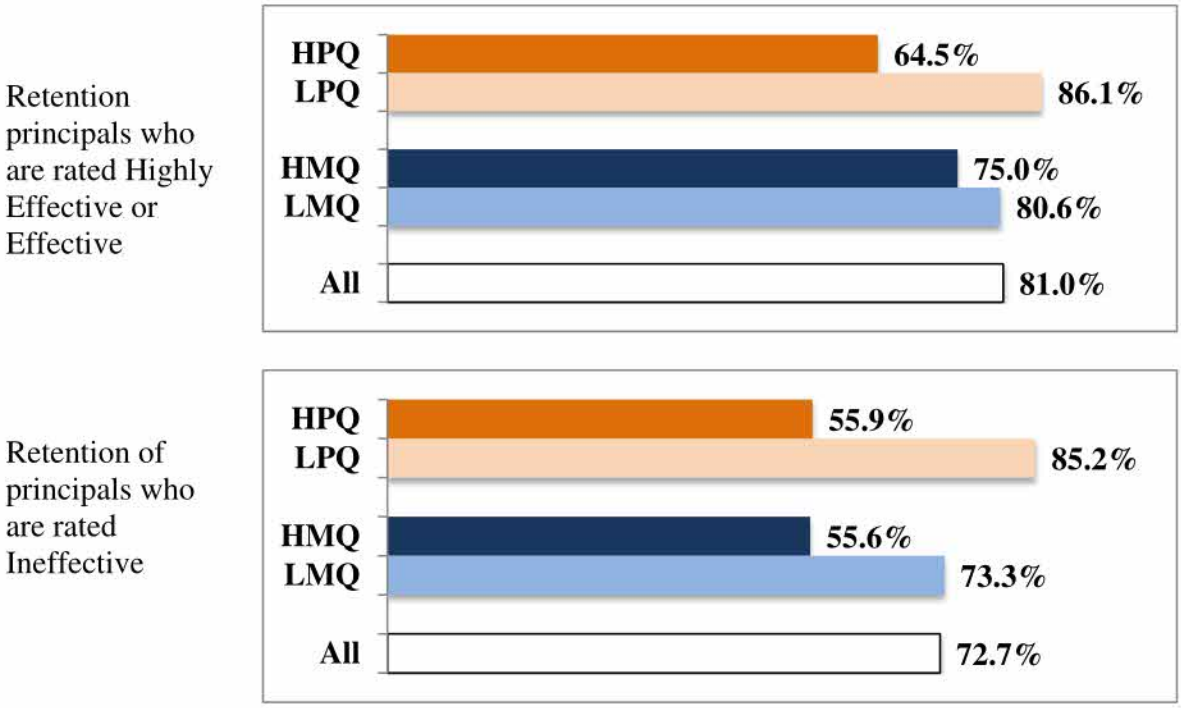
Figure 11. School-level retention of teachers who are rated Effective or Highly Effective compared to teachers who were rated Ineffective in 2012-13, by school poverty and minority status

High poverty and high minority schools are retaining visibly fewer principals compared to low poverty and low minority schools. It is encouraging, that high poverty and high minority schools are retaining their principals who are rated Effective or Highly Effective at higher rates than they are retraining principals who are rated Ineffective (based on grades 4-8 State-provided growth measure ratings). The Department found the following differences in effectiveness-based principal turnover rates by school poverty and minority status. Figure 12 presents the data in full.

Existing Gaps in Effectiveness-Based Principal Retention

Retention of principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective in 2012-13:

- High poverty quintile schools retained 15% more of their principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective.
- Low poverty quintile schools retained 1% more of their principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective
- High minority quintile schools retained 35% more of their principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective
- Low minority quintile schools retained 10% more of principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective



HPQ: High poverty quartile schools **HMQ**: High minority quartile schools **All:** All schools
LPQ: Low poverty quartile schools **LMQ**: Low minority quartile schools

Figure 12. School-level retention of principals who are rated Effective or Highly Effective compared to principals who are rated Ineffective in 2012-13, by school poverty and minority status

Next Steps in Data Analysis and Reporting

New York State prides itself on a long tradition and reputation of high-quality education and bold education reforms. Yet, like many other states across the country, New York's data reveals that there is much work to be done before all students are achieving at the high levels necessary for them to succeed in college or careers, and before all students have access to the most effective educators. As the type of data collected from LEAs grows, the Department will continue to expand and refine the metrics used to distinguish equitable access. Two additional data points under consideration for future use are tenure

decisions and educator attendance. The Department will begin collecting data on tenure statuses and decisions (i.e., tenure granted, probation extended, and tenure denied), tied to evaluation ratings, for teachers and principals starting in 2014-15 and will publicly report this data in the 2015-16 school year. In addition, the Department currently collects aggregate teacher attendance data from our lowest performing schools and will consider expanding such data collection to include all schools.

Recognizing the utmost importance of this work, the Department will continue to monitor progress toward achieving equitable access to educational opportunities for all students at the LEA level. The Department will create and release LEA equity dashboards illuminating the interaction of data already submitted to the Department by LEAs. These dashboards will also include identification of LEAs where the highest need students are disproportionately assigned to less effective teachers and principals. To assist LEAs in identifying existing equity gaps, the reports may include, but will not be limited to, the metrics described above. The Department is also considering creating an equity index on which to rank schools or LEAs based on multiple indicators of student access to the most effective teachers and principals. The Department's Technical Advisory Committee (TAC), which consists of nationally known and respected psychometricians and other professionals in the field of student assessment and has advised the Commissioner, the Board of Regents and the Department staff on policies and issues related to the Statewide testing programs in New York State has also provided guidance on metrics to be used to analyze equity gaps, as well as potential options for creating an equity index in the future as a tool to monitor LEA's progress towards equitable access to the most effective educators. The Department will spotlight those LEAs making great gains in reducing inequities or those that have achieved equitable access to the most effective educators for all students. LEAs will be encouraged to turn to the many resources and tools provided by the Department to emulate the promising practice found in the most successful LEAs.

The data collection and reporting system is built to be flexible and responsive to new data, stakeholder input, and other unforeseen needs. The Department will continue to engage with advisory groups to strive for the best set of indicators and the most meaningful ways to operationalize the ongoing plan for equitable access to the most effective educators in New York.

Root Cause Analysis

New York's educational focus is to ensure that all students graduate college and career ready. To transform this vision to a reality, New York State must actively breakdown the long-standing achievement gap between those students from low-income families and minority students as compared to their counterparts. After conducting a thorough analysis of available data, the Department was presented with several key pieces of information that enabled identification of inequity around the State.

The establishment of STLE provided the Department and LEAs with significant opportunities to engage in conversation about educational equity with stakeholders such as teachers, principals, superintendents, boards of education, local legislators, parents, and students. Just as importantly, STLE enabled stakeholders to engage with one another around the urgent issue of increasing student access to the most effective educators through events such as regular peer-to-peer professional learning communities and the July 2014 Engage-Envision-Elevate: From Initiatives to Systems Convening (https://www.engageny.org/resource/engage-envision-elevate-initiatives-systems).

Through the collaborative sharing of lessons learned through the STLE program and research, the Department has determined that the following five common talent management struggles contribute significantly to equitable access:

Five Common Struggles in Talent Management

1. Preparation
2. Recruitment
3. Development
4. Retention
5. Extending the Reach of Top Talent

Figure 13 below provides sample metrics that can be used to further explore these root causes. These metrics are expanded upon in multiple places throughout this Equity Plan, including the Data and Performance Metric section, Roots Causes section, and Appendix A.

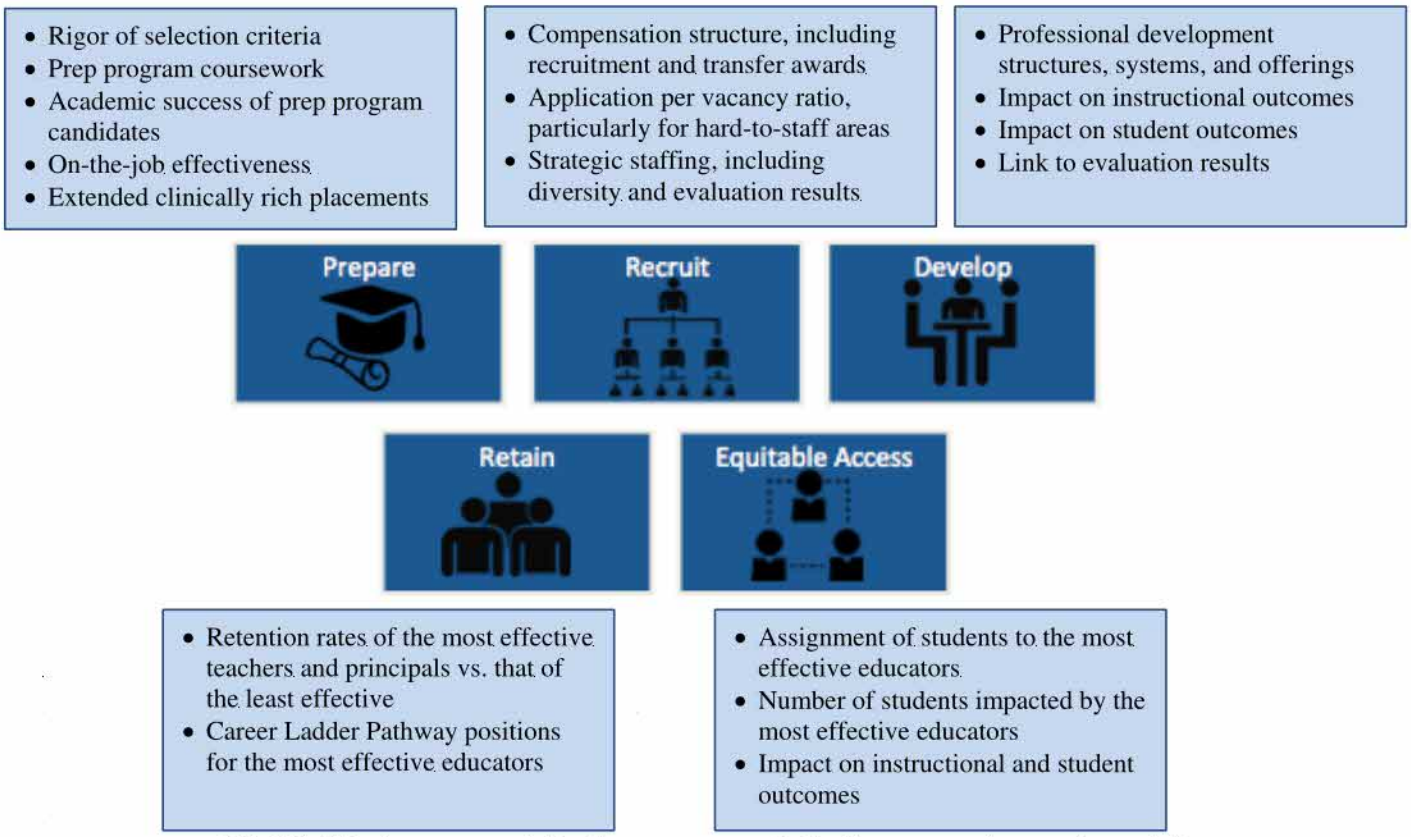


Fig 13. Most common talent management challenges and sample metrics

Preparation

New York State, similar to states across the country, is experiencing a large number of teacher retirements. The influx of early career educators makes the improvement of teacher preparation programs imperative. As novice teachers make up a larger percentage of the teaching force, impacting a higher percentage of students than ever before, it is even more critical that novice teachers are well prepared and competent. In top-performing countries, such as South Korea, Finland, and Singapore, candidates in teacher preparation programs demonstrate a history of high academic performance, perseverance, the ability to motivate others, and strong organizational and communications skills. [64] Establishing such rigorous and competitive admission criteria for teacher preparation programs can lead to high quality graduates, higher retention of a skilled and effective teaching force, as well as consistently outstanding student performance on internationally-benchmarked assessments.[65]

In New York State, numerous educator preparation providers participate in the Council for the Accreditation of Educator Preparation (CAEP) evidence-based accreditation system. Educator preparation programs currently accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) undergo a peer review process to assure program quality and promote continuous improvement of P-12 educator preparation.[66]

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[64] Auguste, Byron, Paul Kihn, and Matt Miller. "Closing the Talent Gap: Attracting and Retaining Top-third Graduates to Careers in Teaching." *Mckinseyonsociety.com*. McKinsey & Company, Sept. 2010. Web. Feb. 2015. <http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf>

[65] Ibid.

[66] Council for the Accreditation of Educator Preparation (CAEP) < http://caepnet.org/ >

The "high bar" in United States teacher preparation program admissions is to admit only students in the top half of their class, a bar that applies to a little more than 25% of all teacher preparation programs. [67] In comparison, the highest-performing countries typically limit entry students graduating in the top third of their class. Admission requirements in New York do not require undergraduate teacher candidates to pass a test of academic proficiency until teacher candidates are ready to apply for licensure.[68] However, to earn CAEP accreditation, all programs need to ensure that the average grade point average of its accepted cohort of candidates meets or exceeds 3.0.

Teacher preparation coursework and experiences have been described as mediocre and inadequate in comparison to the level of classroom management and content knowledge necessary to effectively meet diverse student needs.[69] In fact, research indicates that less than 10% of elementary programs and just over one-third of high school programs across the country are providing teacher candidates with the level of preparation necessary to teach the college and career readiness standards.[70] Only approximately 10% of programs nationwide ensure that candidates' student teaching experiences will be with teachers who are the most effective, and not just any teachers who are willing to open their classrooms to student teachers.[71]

Noting these potential areas of weakness in educator preparation, the Department is in pursuit of expanded sources of objective data on teacher preparation programs that will illuminate program effectiveness and inform continuous program improvement.

Recruitment

The ability to attract top talent varies across the State or within LEAs or school building for several reasons. Research has shown that 83 percent of New York State's new teachers take their initial assignments within 40 miles of their hometown.[72] As a result, teacher labor markets are quite local, which is problematic for regions served by preparation programs that historically produce teachers with low qualifications, as the region is likely going to hire teachers with low qualifications.

Compensation plays a significant role in determining who enters the teaching profession and how long they stay. Ninety percent of school districts across the country have salary schedules that do not take into account a teacher's actual impact on student performance.[73] Lock-step pay structures make it more difficult to attract top talents who are "turned off… by the profession's willingness to reward mediocrity" and "discourages high performers from teaching in the schools that need them most." [74] Wages can impact where teachers choose to work.[75] Quite simply, the highest performing educators seek

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[67] Greenberg, J., McKee, A., Walsh, K. "Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs." *Nctq.org*. National Council on Teacher Quality, 2013. Web. Nov. 2014. <http://www.nctq.org/dmsView/Teacher_Prep_Review_2013_Report>

[68] "State Policy Findings: New York." *nctq.org* National Council on Teacher Quality (NCTQ), 2013. Web. Nov. 2014. <http://www.nctq.org/statePolicy/2014/statePolicyFindings.do?stateId=35>

[69] Greenberg, J., McKee, A., Walsh, K. "Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs." *Nctq.org*. National Council on Teacher Quality, 2013. Web. Nov. 2014. <http://www.nctq.org/dmsView/Teacher_Prep_Review_2013_Report>

[70] Ibid.

[71] Ibid.

[72] Boyd, Don, Hamp Lankford, Susanna Loeb, and Jim Wyckoff. "Understanding Teacher Labor Markets: Implications for Equity." Albany.edu. University at Albany, 2002. Web. Nov. 2014. <http://www.albany.edu/edfin/UnderstdngTeachLabMkts.BLLW.6.03.pdf>.

[73] "Shortchanged: The Hidden Costs of Lockstep Teacher Pay." *TNTP.org*. 2014. Web. July. 2014. <http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf>.

[74] Ibid.

[75] Hanushek, Eric A., and Steven G. Rivkin. "Pay, Working Conditions, and Teacher Quality." *Hanushek.stanford.edu*. Future of Children, Spring, 2007. Web. Nov. 2014. <http://hanushek.stanford.edu/publications/pay-working-conditions-and-teacher-quality>.

out higher salaries. Providing flexibility for schools and districts to reward educators for exemplary teaching and leading can promote long-term commitments, thus ensuring that students continue to receive a quality education.

The demographic profile of the student population also impacts the type of teachers a school can attract. Nationally, schools serving high percentages of minority students and students from families of low socioeconomic status are less likely to be taught by high-quality, experienced teachers.[76] The reality is that many of our minority students are attending schools where they are less likely to have access to the most effective educators throughout their school tenure. [77]

The supply of the teachers across New York, in many subjects considered by the Department to be teacher shortage areas, including English as a second language and middle and secondary school math, science, and special education, is low compared to the supply of teachers certified in elementary education or early childhood special education.[78] In New York State, the ratio of qualified graduates to novices hired in these shortage areas was 2:1 or less. For instance, in middle and secondary school math there were fewer than 6,000 qualified graduates in 2007 through 2011, and about 3,000 novices were hired and assigned to teach in that area. For middle and secondary school science, there were 4,000 graduates compared to 2,500 novices who were hired and assigned.[79] This is in contrast to the approximate 21,000 new teacher candidates qualified in elementary and early childhood special education, for the 5,000 assignments in that area.[80] A separate study of four urban districts across the nation found that although there were 5 to 20 times as many applicants as vacancies for various shortage area positions, districts still faced vacancies at the start of the school year which were attributed to hiring policies that inhibited districts from making early staffing decisions leading to a lack of candidate interest and availability.[81]

These findings support the challenges LEAs report in the recruitment of high quality, diverse educators.

Development

Research shows that variation in teacher quality has the largest effect on how much a student achieves compared to any other school-related factor.[82] Additionally, teaching and principal leadership have become more demanding with new rigorous accountability standards.[83] It is therefore now, more than ever, important that educators of all effectiveness levels be provided targeted professional development opportunities that allow them to continuously improve their practice. Specifically, high needs students could benefit immensely if lower-performing teachers were provided high quality professional

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[76] Clotfelter, C., H. Ladd, and J. Vigor. "Who Teaches Whom? Race and the Distribution of Novice Teachers."*People.terry.uga.edu*. Economic of Education Review, 14 June 2004. Web. Nov. 2014. <http://people.terry.uga.edu/mustard/courses/e8420/Clotfelter-Teachers.pdf>;

[77] Orfield, G., J. Kucsera, and G. Siegel-Hawley. "E Pluribus…separation? Deepening Double Segregation for More Students." *Http://civilrightsproject.ucla.edu/*. The Civil Rights Project, Sept. 2012. Web. Nov. 2014. <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield_epluribus_revised_omplete_2012.pdf>.

[78] "Human Capital Diagnostic New York State Education Department." *Http://cepr.harvard.edu/*. Strategic Data Project, Oct. 2014. Web. Nov. 2014. <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-diagnostic-hc-nysed.pdf>.

[79] Ibid.

[80] Ibid.

[81] Levin, J and M. Quinn. "Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms." *New Teacher Project*. 2003. Web.<http://tntp.org/assets/documents/MissedOpportunities.pdf >.

[82] Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.

[83] Doyle, D., and G. Locke. "Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement." *Http://edexcellence.net/*. The Fordham Institute, 24 June 2014. Web. Nov. 2014. <http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Lacking-Leaders-The-Challenges-of-Principal-Recruitment-Selection-and-Placement-Final.pdf>.

development. The relatively poor performance of the least effective teachers in high-poverty schools widens the gap between teacher effectiveness in low- and high-poverty schools. [84] In addition, while the highest-performing teachers teaching in high-poverty schools are just as effective as their counterparts teaching in low-poverty schools, the lowest-performing teachers teaching in high-poverty schools are much less effective than their counterparts teaching in lower-poverty schools." [85] In New York State 16% of grades 4-8 math or ELA teachers and 15% of all eligible principals received Developing or Ineffective State-provided growth ratings in 2013-14. These are the teachers and principals who are most in need of development, but unfortunately, like many places across the nation, the quality and purposefulness of professional development in New York State has been discouraging.[86]

The Department's theory of action for improving the quality of, and equitable access to, educators rests heavily on the connection between teaching and learning through the targeted development of teacher and principal practice. In 2009, the New York State Professional Development Standards were developed and approved by the Board of Regents to guide LEAs in the creation of their annual plans. The standards were aligned with the New York State Learning Standards and were based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. Although the New York Professional Development Standards promote continuous development, growth, and examination of practice, there has been limited statewide oversight as to the quality of professional development implemented by LEAs. Furthermore, across the country, LEAs themselves have varied understanding of the importance of evaluating professional development programs,[87] which is reflected in their inability to communicate clear measurable outcomes. While it is more common to collect information regarding participants' satisfaction and learning after attending workshops, very few places have systematic ways of assessing participants' use of that learning or the impact on student learning outcomes, which typically take longer to become visible.[88]

It is promising to note that LEAs participating in the STLE grant are using their standards-based evaluation system to design embedded professional development opportunities that provide regular and actionable feedback to teachers and principals. LEAs have targeted resources to support educators' ability to reach all students, including those with different educational needs, learning styles, and those from diverse cultural and linguistic backgrounds. STLE grantees have coordinated professional development based on analyses of student learning and educator practice data. These offerings are aligned with research-based instructional practices associated with the implementation of college and career ready standards. Through the use of teacher and principal leaders in career ladder pathways, STLE grantees have encouraged individual and collaborative exploration, practice, and reflection. In many of these LEAs that emphasize continuous improvement in classrooms and schools, there is a palpable sense of collegiality and problem solving. The deliberate selection of the most effective educators for career ladder positions, such as peer instructional coaches, mentors, and model classroom teachers have enabled LEAs to offer ongoing, job-embedded professional development, relevant to classroom practice. The most effective educators now have expanded opportunities to lead in their

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[84] Sass, Tim. R, Jane Hannaway, Zeyu Xu, David N. Figlio, and Li Feng. "Value Added of Teachers in High-Poverty and Lower-Poverty Schools." *National Center for Analysis of Longitudinal Data in Education Research* Working Paper 52 (2010). Print.
[85] Ibid.
[86] DeMonte, Jenny. "High Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning." *Americanprogress.org*. Center for American Progress, 15 July 2013. Web. Nov. 2014. <https://www.americanprogress.org/issues/education/report/2013/07/15/69592/high-quality-professional-development-for-teachers/>.
[87] Guskey, T.R. "Does It Make a Difference? Evaluating Professional Development." *Educational Leadership* 2002: 45-51. Print.
[88] Ibid.

buildings. They are supporting their peers in the practice of new strategies and guiding them in the integration of this new learning into daily instructional practice.

Even with promising practice emerging in professional development across the State there is room for improvement. All professional development should stem from the analysis of student learning and evaluation data and be intentionally designed to meet student and talent management needs. Many NYS LEAs overlook the importance of evaluating the impact of less formal, ongoing, job-embedded professional development activities such as professional learning communities, data team meetings, action research, co-planning, curriculum development, instructional walkthroughs, peer coaching, mentoring, etc.[89] The Department is committed to further examining evidence of impact and return on investment of such practices in relation to improved instruction and increased student achievement.

Retention

Research shows that frequent principal turnover results in lower teacher retention and lower student achievement gains.[90] This impact is exacerbated in schools with disadvantaged student populations that face high rates of principal turnover driven, in part, by educators' desire to move to schools with more advantaged and higher achieving student populations.[91] Research has shown that student achievement declines during the first year after principal turnover, and that there are serious cumulative negative impacts when schools experience continual principal turnover.[92]

The Department's analysis shows a greater rate of principal turnover in schools that serve higher percentages of students from low-income families. Schools in the highest poverty quartile have a principal turnover rate that is more than twice that of schools in the lowest poverty quartile. While it is disconcerting that schools in the highest poverty quartile retain fewer principals rated Effective and Highly Effective compared to schools in the lowest poverty quartile (64.5% and 86.1% respectively), it is promising that these schools retain fewer principals who are rated Ineffective in comparison (55.9% and 85.2% respectively). Schools in the highest minority quartile have a principal turnover rate that is 37% higher than that of schools in the lowest minority quartile. Again, while it is disconcerting that schools in the highest minority quartile retain fewer of their most effective principals compared to schools in the lowest poverty quartile (75.0% and 80.6% respectively), it is promising that these schools also retain fewer principals who are rated Ineffective in comparison (55.6% and 73.3% respectively).

Perhaps even more problematic than the high turnover rate, is the research that indicates many LEAs retain their most effective teachers at nearly the same rate as their least effective teachers even though they have a seventy-five percent chance of replacing a low-performing teacher with a new teacher who will be more effective immediately. [93] This suggests that LEAs are not counseling out or removing teacher who are rated Ineffective from their classrooms. Research has shown that "negligent retention" of high quality educators leads to schools maintaining the same level of achievement.[94] This, in turn, leads to lower achieving schools engaging in a cycle of low achievement without engaging in practices to battle flat retention rates of high and low performing educators.[95]

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[89] Ibid.
[90] Béteille, Tara, Demetra Kalogrides, and Susanna Loeb. "Stepping Stones: Principal Career Paths and School Outcomes." *Social Science Research* 41 (2012): 904-19. Print.
[91] Loeb, Susanna, Demetra Kalogrides, and Eileen Lai Horng. "Principal Preferences and the Unequal Distribution of Principals Across Schools." *Educational Evaluation and Policy Analysis* 32.2 (2010): 205-29. Print.
[92] "Churn: The High Cost of Principal Turnover." *Connectleadsucceed.org*. School Leaders Network, 2014. Web. Nov. 2014. <http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf>.
[93] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.
[94] Ibid.
[95] Ibid.

In New York State, while schools retain a higher percentage of teachers rated Effective or Highly Effective compared to teachers who are rated Ineffective, at 87.9% and 84.2% respectively, this difference is not substantial and signals that statewide, schools are not using effectiveness-based retention strategies. While it is disconcerting that schools in the highest poverty quartile retain fewer of the most effective teachers compared to schools in the lowest poverty quartile (83.9% and 90.3% respectively), it is promising that these schools also retain fewer teachers who are rated Ineffective in comparison (79.0% and 89.7% respectively). Schools in the highest minority quartile also retain fewer of the most effective teachers compared to schools in the lowest poverty quartile (82.2% and 90.2% respectively), but again, retain fewer teachers who are rated Ineffective in comparison (78.8% and 88.3% respectively).

Newly enacted Education Law §211-f (added by Chapter 56 of the Laws of 2015), which governs the takeover and restructuring of failing schools provides an opportunity to address the least effective educators in these systems. Once a school is designated as failing or persistently failing, for purposes of the abolition of positions, any teacher or principal who receives two or more composite ratings of Ineffective on an APPR is reasoned not to have rendered faithful and competent service.[96] Services provided by educators with the lowest rating on the most recent APPR within the tenure area of the position may be discontinued.[97] Seniority within the tenure area is only used to determine which position should be discontinued in the event of a tie.[98]

Similar to the struggles with teacher retention, many LEAs face very high rates of principal turnover. A recent study stated that only half of new principals are retained beyond their third year of leading a school.[99] Research shows on average, LEAs lose anywhere from 15 percent to 30 percent of principals each year.[100] One in five of all principals in New York State in 2012-13 were no longer leading the same school the following year. In talking with teacher and principals across New York, the Department has come to believe that one way to retain the most effective educators is to provide them with invigorating, challenging, and meaningful leadership opportunities over the course of their careers. Strategically planned talent management systems that include career ladder pathways can allow the most effective teachers and principals to directly impact more students and teachers, while at the same time, provide additional opportunities for growth, support and impact in traditionally stagnant roles. The Department will continue to provide the field with information and model retention efforts that could be used to achieve differentiated retention based on educator effectiveness.

Extending the Reach of Top Talent

Teachers are the single most important school-based factor affecting student achievement,[101] but in many places, the most effective teachers are not working with the students who need them most. While LEAs that provide all students with high quality educators can close most gaps quickly, statistics show that most LEAs provide students with high quality educators in only one of four classrooms.[102] Nationwide, on average, disadvantaged students have less access to effective teaching than other students. One study shows low-income students and minority students are disproportionately located in

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[96] Education Law §211-f(7)(b)
[97] Ibid.
[98] Ibid.
[99] "Churn: The High Cost of Principal Turnover." *Connectleadsucceed.org*. School Leaders Network, 2014. Web. Nov. 2014. <http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf>.
[100] Béteille, Tara, Demetra Kalogrides, and Susanna Loeb. "Stepping Stones: Principal Career Paths and School Outcomes." *Social Science Research* 41 (2012): 904-19. Print.
[101] Rice, Jennifer King. *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington, DC: Economic Policy Institute, 2003. Print.
[102] "Seizing Opportunity at the Top II: State Policies to Reach Every Student With Excellent Teaching."*Opportunityculture.org*. Opportunity Culture, Jan. 2014. Web. Nov. 2014. <http://opportunityculture.org/wp-content/uploads/2014/10/Seizing_Opportunity_at_the_Top_II-Public_Impact.pdf>.

the lowest-performing schools, which have half as many of the highest performing teachers and 1.5 times as many of the lowest performing teachers as high performing schools.[103] Further, research continues to show that without providing all students access to high quality teachers, those students who start below grade level rarely catch up to their peers.[104]

Education has been a traditionally "flat" profession, with few opportunities for teachers to advance professionally without leaving the classroom or principals doing something other than central office administration. A recent study of four large, geographically diverse urban school districts across the nation found that fifty to eighty percent of high performing teachers report that they would stay longer if they had expanded career opportunities that allowed them to remain in the classroom.[105] In response to this expressed desire, schools can design new collaborative teaching models that enable the most effective teachers to "extend their reach" by putting the most effective teachers in charge of more students' learning and other teachers' development, for more pay.[106] Districts across New York who have identified the need to increase equitable student access to teachers who are rated Effective or Highly Effective are extending the reach of these educators through systems and structures such as blended learning, content specialization, and multi-classroom responsibilities. For example, through the highest rung of the teacher career ladder pathway, top talent in one urban school district is extended by way of Multi-Classroom Leaders. By restructuring the teacher's role and strategic use of technology, a Multi-Classroom Teacher supports the development of students and colleagues across many classrooms through co-teaching, co-planning, and by providing feedback based on formative observations. This allows the most effective teachers' expectations, methods, and results to impact more students immediately.

The Department will continue to help LEAs analyze how they are currently staffing and using resources to meet student needs, and identify where they could redesign roles and re-align resources to more effectively meet their goals and sustain career ladder pathways as part of a comprehensive talent management strategy.

Ongoing Analysis

Although the Department believes the challenges described here are reflective of broad "root causes" for the statewide equity gaps, it is still important for each LEA to examine their unique equity issues and potential root causes. In talking with superintendents, principals, and teachers involved in STLE, the Department was able to see that equity gaps that appear similar across contexts may in fact stem from different root causes in various LEAs. This understanding is reflected in New York's proposed strategy for addressing equity gaps: using locally-developed robust career ladder pathways that are embedded in a comprehensive talent management system.

The Department will seek new information to help improve its root-cause analysis in future years. This may include the collecting, reporting, and analysis of educator attendance, tenure status, and the review of compensation models.

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[103] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

[104] "Seizing Opportunity at the Top II: State Policies to Reach Every Student With Excellent Teaching."*Opportunityculture.org*. Opportunity Culture, Jan. 2014. Web. Nov. 2014. <http://opportunityculture.org/wp-content/uploads/2014/10/Seizing_Opportunity_at_the_Top_II-Public_Impact.pdf>.

[105] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

[106] "Redesigning Schools to Extend Excellent Teachers' Reach."*Opportunityculture.org*. Opportunity Culture, Jan. 2014. Web. Nov. 2014. <http://opportunityculture.org/reach/#table>.

A recent study of New York City Department of Education teachers found that teacher absences have large negative impacts.[107] When a teacher is absent, he or she is often replaced by a temporary substitute, but the expected loss of daily productivity from employing a temporary substitute is similar to replacing a full-time regular teacher of average productivity with one at the 10th–20th percentile of productivity. Concerns about increased rates of teacher absences are seen across the State. In Rochester City Schools, nearly a quarter of the LEA's teachers were not in their classrooms on a single day, which created more vacancies than the district could fill with substitute teachers.[108] LEA officials noted a link between teacher absences and student achievement in an email to all of the LEA's teachers, stating "reducing absences must be our shared goal, if we are to improve academic achievement and provide a stable educational environment for students."[109]

Furthermore, the tenure process has an important impact on equitable access to the most effective educators. A study of tenure reform in New York City found that teachers who received probation extensions were 50% more likely to transfer across schools and 66% more likely to exit teaching compared to teachers in the same school who received the same ratings and were approved for tenure.[110] In addition, teachers who received probation extensions and transferred or exited had value-added in ELA that was 20% of a standard deviation lower than those likely to replace them.[111] This study suggests that students may benefit greatly from more rigorous tenure granting processes given that the new teachers who replace those who voluntarily exit following an extension tend to be more effective.[112] Recent legislation in New York emphasizes that districts have an unfettered right to terminate a probationary teacher or principal for any statutorily or constitutionally permissible reason, including performance in the classroom or school.[113] In addition, as mentioned earlier, under this legislation, tenure determination has become a more rigorous process aligned with educator performance.[114]

The majority of New York State salary schedules are similar to nearly all of the nation's salary schedules in that they privilege seniority over performance. Most teacher compensation models reward years of experience and educational attainment, or certification, while ignoring a teacher's impact in the classroom. In New York State, these compensation systems are the product of LEA policies and contracts collectively bargained by boards of education and teachers associations and unions. The concept of paying for performance is controversial in public education settings, but compensation matters to the highest performing teachers. In a survey of teachers in four major urban school LEAs, including New York City, the highest performing teachers were twice as likely as the lowest performing teachers to leave because of dissatisfaction with compensation, citing it as one of the top three reasons that would cause them to leave the classroom.[115] Only between 11% and 44% of the highest performing teachers in these LEAs, which do not have performance-based compensation systems, were satisfied with their current level of pay compared to 70% of such teachers in Washington D.C. public schools,

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[107] Herrmann, Mariesa, and Jonah Rockoff. "Worker Absence and Productivity: Evidence from Teaching." *The National Bureau of Economic Research* Working Paper 16524 (2010). *Www.nber.org*. Web. Nov. 2014. <http://www.nber.org/papers/w16524>.

[108] "RCSD Alarmed at Teacher Absences." *Rochesterhomepage.net*. 20 May 2013. Web. Nov. 2014. <http://www.rochesterhomepage.net/story/rcsd-alarmed-at-teacher-absences/d/story/i8IKqGZSfUOxjM8onqZbSw>.

[109] Ibid.

[110] Loeb, Susanna, Luke C. Miller, and Wyckoff James. "Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City."*Cepa.stanford.edu*. Stanford's Center for Education Policy Analysis, May 2014. Web. Nov. 2014. <http://cepa.stanford.edu/sites/default/files/NYCTenure brief FINAL.pdf>.

[111] Ibid.

[112] Ibid.

[113] Education Law §3012-c(1) as amended by Chapter 56 of the Laws of 2015; Education Law §3012-d(9), as added by Chapter 56 of the Laws of 2015

[114] See, e.g., Education Law §§2509, 2573 as amended by Chapter 56 of the Laws of 2015.

[115] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP.org*. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

which did implement a performance-based compensation system.[116] Through the STLE grant, more than a third of New York State LEAs developed plans to recognize teachers and principals taking on additional responsibilities. Nearly 65% of STLE grantees are using financial stipends to reward educators for taking on these additional roles and responsibilities, and more than 25% of the LEAs included differentiated incentives for work associated within hard-to-staff subject areas and buildings. These efforts indicate that LEAs are increasingly moving away from a "one size fits all" approach to compensation. Analyses such as these may reveal different or more nuanced root causes of equity gaps, thereby enabling the Department to refine its original root-cause theory and the strategies designed to address the root causes.

Given the diversity of the State, the Department is striving to assist LEAs in developing talent management strategies that help solve the unique challenges they face in preparing, recruiting, developing, retaining, and extending the impact of their most talented educators. Several key strategies are currently being implemented, or have been targeted, and are outlined in the following section.

[116] "Keeping Irreplaceables in DC Public Schools: Lessons in Smart Teacher Retention."*TNTP.org*. TNTP, 8 Nov. 2012. Web. Nov. 2014. <http://tntp.org/publications/view/keeping-irreplaceables-in-d.c.-public-schools-smart-teacher-retention>.

Strategies for Achieving Objectives

After completing a data analysis and examining preliminary root causes, attention is drawn to identifying and implementing strategies to address the gaps and ensure increased equity. The Department will address equality of opportunity by ensuring schools have the information and support they need to guarantee equitable access for all students. Family income, race, and other student demographics should not predict the likelihood of a student having access to the most effective teachers and principals. Teachers' effectiveness varies greatly and has profound effects on student progress. Students placed with teachers rated Ineffective for two or more consecutive school years show noticeably slowed academic growth.[117] The Department therefore aims to ensure that students from low-income families, low achieving students, minority students, students with disabilities and students who are English language learners are placed in classrooms and schools led by the State's most effective teachers and principals and are not disproportionately taught by teachers who have been rated Ineffective, first-year teachers, or teachers who are not highly qualified, nor disproportionately attending schools led by principals who have been rated Ineffective.

The Department firmly believes that investment in talent management is *the* critical component in closing the achievement gap and helping all New York's students to become college and career ready. The Department believes that teacher quality has the greatest impact on student achievement of any school-related factor[118] and that increasing teacher quality is key in closing the achievement gaps.[119] Furthermore, the Department believes that effective school leadership is vital to effective instruction, as strong principals are able to develop and retain the highest performing teachers.[120] To this end, the Department's theory of action for improving the quality of, and equitable access to, educators considers the roles of both the Department and LEAs. Teachers and principals who consistently demonstrate effectiveness must be identified using a variety of measures that may include both traditional characteristics such as experience and credentials, as well as measures of practice and impact on student learning. With this information in hand, the focus becomes ensuring that all students have equitable access to the highest performing educators.

Specifically, the Department believes that by providing parameters around an evaluation system that uses student growth as one of multiple factors that differentiates effectiveness of teachers and principals, and by providing tools and resources to support LEAs in the implementation of the statewide system based on their local context, that LEAs will have the necessary information to make strategic staffing decisions based on student academic needs.

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[117] Rivers, J. C. and Sanders, W. L. "Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications." < http://media.hoover.org/sites/default/files/documents/0817929320_13.pdf>

[118] Aaronson, Daniel, Lisa Barrow, and William Sander. "Teachers and Student Achievement in the Chicago Public High Schools." *Journal of Labor Economics* 25.1 (2007): 95-135. Print.; Kane, Thomas, Jonah Rockoff, and Douglas Staiger. "What Does Certification Tell Us about Teacher Effectiveness? Evidence from New York City." *NBER* Working Paper No. W12155 (2006). Print; Rockoff, Jonah. "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review* 94.2 (2004): 247-52. Print.; Rivkin, Steven G., Eric A. Hanushek, and John F. Kain. "Teachers, Schools, and Academic Achievement." *Econometrica* 73.2 (2005): 417-58. Print.

[119] Rockoff, Jonah. "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review* 94.2 (2004): 247-52. Print

[120] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools."TNTP.org. TNTP, Jan. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.

New York State's Plan to Ensure Equitable Access to the Most Effective Educators

Objective 1: Close the achievement gap among New York State students

Objective 2: Provide every student equitable access to the most effective educators, especially those students from low-income families and/or minority students

Strategy: Utilize evaluation results, combining observable teacher and principal practice with the impact on student growth, to design and implement comprehensive systems to address student and talent management needs.

> **Key Component 1 (Educator Preparation):** The Department will continue to support and monitor improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.
>
> **Key Component 2 (Educator Evaluation):** With the foundation laid by Education Law §3012-c and §3012-d , the Department will continue to provide support and monitoring to LEAs as they implement teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and inform employment decisions.
>
> **Key Component 3 (The TLE Continuum):** The Department will provide resources and support to LEAs utilizing evaluation results in the design and implementation of robust career ladder pathways as part of their comprehensive and strategic use of the TLE continuum.

Foundation

Under Race to the Top, New York State created the $83 million STLE competitive grant program.[121] This grant opportunity was designed to encourage and support qualifying LEAs to use their evaluation systems to develop, implement, or enhance a comprehensive systems approach to the recruitment, development, retention, and equitable access to the most effective educators. The STLE grant impacts approximately one-third of New York State, including 221 LEAs, over half a million students and approximately 42,000 teachers and 1,000 principals. The promising talent management practices and lessons learned through the STLE grant form the foundation of strategies found in New York's plan to ensure equitable access to the most effective educators. Each of the four STLE award rounds helped to refine the vision for how LEAs utilize evaluation results in the design and implementation of comprehensive systems of educator effectiveness and develop programs that focus on various elements of a strategically planned TLE continuum, including preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, performance management and career ladders.

Extensive site visits, regular reporting, and status update calls have allowed the Department to better understand the ways in which STLE grantees have designed career ladder pathways that provide career advancement opportunities and support efforts across multiple elements of the TLE Continuum while

[121] Approximately 70% of New York State public school LEAs and public charter schools were eligible for at least one round of STLE. There were a total of four rounds of the grant: https://www.engageny.org/resource/improving-practice

recognizing and rewarding excellence. This work has been noted favorably in interviews, focus group discussions, and written reflections by educators serving in such roles through STLE. Career ladder pathways can make the entire profession more attractive to prospective and experienced educators by providing clear expectations for career advancement opportunities that recognize and reward excellence and provide personalized, job-embedded professional development to enable enhanced success.[122] Teacher and principal leadership in career ladder pathways, connected with the evaluation system and analysis of student learning, has the power and potential to address the inequities and to close the achievement gaps across the State.

Common Struggles in Talent Management

While the Department expects many LEAs to establish comprehensive systems that specifically address the previously described common areas of struggle-preparation, recruitment, development, retention, and equitable access- it is imperative that unique student achievement and talent management needs are also taken into consideration when designing and implementing comprehensive systems to address inequities.

Needs/Gap Analysis

Before LEAs can address the problem of inequitable access, they must conduct a needs/gap analysis to examine where and why inequitable access occurs. It is the Department's expectation that LEAs will immediately begin this work with an evidence-based analysis of the existing conditions regarding student achievement, educator effectiveness, and talent management.

Needs/Gap Analysis

1. Examine student achievement and growth metrics
2. Examine educator effectiveness metrics
3. Examine equitable access metrics
4. Determine talent management needs

To facilitate this analysis, the Department will aim to create LEA-specific equity reports during the 2015-16 school year. These reports may include such metrics as the rates at which students from low-income families and minority students are placed with teachers and principals of different evaluating ratings, the retention of the least effective teachers compared to that of the most effective teachers, or tenure status of teachers with different evaluation ratings. The Department intends to identify LEAs and buildings where the highest need students are disproportionately assigned to less effective teachers and principals. The Department will also spotlight those LEAs making great gains in reducing inequities or those whom have achieved equitable access.

To help Institutes of Higher Education (IHEs) and LEAs better determine the effectiveness of educator preparation programs, the Department will continue to collect, analyze, and publicly report New York State Higher Education Certification Data annually. New York will also continue to build out the teacher and principal preparation program profiles that include demographics, certification exam performance, placement, and employment rates for teacher and principal graduates.

The Department recognizes the importance of analyzing the effectiveness of professional development and is committed to enhancing this work at both the State and local levels. Districts and BOCES will

[122] Myung, J., K. Martinez, and L. Nordstrum. "A Human Capital Framework for a Stronger Teacher Workforce.". Carnegiefoundation.org. Carnegie Foundation, Aug. 2013. Web. Nov. 2014. <http://commons.carnegiefoundation.org/wp-content/uploads/2013/08/Human_Capital_whitepaper.pdf>.

continue to be required to adopt annual professional development plans that improve the quality of teaching and learning by ensuring that educators participate in substantial professional development that can be quantified for classroom implementation and analysis.

In order to strengthen educator effectiveness and equitable access, LEAs should develop comprehensive strategies and talent management processes that utilize educator evaluation data to inform decision-making about educator practice and student learning.[123] LEAs must leverage the strength of the evaluation system, both its design and the results, not as an end in itself, but as a means to continuously improve in order to address unique talent management needs through a comprehensive systemic approach.

New York State's Talent Management Framework (The Teacher and Leader Effectiveness Continuum)

To increase the quality, quantity, and diversity of their teacher and principal workforce, the Department encourages LEAs to adopt and make comprehensive and systematic use of New York State's talent management framework – the TLE Continuum. Please see the Theory of Action section of this plan for a graphic representation of the TLE Continuum.

LEAs are able to better address student achievement outcomes through comprehensive use of the TLE components as a whole, rather than viewing each as an individual initiative. LEAs and local unions are expected to collaborate to develop strategically planned systems that address student and talent management needs through preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional growth opportunities, performance management and career ladder pathways for teachers and principals.

[123] Heneman, Herbert G., and Anthony T. Milanowski. "Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement." *Smhc-cpre.org*. Consortium for Policy Research in Education, Nov. 2007. Web. Nov. 2014. <http://www.smhc-cpre.org/wp-content/uploads/2009/03/carnegie-monograph_final.pdf>

The Work in Action: Implementation of the TLE Continuum

The following are promising practices that were noted through various rounds of the Strengthening Teacher and Leader Effectiveness (STLE) grant:

Preparation: LEAs have formalized partnerships with institutes of higher education to provide work-based learning experiences for pre-service teachers in efforts to increase the quality of potential candidates. These opportunities ensure potential candidates gain the knowledge and skills necessary to address the LEA's unique student needs.

Recruitment and Placement: Transfer incentives are being offered to educators within a LEA in exchange for a specified time commitment to teach or lead within the most high-needs schools. Educators outside of LEAs are receiving recruitment incentives for work in shortage areas, turnaround initiatives, and in efforts to diversify the work force.

Induction and Mentoring: The most effective teacher and principals are providing individualized support to new and early career educators through formalized induction and mentoring programs that are tailored to the individual's needs and aligned with the LEA's vision for teaching and learning.

Evaluation: Ongoing training is being provided around the implementation of APPR components such as meaningful target-setting within Student Learning Objectives and calibration training on the approved teacher and principal practice rubrics.

Professional Development/Growth: Team learning walks and peer evaluations are being used to identify trends and patterns in instructional practice and student engagement in order to inform targeted feedback and professional growth opportunities provided by teacher and principal leaders.

Performance Management: LEAs are using teacher and principal evaluation results in staffing decisions, such as for the identification of top talent to serve in teacher and principal leadership roles as well as to inform decisions regarding the granting of tenure or removal. In addition, LEAs are analyzing the distribution of their talent to better ensure equitable access to the most effective educators.

Career Ladder Pathways: LEAs have coordinated approaches to provide new and sustained leadership opportunities with additional compensation, recognition, and job-embedded professional development for teachers and administrators in order to advance the most effective teaching and learning.

Since LEA student and talent management needs vary widely across the State, the Department supports LEA flexibility to tailor the work around the TLE Continuum to best meet their needs in accordance with guidance and frameworks provided. To guide LEAs in the development and monitoring of their efforts, the Department has developed indicators for assessing the status of talent management systems (Please see Appendix A for the Indicators for Talent Management Systems.). LEAs can use the metrics provided within Appendix A to establish the current state of each component of the TLE Continuum, as well as measure progress and summative evaluation of their efforts. In addition to using the specific

indicators, LEAs can use the guiding questions associated with each component to more holistically reflect upon their TLE Continuum.

Career Ladder Pathways

Currently, comprehensive teacher and principal effectiveness initiatives are in various stages of development across the country.[124] New York intends to pave the way by providing a career ladder framework, technical support, and resources for all LEAs across the State so that they can design and implement their own career ladder pathways for teachers and principals using educator effectiveness data as the basis for career ladder opportunities.

In the summer of 2015, the Department will put forth guidance around a framework for the statewide expansion of career ladder pathways. The Department engaged numerous stakeholder and advisory groups, at the national, state, regional, and local levels, in dialogue regarding statewide aspirations for teacher leadership in career ladder pathways throughout the 2014-15 school year. Through in-person meetings, site visits, surveys, and focus groups the Department was able to gather feedback from teachers, school leaders, boards of education, community partners, parents, students, Institutes of Higher Education (IHEs), among others.

As described earlier, the STLE Advisory Board, comprised of 13 superintendents from LEAs that represent the geographic and demographic diversity of New York State, serving a total of 87,709 students and 7,362 teachers were asked to provide feedback and input on draft materials to inform the state's direction, and potentially serve as model LEAs for New York State educators. In spring 2015, Hope Street Group and America Achieves, as independent, non-profit organizations, led separate collections of educator perceptions, through surveys and focus groups. Furthermore, as outlined in the chart below, the Department has engaged state-based and national organizations in dialogue regarding promising practices in career ladder pathways implementation as well as examined other state and district models.

The charts below provide an overview of the feedback and perspectives that contributed to the New York State Career Ladder Pathways framework.

Primary Stakeholder Engagement:		
221 **STLE Grantees** serving half a million students, ~42,000 teachers, and ~1,000 principals through site visits and quarterly and annual reports	13 **STLE Advisory Board Members**, which serve 87,709 students and 7,362 teachers, through in-person meetings and surveys	800+ **New York State Educators** through non-profit organizations, Hope Street Group and America Achieves, via surveys and focus groups

[124] Center for Great Teachers and Leaders at the American Institutes for Research: Practical Guide to Designing Comprehensive Teacher Evaluation Systems. February 2014. <http://www.gtlcenter.org/sites/default/files/docs/practicalGuideEvalSystems.pdf>

Additional Feedback and Perspectives:		
New York State Organizations	**National Organizations**	**Other State and District Models**
• Professional Standards & Practices Board (PSPB) Subcommittee • BOCES District Superintendents • Commissioner's Advisory Council (CAC) Commissioner's Teacher Advisory Council (TAC) • School Administrators Association of New York State (SAANYS) • Staff and Curriculum Development Network (SCDN)	• TNTP • Leading Educators • EducationCounsel • Reform Support Network (RSN)	• District of Columbia Public Schools • Charlotte-Mecklenburg Public Schools • Boston Public Schools • New Haven Public Schools • Denver Public Schools • The Tennessee Department of Education

Collectively, these diverse stakeholder perspectives contributed to the development of the framework for New York State Career Ladder Pathways. Feedback from the field expresses the desire for flexibility and innovative license. The Department will provide the tools and resources necessary for LEAs to tailor career ladder pathways to meet their individual student and educators' needs, and ensure equitable access to the most effective educators.

Much of the Department's thinking and understanding of current career ladder pathways models has been informed through the work of STLE grantees as they have put these theories into practice. Across New York, the roles and responsibilities of teacher and principal leaders are diverse. Career ladder pathways harness the power and potential of educators to transform teaching and learning by providing career advancement opportunities for the most effective teachers and principals. Through the use of the New York State Teaching Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards, LEAs are setting clear expectations for standards of teacher and principal leadership practice and insisting on the centrality of student learning growth as everyone's priority. Those taking on teacher and principal leadership roles within career ladder pathways are supporting student success in all aspects of 21st century knowledge, skills, and dispositions. Educator leaders leverage their expertise to address the needs of students and their colleagues, and typically assume a number of diverse roles and responsibilities:

Diverse Roles and Responsibilities of Teacher and Principal Leaders

1. Model
2. Mentor
3. Coach
4. Observe
5. Exchange information
6. Support their colleagues

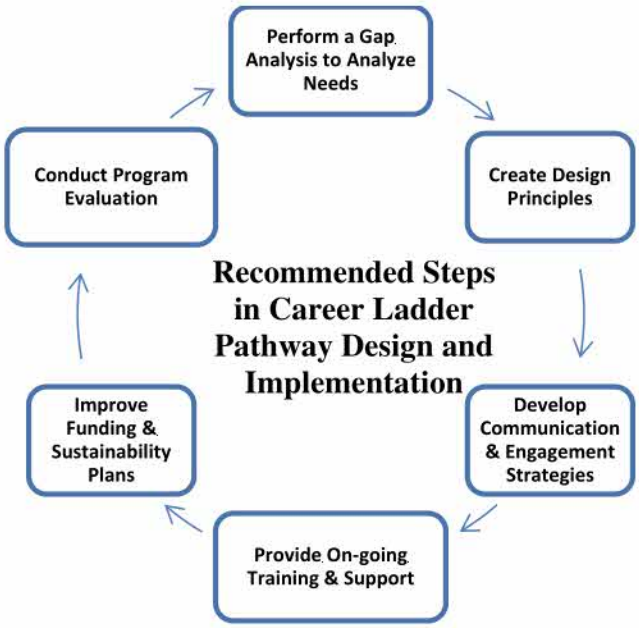
Career ladder pathways should be both diverse and adaptable, relying specifically on providing advancement for those educators rated most effective while allowing for district decision-making around specific roles. The Department is providing the field with the flexibility to design and implement roles and responsibilities that are responsive to their needs and that support high quality education experiences designed to improve student outcomes.

The most effective strategies will focus on the underlying problems that have led to inequitable access to the most effective educators. LEAs should be developing strategies that directly address identified gaps (i.e., strategies that focus on the symptoms in addition to those that focus on the underlying problems). In developing strategies to address the root causes, the LEA should consider all aspects of an educator's career pathway- from preparation, recruitment, and induction, through ongoing support and development, compensation, evaluation, and advancement, to exit or retirement- to ensure that success in one area is not undermined by a lack of focus in another area.

For example, if an LEA identifies gaps in teacher attendance rates, it might conclude that the underlying cause of the problem is a lack of a strong, collaborative culture amongst teachers in the schools. In this case, the LEA might work to ensure that their schools implement strategies aimed at this root cause, such as strategies to provide common planning time, peer coaching, and shared decision-making opportunities, in addition to strategies focused more directly on teacher attendance. If the LEA determines, instead, that the root cause of the teacher attendance problem is substandard leadership in, the LEA might work to undertake a different set of strategies that are designed to improve the recruitment, development, and retention of the most effective principals. For instance, STLE districts such as Greece Central Schools are investing in recruitment and retention strategies by focusing on efforts that have been identified as having a proven impact on student and staff performance such as the activation of teacher leadership and career ladder pathways within buildings, the use of innovation to support school improvement, and the recruitment of the most effective turnaround principals.

As a second example, many LEAs involved in STLE have identified inequities in access to educators rated Effective or Highly Effective. Through the analysis of evidence gathered through the evaluation system and detailed analysis of student learning, some districts determined that this stemmed from teachers' lack of knowledge and skills necessary to engage a diverse set of students and support emergent student learning needs. Some STLE districts have implemented strategies to address gaps in teacher and principal capacity by providing intense and personalized professional development, offering job-embedded coaching, and relying on the most effective teachers and principals to serve as mentors. Some of our LEAs have instead determined that the root cause of the effectiveness gap is an inadequate supply of candidates from which to hire. LEAs, such as the Ossining Union Free School District are addressing this challenge though established partnerships with local IHEs to provide extended clinically-rich opportunities within the district for pre-service candidates that focus on developing the skills necessary to support the district's diverse student population. Pre-service candidates are placed in classrooms with the most effective educators to enhance the quality of the supports they receive during their training; this model further supports and extends the career ladder pathways in Ossining while ensuring the district has an adequate supply of top talent to hire from each year. Other LEAs are working to restructure classroom and building assignments to extend the reach, and increase the number of students directly taught, by the most effective educators.

Through STLE, the Department has seen that purposefully designed career ladder pathways, as one key element of the TLE continuum, can help to address common talent management challenges that serve as barriers to student achievement and equal education opportunities. Though there is no single model that will meet the needs of all LEAs, there are a set of recommended steps each LEA should take to design and implement robust career ladder pathways:



1. Perform a Gap Analysis to Analyze Needs: In addition to serving as a lever for the retention of top talent, career pathways and educator leadership roles can also help solve other LEA talent management challenges such as the leveraging of top talent, providing equitable access to this talent for all students, and creating a depth of leadership. This point is critical because it demands that LEAs identify their student achievement and talent management needs by performing a gap analysis in order to eventually design and implement a model that will result in meaningful change.

2. Create Design Principles: LEAs can develop systems that support their vision for teacher and principal leadership by establishing design principles in alignment with their contextualized objectives. This highlights the need for LEAs to be intentional about the design of career ladder pathways to address the needs identified in their gap analysis. LEAs should think about the roles and responsibilities of educator leaders, the structure of career ladder pathways, as well as how their career ladder pathway will fit into the LEAs overarching vision or strategic plan.

3. Develop Communication and Engagement Strategies: LEAs must build strong buy-in and support for this work by regularly engaging key groups that are critical to its success. Teachers, central office staff, principals, and local associations as well as parents, community members, and students should be authentically engaged in the work as partners. These relationships should be maintained through effective communication beyond initial design and implementation phases.

4. Provide On-going Training and Support: The type of training and support teacher and principal leaders, as well as their managers, will receive should be considered. LEAs should determine this type of support based on their local context, internal capacity, and available funding to effectively implement robust, meaningful leadership roles.

5. Improve Funding and Sustainability Plans: Creating financially sustainable programs can be challenging, so it is important for an LEA to consider all of the factors associated with their development. In addition to any common costs associated with career ladder pathways, such as compensation for teacher and principal leaders, release time coverage, and professional development, there are also other ways to think about sustainability, including how to maintain stakeholder buy-in over time and how to create innovative school scheduling that allows for extended and embedded teacher collaboration for the purposes of professional development, data analysis, and critical reflection.

6. Conduct Program Evaluation: Program evaluation should be a primary focus when establishing career ladder pathway programs. Measureable implementation goals and outcomes can help LEAs determine their effectiveness and prioritize improvements. Ultimately, program evaluation data should be part of a plan to ensure that LEAs use their student achievement, teacher and principal evaluation data, and equitable access metrics to continue refining the leadership roles and improve supports for purposeful and impactful implementation.

Career Ladder Pathway Models in Action Through STLE

Preparation: Approximately 31% of Strengthening Teacher and Leader Effectiveness (STLE) grantees have partnered with Institutes of Higher Education to ensure teacher and principal candidates have the necessary knowledge and skills to meet diverse student needs.

- For example, one school district has partnered with a local educator preparation program to tailor certificate of advanced study coursework to reflect the district's context and student needs. Courses are offered on the district campus, principal leaders from the district serve as instructors in particular courses, exit criteria includes measureable impact on student learning outcomes, and participants are offered one year of tuition reimbursement upon completion of the program.

Recruitment: About 16% of STLE grantees offer targeted transfer incentives for educators within the district willing to shift assignments to high-need buildings or subject areas.

- For example, one school district offers a $5,000 transfer incentive for the most effective teachers to teach for a minimum commitment of 3 years within one of their "high-needs schools". The LEA has defined "high-need schools" as a school where less than half of students are meeting grade level standards in key subjects and where students in sub-populations, including minority, special education, and economically disadvantaged students, are at high risk of school failure and dropout.

Additionally, about 10% of STLE LEAs offer recruitment incentives in efforts to attract top talent from outside of the organization.

- One district offers a $5,000 recruitment incentive for the most effective teachers to work in shortage areas, which include English as a Second Language, High School Math, or STEM courses. This LEA is also working to increase the diversity of the educator work force and offers this same $5,000 recruitment incentive to Hispanic or Black teachers.
- A second district offered an incentivized salary of $140,000 in comparison to the typical principal salary of $125,000 in the district for a turnaround initiative principal with a proven track record of increasing student performance.

Development: More than 72% of grantees are targeting professional development based on educators' evaluation ratings.

- One district has developed a framework based on evaluations for identifying academic coaches and teacher mentors. A formative peer observation model that includes instructional focus walks allows this district to provide timely feedback and extensive embedded professional development geared towards implementation of college and career readiness standards to teachers, by teachers. This has created a culture where teachers work to solve problems collaboratively—seeing challenges as growth opportunities.

Career Ladder Pathway Models in Action Through STLE (Continued)

Retention: 100% of STLE grantees are focusing on the retention of their most effective educators through the diverse implementation of career ladder pathways based on their local context.

- Although one LEA had elements of career ladders in place for many years, formalization of them began with the STLE 1 grant and continued through STLE 2 and STLE-D. Analysis showed that the LEA was losing effective, experienced teachers and principals to other LEAs that offered advancement opportunities. Career ladder positions, such as Teacher Leaders and Principal Leaders focused on accelerating student growth and closing achievement gaps, has enabled this LEA to provide nearly 30 educators with meaningful career advancement opportunities that are positively impacting teaching and learning across the LEA, while simultaneously addressing retention challenges once faced. As a result, the district has seen 100% retention of its educators in career ladder positions.

Ensure Equitable Access: 25% of our grantees have targeted incentives for working with high needs subgroups.

- A large urban city LEA identified the need to increase equitable student access to teachers who are rated Highly Effective or Effective. Through the highest rung of the teacher career ladder pathway, top talent is extended as Multi-Classroom Leaders. By restructuring the teacher's role, and strategic use of technology, the Multi-Classroom Teachers are supporting the development of students and colleagues across many classrooms. Multi-Classroom Teachers co-teach, co-plan, conduct formative observation and offer feedback to other teachers, which allows these high-performing teachers to, impact more students immediately, yielding high academic results.

Career Ladder Pathway Profiles

The Department has developed career ladder pathway profiles that can be used to inform design and implementation of career ladder pathways across the State (*Please see Appendix B: New York State Career Ladder Pathway Local Education Agency Profiles).* These profiles include adaptable models representing the geographic, socioeconomic, and demographic diversity of all regions of the State. The STLE Advisory Panel helped to inform the different, innovative teacher leader career pathway models aligned to specific strategic plans and reflecting the educator professional learning needs most closely tied to increasing student achievement and growth. The models vary in their design, number of roles, and costs but share a foundational belief in harnessing the power and potential of educators to transform teaching and learning by providing career advancement opportunities for the most effective teachers and principals.

The selected profiles demonstrate how LEAs developed strategies to address the root causes of student achievement and educator talent gaps by considering multiple aspects of an educator's career pathway- from preparation, recruitment, and induction, through ongoing support and development, compensation, evaluation, and advancement, to exit or retirement- to ensure that success in one area is not undermined by a lack of focus in another area. These profiles can be used by LEAs just starting out in this work, as well as those who are reflecting upon their current career ladder pathways.

Student achievement concerns being addressed by example profile districts include: increasing support for English language learners, students with disabilities, and economically disadvantaged students, and increasing achievement and graduation rates at schools with the highest need. Talent management concerns being addressed by example profile districts include: the recruitment and retention of top talent, the ongoing development of varied professional skill and expertise, and increasing students' access to the most effective educators. The example profiles provide information regarding LEAs' design principles, strategies for capacity building, implementation time lines, processes for reflection and continuous improvement, communication strategies, promising practices, sustainability, impact of initiatives, and examples of how a teacher or principal leader may configure his or her day for maximum reach and impact.

Please also see the Ongoing Monitoring and Support section of this plan for additional concrete tools and resources available to LEAs as part of the Department's technical assistance and monitoring efforts.

Supportive Policy Levers and Resources

Examining the supportive policy levers and resources is an important part of determining how to best ensure that LEAs across the State are able to increase equitable access. Fundamental policies and regulations are in place in New York State that support effectiveness-based talent management decision-making and build on the Department's tradition of bold education reforms.

The Evaluation System

Legislation was enacted on April 1, 2015 that establishes a revised statewide framework for the annual evaluations of teachers and principals.[125] The new evaluation systems will be administered by the Department in accordance with regulations that must be issued by the Department by June 30, 2015.[126] All collective bargaining agreements entered into after April 1, 2015 must conform to §3012-d, and increases in state aid are tied to Commissioner approval of APPR plans aligned to Education Law §3012-d.[127]

Maintaining a dedication to using multiple measures to determine educator effectiveness, the new evaluation system will be comprised of two categories which will be combined through a matrix to determine the educators' composite rating: student performance and observations.[128] For more information on the new evaluation system, please see the Department's May 2015 presentation to the Board of Regents: http://www.regents.nysed.gov/meetings/2015Meetings/May/APPR.pdf . The Board of Regents must approve Regulations based on these recommendations by its June 2015 meeting.

Evaluations are critical because they are a powerful predictor of what will happen to student learning. By using the results of the evaluation system, districts are able to track fairness and equitable access to students and to protect students from being disproportionately assigned to the classrooms of teachers rated Ineffective or Developing. By looking at multiple measures related to teacher and principal effectiveness, districts are able to use more comprehensive information related to talent management decisions such as preparation, recruitment, selective retention, and continuous professional development and learning.

[125] New York State Education Law §3012-d
[126] Ibid.
[127] Ibid.
[128] Ibid.

Removal of Poorly Performing Teachers

Recent legislation provides LEAs the support needed to maintain high expectations for their workforce so that all students will have access to the most effective educators. As described earlier, districts are now prohibited from assigning a student to a teacher rated Ineffective for two consecutive school years.[129] Additionally, a new streamlined disciplinary hearing process has been developed for educators who receive two or more consecutive Ineffective ratings on their evaluations.[130] Districts are authorized to bring charges of incompetence for educators with 2 consecutive Ineffective ratings and are required to bring charges of incompetence for educators with 3 consecutive Ineffective ratings[131], ensuring that the effectiveness of the workforce is continually improving. The past burdens of time and money on LEAs have been reduced, as hearings for educators charged for incompetence would be heard by a single hearing officer (as opposed to a panel) and must be completed within 30 days for cases involving an educator with three Ineffective ratings or within 90 days for cases involving an educator with two Ineffective ratings.[132] The statute provides LEAs with additional support for taking action to improve the workforce, as two or more consecutive ratings of Ineffective would constitute prima facie evidence of incompetence that can only be overcome by clear and convincing evidence that the educator is not incompetent and, if not overcome, such findings are just cause for removal.[133]

As mentioned, Education Law §3012-d requires that APPRs shall be a significant factor in employment decisions, including retention. However, State law also requires that where a board of education abolishes a position, the services of the teacher having the least seniority in the system within the tenure of that position abolished may be discontinued (often called "Last In, First Out", or "LIFO").[134] However, seniority has little or no correlation to teacher effectiveness or impact on student achievement. The "LIFO" rule is intended to be an efficient means of effecting layoffs in the event of a budget cut, but can lead to an effectiveness-blind retention strategy because the result is that the least-experienced teachers are let go, not the least-effective teachers. A retention strategy such as LIFO may hinder LEAs' ability to retain effective educators, a critical factor in ensuring equitable access to effective educators for all students. LIFO may be particularly problematic because the policy disproportionately negatively impacts schools with a high-minority or high-poverty student population since those schools tend to have a higher rate of less experienced teachers.[135] Furthermore, LIFO can be largely ineffective economically. Research indicates that additional years of experience past the initial year or two does not translate into significantly higher instructional effectiveness,[136] but in most LEAs, the least experienced teachers are the least paid. To make budgetary targets, a LEA would have to dismiss a higher number of less-experienced teachers who are only slightly below average in effectiveness, rather than a fewer number of more experienced teachers who are the least effective. In contrast, an effectiveness-based retention strategy as described earlier in relation to the removal of ineffective educators from failing or persistently failing schools[137], can lead to improvements in average teacher quality[138] and have powerful, lasting effects on students.[139]

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[129] Ibid.
[130] New York State Education Law §3020-b
[131] Ibid.
[132] Ibid.
[133] Ibid.
[134] Education Law §§2510(2), 3012(2)
[135] Peske, Heather, and Kati Haycock. "Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality." *Edtrust.org*. The Education Trust, Jun. 2006. Web. Nov. 2014.
[136] Hanushek, Eric A., and Steven G. Rivkin. "The Distribution of Teacher Quality and Implications for Policy." *Annual Review of Economics*.2012.4: 131-57. Print.
[137] Education Law §211-f

Probationary Periods

In recent years, several states such as New Jersey, Michigan, and Tennessee have made changes to their tenure laws to extend the length of a teacher's probationary period in an effort to provide districts with additional time to evaluate a teacher's performance before tenure is acquired and to provide critical supports to teachers in their first years in the classroom. The legislation enacted in April 2015, extended New York State tenure appointments for all educators from 3 years to 4 years.[140] As discussed earlier, this change in legislation gives boards of education additional time to evaluate educator performance and use such evidence as the primary criterion for tenure decisions. The enacted budget clarifies that districts retain the unfettered right to terminate a probationary teacher or principal during the probationary period for any permissible reason, including, until a tenure decision is made, the performance of the teacher or principal. [141] In addition, probationary periods start over for teachers who transfer to another district or BOCES.[142] Teachers who have previously been granted tenure may be appointed for a three year probationary period, provided they received an APPR rating for the final year of service in the previous district or BOCES.[143] This stipulation potentially incentivizes educators to remain in their positions, leading to increased retention rates of educators with a track record of effective performance.

Professional Development

Each school district and Board of Cooperative Educational Services (BOCES) in New York State must annually adopt a professional development plan to improve the quality of teaching and learning and ensure that teachers participate in substantial professional development.[144] The purpose of such a plan is to ensure the continued growth of educators and to increase the effectiveness of the workforce.[145] A multi-year plan can be adopted as long as it is reviewed on an annual basis and revisions are made as necessary to increase the effectiveness of the plan.[146]

According to regulation, and in keeping with the promising practice seen through successful program implementation through the STLE grant, professional development plans must include a needs analysis as well as clear goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES.[147] The professional development plan must include a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to ensure that they have the skills and knowledge necessary to meet the needs of students with disabilities, helping to increase the level of access of these students to the most effective educators.[148] In addition, plans must include a mentoring program to provide support for new teachers in the classroom teaching service.[149] This type of program can ease the transition from teacher preparation to practice, thereby increasing teacher retention, and can help to increase the skills of new teachers in order to improve student achievement.

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[138] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools."TNTP.org. TNTP, Jan. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.
[139] Chetty, R., J.N. Friedman, and J.E. Rockoff. "The Long-term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood." *National Bureau of Economic Research* Working Paper 17699 (2011). Print.
[140] New York State Education Law §2509
[141] Education Law §3012-c(1) as amended by Chapter 56 of the Laws of 2015; Education Law §3012-d(9), as added by Chapter 56 of the Laws of 2015.
[142] Ibid.
[143] Ibid.
[144] 8 NYCRR §100.2(dd)
[145] Ibid.
[146] Ibid.
[147] Ibid.
[148] Ibid.
[149] Ibid.

The shared leadership promoted through the STLE grant is grounded in the regulatory requirement that an LEA's (or BOCES) professional development plan be developed through collaboration with a professional development team.[150] A majority of the team must be teachers and the team must include the superintendent; school administrators designated by the administrators' collective bargaining organization; teachers designated by the teachers' collective bargaining organization; at least one parent designated by the established parent groups in the district; and one or more curriculum specialists designated by the district or teachers' collective bargaining organization or both.[151] In addition, the team must include at least one representative of a higher education institution.[152] The team may include other individuals, such as representatives of professional development organizations or the community at large.[153] This broad stakeholder participation can help to increase the likelihood that educator needs' are appropriately considered and that all possible resources are utilized to strengthen the educator workforce in an effort to increase equitable access to the most effective teachers and principals.

Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, is required to certify to the Commissioner that the requirements of the professional development plan for the succeeding school year have been met; and that the school district or BOCES has complied with the professional development plan applicable to the current school year.[154] The Commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.[155]

In April 2015 the legislature enhanced registration and continuing education requirements. Educators are required to re-register with the Department every 5 years[156] and satisfy 100 hours of continuing education requirements.[157] The statute requires the Department to establish rigorous standards for courses, programs, and activities and to approve sponsors of continuing education.[158] This is a leveraged opportunity for the State and LEAs to strategically plan for professional development that has the potential for maximum impact on teaching and learning. Furthermore, certificate holders that do not satisfy the continuing education requirements will not be allowed to practice until they have met such requirements and have been issued a registration certificate,[159] which allows district to hold educators accountable for their continued professional growth.

Teacher Training and Certification Process

New York State used Race to the Top funds to pilot clinically rich teacher preparation programs that are deeply embedded in classroom practice with extended teaching residencies/internships in schools rather than brief student teaching commitments. These preparation programs partnered with high-need schools to provide clinically rich experiences in return for the candidate's commitment to serve in a high-need school where there is a shortage of well-prepared teachers. These programs are geared toward increasing the supply of teachers who are rated Highly Effective in high-need subjects such as science, mathematics, special education, or teachers of students for whom English is a second language. Employment data from the first and second cohorts of graduates indicate that 84 percent have teaching jobs in high-need schools across the State, including New York City, immediately following graduation.

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[150] 8 NYCRR §100.2(dd)(3)
[151] Ibid.
[152] Ibid.
[153] Ibid.
[154] 8 NYCRR §100.2(dd)(4)(i)(a)
[155] 8 NYCRR §100.2(dd)(4)(i)(b)
[156] Education Law §3006(3)
[157] Education Law §3006-a
[158] Ibid.
[159] Ibid.

Although it is too soon to report retention rates of novice teachers as a result of these programs, there is preliminary evidence to suggest a positive impact on student growth and achievement.

Survey data collected by select institutions indicate that P-12 students associated with this program demonstrated increased attendance, frequency of successful homework completion, and on-task student behavior. With strong evidence of the clinically rich preparation programs' ability to prepare teachers and principals to meet the instructional needs of students, particularly in high-need schools, the majority of institutions involved in this work are collaborating with their P-12 partners to develop sustainability plans that would allow the continuation of the program. Among the institutions receiving grants was the American Museum of Natural History (AMNH), making it the first museum in the nation authorized to grant teaching degrees. The AMNH program is producing well-prepared Earth Science teachers with deep content knowledge and strong pedagogical skills who are now teaching in high-needs New York City high schools.[160]

As described earlier, the Board of Regents established new, more rigorous teacher and principal certification exams that will ensure teaching candidates have the knowledge, skills and abilities to be the most effective teachers. In an effort to promote transparency and accountability for teacher preparation programs, institutional pass rates on these exams were posted on the Public Data Site. In New York State, teacher education programs are held accountable for the quality of their programs leading to certification in teacher education and their candidates who complete such programs. Pursuant to the Regulations of the Commissioner of Education, the Department has the authority to require an institution to submit a corrective action plan if fewer than 80 percent of the institution's students have passed each of the required certification examinations. [161]

In addition, the legislation passed in April 2015 outlines increased admission standards for graduate teacher and education leadership programs. Graduate-level teacher and leader education programs are required to adopt rigorous selection criteria for candidates, including minimum scores on GREs and a 3.0 GPA or higher.[162] The Department is required to suspend a graduate program's authority to admit new students if, for three consecutive years, fewer than 50% of its students who have satisfactorily completed the program pass each examination that they have taken that is required for certification.[163] The combination of these efforts demonstrates the commitment New York State is making to the rigorous preparation of teacher and principal candidates.

Continuous Stakeholder Engagement

As stated earlier, the Department asserts that comprehensive talent management systems, that include robust career ladder pathways as a key element, are the most impactful way to increase educator effectiveness and ensure equitable access to the most effective educators for all students.

STLE LEAs have provided concrete examples of how comprehensive talent management systems and career ladder pathways can address student and talent management needs. The Board of Regents received an update about the STLE program in January 2014[164] and heard from panels of grantees in

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[160] Quenqua, D. *Back to School, Not on a Campus but in a Beloved Museum,* N.Y. Times, January 15, 2012 < http://www.nytimes.com/2012/01/16/nyregion/american-museum-of-natural-history-will-groom-school-teachers.html>.

[161] NYCRR 52.21(b)(2)(iv)

[162] Education Law §210-a as added by Chapter 56 of the Laws of 2015

[163] Education Law §210-b as added by Chapter 56 of the Laws of 2015

[164] January 2014 Board Item: http://www.regents.nysed.gov/meetings/2014/January2014/114p12hed1.pdf; January 2014 presentation: http://www.regents.nysed.gov/meetings/2014/January2014/P12HESTLE2.pdf

November 2014[165] and March 2015.[166] Panelists shared examples of diverse approaches to talent management and lessons learned through the STLE grant which form the foundation of strategies found in this plan. The Board was able to see how teacher and principal leadership in career ladder pathways, connected with the evaluation system and analysis of student learning, has the power and potential to address the educational inequities across the State and to close achievement gaps. In order to share these promising practices with LEAs across the state, the Department released the "Ensuring Equitable Access to the Most Effective Educators" video series featuring the Greece Central School District and the Huntington Union Free School District. This collection outlines how these districts have been able to develop comprehensive systems to ensure that the highest needs students have access to effective teachers and principals (https://www.engageny.org/content/studio-reflections-how-ensure-equitable-access-most-effective-educators). For additional resources around the development of career ladder pathways visit the "Improving Practice" landing pages at: https://www.engageny.org/resource/improving-practice and https://www.engageny.org/resource/initiatives-systems-developing-sustainable-career-pathways-and-leadership-roles).

In addition to the previously described national, state, and local stakeholder engagement such as the April APPR Learning Summit, in May 2015, a group of New York State Education Department representatives, as well as teacher and principal leaders from across the State participated in the "Teach to Lead Summit." This was an initiative jointly convened by the National Board for Professional Teaching Standards (NBPTS) and the U.S. Department of Education, to strategize the expansion of teacher leadership opportunities. In collaboration with national experts, critical friends and practitioners from the field, this team began to develop an action plan to broaden the reach of teacher leadership throughout the State, retain and sustain districts already utilizing teacher leadership, and to develop a common understanding of what teacher leadership is and is not. This group of educators will continue to meet to actualize many of the plans made during the Summit.

To help ensure that New York's Equity Plan is inclusive of the diverse LEAs that span the State, is likely to lead to significant progress in eliminating equity gaps, and will lay the foundation for successful implementation, the Department will continue to create opportunities for meaningful input on the proposed plan from diverse stakeholder groups as described throughout this plan.

Support and Technical Assistance

The Department will continue to support LEAs as they work to understand the equity metrics, identify sources of appropriate data and methods for additional local analyses, and as they design comprehensive TLE continuums, including career ladder pathways. Examples of previous support and technical assistance can be found on EngageNY's Improving Practice page.

In the summer of 2014, the Department hosted a conference to provide support and technical assistance to STLE districts around various talent management needs. Resources are shared on EngageNY to allow the field to benefit from the learning of the STLE grantees and can be found in the Engage-Envision-Elevate: From Initiatives to Systems toolkit. For example, there is a section dedicated to the development of sustainable career ladder pathways and leadership roles and it includes resources such as, but not limited to, sample leadership roles and responsibilities, sample selection criteria and program design considerations, potential metrics for program evaluation, and a video collection in which

[165] November 2014 Board Item: http://www.regents.nysed.gov/meetings/2014/November2014/1114p12hed2.pdf; November 2014 presentation: http://www.regents.nysed.gov/meetings/2014/November2014/HESTLE.pdf

[166] March 2015 Board Item: http://www.regents.nysed.gov/meetings/2015Meetings/March/315p12hed1.pdf; March 2015 presentation: http://www.regents.nysed.gov/meetings/2015Meetings/March/TIPsPIPs.pdf

educators from one school LEA share the specific objectives they set out to reach with Career Pathways. The educators outline their team approach, design thinking and future of innovation describing their experiences in the process.

As LEAs across the State embark on similar talent management work, some for the very first time, the Department will maintain this field service-oriented support and assistance.

Additional Considerations

LEA policies can significantly impact issues of equitable access. One such policy is student placement. Although collective bargaining and labor laws may prevent assigning teachers to specific schools, a school has significant control in assigning its own teachers to make sure that the highest need students are assigned to courses taught by the most effective teachers. Across the State there are examples of lower-performing students being disproportionately placed in the classrooms of the least experienced teachers and least effective teachers, which can exacerbate existing achievement gaps. As previously discussed, recent legislation sets parameters for student placement aimed at helping alleviate the extreme examples of this.[167]

A second area for LEA consideration is compensation model reform. Most LEAs have traditional lockstep salary schedules in place, making it near impossible for teachers to close the 25% difference in starting salaries in comparison to other professional fields.[168] There is an estimated $250 million spent on raises for the least effective teachers across the nation.[169] It is also estimated that LEAs across the country spend $8.5 billion a year on salary increases to those earning a master's degrees alone, despite the research that has shown the attainment of advanced degrees alone having little to no impact on teachers' effectiveness with students.[170] In combination with efforts to address the recruitment and retention of top talent, LEAs may choose to increase starting salaries, provide compensation for strong classroom performance, and incentives for working in high-need schools or hard-to-staff subject areas.

Ensuring all students equitable access to the most effective educators so that they will graduate college and career ready is a Department focus. The Office of Teacher Leader Effectiveness (TLE Office) leads the strategy and analytics as presented in this Equity Plan; fundamental portions of the Department's plan to ensure equitable access to the most effective educators rest upon the TLE Office's role in leading the evaluation system, as well as the STLE grant, TIF grant, and Demonstration Districts Project initiative. However, the Office of Accountability, the Office of Bilingual Education and World Languages, the Office of State Assessments, the Office of Student Support Services, the Office of Higher Education, the Office of Information and Reporting Services, as well as others, also play critical roles in ensuring equitable access to the most effective educators as part of the Department's policy and support agenda.

Although each office is diverse in its work with LEAs, having a common understanding of the equity work will help elevate the impact of the work. For example, an LEA's measure of equitable access can become a point of consideration when the Department's Integrated Intervention Team, led by the Office of Accountability, conducts on-site diagnostic reviews of selected Priority or Focus schools and LEAs. This team works with the lowest performing schools and LEAs in the State and could find ways to include improving equitable access to the most effective educators as part of the LEA Comprehensive Improvement Plans and School Comprehensive Education Plans developed in the review process. A second example of power that comes with collective work is what is taking place with the Office of

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[167] Education Law §3012-d

[168] "Shortchanged: The Hidden Costs of Lockstep Teacher Pay." TNTP.org. 2014. Web. July. 2014. <http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf>.

[169] Ibid.

[170] Ibid.

Information and Reporting Services. This office is responsible for the development and maintenance of the Public Data Access Site where School Report Cards and New York State teacher and principal evaluation data are housed for public consumption. Many of the individual metrics used in this equity reports are housed on this site; the Department is exploring the potential of further equity indices or additional equity reports being accessible here as well.

Potential Funding Sources for LEAs

Acknowledging the powerful impact of the STLE program and its potential for increasing equitable access, the Department encourages LEAs to examine current budgetary expenditures and funding sources to support the type of work piloted under the STLE program. In addition, many LEAs will want to consider the re-direction of current or future State or Federal funds to support talent management strategies that can lead to more equitable access to effective educators. Many of the funding sources outlined below include goals that closely align with such strategies.

The federal Race to the Top funding that supported the STLE grant program ends in June 2015. In April 2015, appropriations were made for $20 million in supplemental compensation that can be made available through the Teacher Excellence Fund.[171] This competitive grant opportunity would allow districts to provide performance awards, allocated in an annual amount up to $20,000, to eligible teachers receiving a composite rating of Highly Effective based on their most recent evaluation.[172] These awards are intended to help successful applicants leverage their APPR system to provide performance awards to the most effective teachers, ensuring they can continuously meet the needs of schools and students by retaining and extending the reach of these educators. Priority will be given to teachers receiving a composite rating of Highly Effective in one or more of the following: school buildings with the greatest academic need; difficult- to- staff subject or certification areas and/or grade levels; and at critical points in a teacher's career in order to encourage them to remain in the classroom.[173]

Appropriations were also made to provide funding for an additional round of the existing New York State Master Teacher Program (NYSMTP).[174] The program creates a state-wide network of the highest-performing STEM teachers that are dedicated to sharing expertise with peers and attracting the brightest minds to a career in STEM. Through participation in the NYSMTP, selected STEM teachers receive $15,000 stipends annually over four years.

The Board of Regents included $80M for expanding the STLE program in the 2015-16 Regents State Aid Proposal.[175]While the enacted budget did not dedicate funds to this work specifically, the Department will continue to push for continued STLE funds as part of the legislative requests in the future. In addition, the Department is actively exploring other possible funding sources, such as potential matching grants. The Department will also continue to work with LEAs to help them to re-allocate existing Title funds to support the work of STLE.

Depending on the particular strategy being implemented and the LEA in which it is being implemented, Federal funds – particularly Title funds – and other district professional development funds are potential sources of support for this work as well.

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[171] Appropriations from Ch. 61 of the Laws of 2015
[172] Ibid.
[173] Ibid.
[174] Ibid.
[175] "Regents 2015-16 Proposal on State Aid to School Districts." New York State Education Department, December 2014. Web. <http://www.regents.nysed.gov/meetings/2014/December2014/1214bra6.pdf>

Potential Support from Federal Funds for LEAs

1. Improving Basic Programs Operated by LEAs (ESEA Title I, Part A)
2. Improving Teacher Quality State Grants (ESEA Title II, Part A)
3. English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A)
4. School Improvement Grants (SIG) (ESEA, Title I)
5. Individuals with Disabilities Education Act (IDEA, Part B)
6. Competitive Programs

Improving Basic Programs Operated by LEAs (ESEA Title I, Part A): Consistent with the requirements of Title I, an LEA might use Title I, Part A funds to promote equitable access to the most effective educators in Title I schools, particularly if those schools operate school wide programs, including by funding: (1) incentives to attract and retain effective teachers and principals; (2) structured induction programs to support and retain teachers; (3) high-quality professional development for teachers and principals; and (4) activities designed to improve school climate.

Improving Teacher Quality Grants (ESEA Title II, Part A): Starting from a high-quality needs assessment that identifies local needs, including improvements in hiring, developing, and retaining effective teachers, an LEA might use Title II, Part A funds to support a variety of recruitment and retention strategies (such as developing career advancement systems or offering financial incentives for certain teachers who are rated as Effective) and other strategies that are aimed at improving school leadership to improve working conditions for teachers. Additionally, an LEA might use Title II, Part A funds to provide meaningful professional development that is aligned to educator evaluation systems so that educators in high-need schools have targeted support to help them become more effective.

English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A): An LEA might use Title III, Part A funds to promote educator equity in schools with English Learners, including through high-quality professional development for classroom teachers (including general education teachers who have English Learners in their classrooms) and principals that is: (1) designed to improve the instruction and assessment of English Learners; (2) designed to enhance the ability of those teachers to understand and use curricula, assessment measures, and instructional strategies for English Learners; (3) based on scientifically based research demonstrating the effectiveness of professional development in increasing children's English proficiency or substantially increasing the subject-matter knowledge, teaching knowledge, and teaching skills of those teachers; and (4) of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

School Improvement Grants (SIG) (ESEA, Title I): An LEA may use SIG funds to support any of the strategies used as part of implementing a SIG intervention model, consistent with the SIG final requirements and an LEA's approved SIG application.

Individuals with Disabilities Education Act (IDEA, Part B): An LEA may use IDEA, Part B funds in numerous ways that promote equitable access to the most effective educators for children with disabilities. For example, an LEA may use IDEA, Part B funds to provide high-quality professional development and classroom coaching for special education personnel and general education teachers who teach children with disabilities.

An LEA may also use up to 15% of its IDEA, Part B subgrant to develop and implement coordinated early intervening services (CEIS) for students who need additional academic and behavioral support to succeed in a general education environment, but who have not yet been identified as having a disability. CEIS funds may be used to carry out activities that include professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.

Competitive programs:

The following federal competitive grant programs could help provide additional funding for LEAs to use in achieving equity goals:

Teacher/Leader Quality Partnerships (TLQP): The TQP program provides competitive grants to partnerships of IHEs, high-need LEAs, and their high-need schools to implement teacher preparation or teacher residency programs, or both, that will improve the quality of prospective teachers by enhancing their preparation, improve the quality of current teachers through professional development, and help improve recruiting into the teaching profession. TQP funds might be used to help promote greater equity by supporting high-quality pathways into the profession and by placing teachers with strong preparation in high-need LEAs.

Transition to Teaching (TTT): The TTT program provides grants to LEAs, or for-profit organizations, non-profit organizations, or institutions of higher education (IHEs) collaborating with LEAs. The grants can be used to support equitable access to the most effective educators by, in high-need schools, recruiting and retaining highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of IHEs as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification, and encouraging the development and expansion of alternative routes to teacher certification.

School Leadership Program: The School Leadership Program assists high-need LEAs in recruiting, training, and supporting principals (including assistant principals) by providing financial incentives to new principals (including teachers or individuals from other fields who want to become principals); stipends to principals who mentor new principals; professional development programs that focus on instructional leadership and management; and other incentives that are appropriate and effective in retaining new principals. An LEA might use assistance provided under the School Leadership Program to develop new, effective principals and assistant principals for high-need schools or to train current principals in implementing college- and career-ready standards.

The following New York State competitive grant programs could help provide additional funding for LEAs to use in achieving equity goals:

Teacher Opportunity Corps (TOC): The TOC initiative approaches the issue of instruction and counseling of at-risk students through long-term improvement of teacher preparation. The two-fold purpose of the TOC is to: (1) fund the development and implementation of high-quality, innovative and effective teacher preparation programs which provide prospective teachers with the skills, attitudes and behaviors essential for success in New York State schools that serve a high concentration of at-risk students; and (2) to recruit and train more teachers who are from racial and ethnic groups historically underrepresented in education or who are economically disadvantaged. The courses, recruitment methods, and curriculum developed with funds

provided from this Program must have the potential for replication, and also must have the potential for strengthening existing teacher preparation programs. TOC participants must be supported via mentoring designed to support and retain them in their critical first year of teaching.

Teachers of Tomorrow (TOT): The TOT Program provides funds to school districts to aid in the recruitment and retention of teachers. Priorities are: (1) Schools Under Registration Review (SURR) schools with a teacher shortage; (2) low-performing schools; and (3) schools with a teacher or subject area shortage. Funds are provided to school districts in six component areas: (1) Teacher Recruitment Incentive--provides funds to supplement the salaries of certified teachers in shortage areas who have not previously taught in a district; (2) Science and Mathematics Tuition Reimbursement Program--provides $5 million to school districts to reimburse teachers for courses taken towards meeting requirements for a transitional certificate to teach science or mathematics in low-performing schools; (3) Summer in the City--provides funds to the Big Five City School Districts: New York City, Buffalo, Rochester, Syracuse and Yonkers, to work with colleges to provide an urban experience for pre-service teachers; (4) Master Teacher--provides funds for districts to place teachers with National Board Certification into low-performing schools in an expanded role; (5) Tuition Reimbursement--provides funds to districts to assist teachers without permanent certification to obtain permanent certification in shortage areas; and (6) Summer Teacher Training--provides funds to New York City School Districts only to provide an intensive summer training program to teachers teaching for the first time in the city. Districts may request funds in any or all of these components.

Please note that the list above is not exhaustive and that an LEA may have other sources of federal and state funds that it can use to support its work to ensure equitable access to the most effective educators.

As LEAs develop comprehensive approaches to ensure equitable access, the Department will continue to provide support along with overseeing LEAs implementation of such strategies. The ongoing monitoring and technical assistance that the Department provides are discussed in the next section.

Technical Assistance, Support, and Monitoring Efforts

In order for New York State's Equity Plan to have the maximum impact on all students in all schools, the Department recognizes that LEAs will need to make systemic, sustainable changes. These changes must stem from strong evaluation systems. The Department has outlined an implementation structure for the strategies previously discussed that includes consistent, coherent, and focused guidance to LEAs as they continue to implement and refine their teacher and principal evaluation plans and as they begin to design and put in place systemic talent management strategies that will ensure all students equitable access to the most effective teachers and principals.

> ***Key Component 1 (Educator Preparation):*** The Department will continue to support and monitor improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically grounded instruction, and innovative new educator certification pathways.

Technical Assistance and Support for Key Component 1 (Educator Preparation)

Ongoing support from the Department is critical to ensure that IHEs continue to refine and enhance their programs to better prepare pre-service educators to meet the needs of the field. Supports from the Department include:

Technical Assistance and Support for Key Component 1 (Educator Preparation)

1. Continued implementation of more rigorous performance-based assessments
2. Continued support of clinically-rich teacher preparation programs

Continued implementation of more rigorous performance-based assessments: The State invested in the implementation of more rigorous performance-based certification exams, many of which went into operational status in 2013-14. The Educating All Students Exam and an Academic Literacy Skills Test, designed to measure incoming teachers' writing and reading analysis skills and readiness to address the learning needs of diverse populations, became requirements for new teacher candidates as of May 2014. New York also progressed with phased development and roll out of content specialty tests, including beginning operation of ELA, mathematics, and several other subject area tests while posting content frameworks and field tests for additional exams. The new performance-based School Building Leader exam also launched in 2013-14, while continued technical refinement and communications efforts to prepare for the transition from the Assessment of Teaching Skills – Written exam to the portfolio structured performance-based edTPA exam took place. The Department began to offer certification exam financial assistance to eligible candidates. Continued guidance and support will be provided to IHEs and teacher and principal candidates with regard to the changes in certification assessments.

Continued support of clinically-rich teacher preparation programs: New York supported 13 IHEs in Clinically Rich Graduate and Undergraduate Teacher Preparation Pilot programs in 2013-14. Institutions continue to recruit candidates into alternative certification programs who participate in course work that connect theory to practice through a research-based curriculum and focus on skills and practices that have been shown to make a difference in the classroom. Program graduates are expected to teach in high-need schools in New York for a minimum of four years following graduation. With strong evidence of the clinically rich preparation programs' ability to prepare teachers and principals to meet the instructional needs of students, particularly in high-need schools, the majority of institutions

involved in this work are collaborating with their P-12 partners to develop sustainability plans that could allow the continuation of the program.

Monitoring Key Component 1 (Educator Preparation)

Ongoing monitoring is critical to ensure that there is improved quality of those entering the profession and preparedness of the educator workforce. Monitoring activities from the Department include:

Monitoring Key Component 1 (Educator Preparation)

1. Evidence-based accreditation
2. Public reporting of New York State higher education certification data
3. Further development of preparation program profiles
4. Continued construction of "Where are they now?" reports

Evidence-based accreditation: In New York State, numerous educator preparation providers participate in the Council for the Accreditation of Educator Preparation (CAEP) evidence-based accreditation system. Educator preparation programs currently accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) undergo a peer review process to assure program quality and promote continuous improvement of P-12 educator preparation.

Public reporting of New York State higher education certification data: The Department places great value on providing the public with data through which they can fairly and accurately assess the performance of their educators. The Public Data Access Site houses various education and educator data points, including higher education data containing program-specific information concerning candidate performance on the newly-developed New York State teacher and school building leader certification examinations.

Further development of preparation program profiles: A template for a teacher and principal preparation program profile was developed through collaboration with Institutes of Higher Education (IHE) stakeholders. Based on focus groups and webinars with SUNY, CUNY, and the Commission of Independent Colleges and Universities (cIcu) faculty, the initial profiles released to institutions for review in September 2014 included demographics, certification exam performance, placement, and employment rates for teacher and principal graduates. NYSED will continue to collect data on graduates through placement data and through its higher education data profiles so that IHEs can regularly refine and enhance their programs to better prepare pre-service educators to meet the needs of the field. The Department is developing plans to link teacher and principal effectiveness data to institutes of higher education and preparation programs in the near future. This will provide additional transparency for both the institutions and prospective applicants. Some STLE districts have already started to successfully triangulate data this way at the local level.

Continued construction of "Where are they now?" reports: In spring 2014 the State provided the first "Where are they now?" reports to authorized personnel in schools and LEAs across the State. The initial reports include FERPA-compliant data based on linkages between two- and four-year institution enrollment information available through the National Student Clearinghouse, as well as records reported by schools and LEAs through the State's student information system. The State expects these data will supplement the data on high school graduates plans' to enroll in postsecondary institutions currently included in State school report cards.

Key Component 2 (Educator Evaluation): With the foundation laid by Education Law §3012-c and §3012-d, the Department will continue to provide support and monitoring to LEAs as they implement enhanced teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and inform employment decisions.

Technical Assistance and Support for Key Component 2 (Educator Evaluation)

Ongoing support from the Department is critical to ensure that LEAs design APPR plans that are meaningful and responsive to the local context of student learning and talent management goals. Supports from the Department include:

Technical Assistance and Support for Key Component 2 (Educator Evaluation)

1. Pre-approval of educator practice rubrics and assessments
2. Continued use of a statewide measure of educator effectiveness, based in part on measures of student growth
3. Field-based guidance for developing and implementing Student Learning Objectives (SLOs)
4. Technical support and guidance for LEAs submitting material changes to their APPR plans
5. Continued dissemination of promising practices

Preapproval of educator practice rubrics and assessments: Various portions of APPR plans require districts to select tools such as rubrics and assessments. Historically, the Department has utilized a Request for Qualifications (RFQs) process to secure such tools. This pre-approval process provides a level of consistency and rigor once lacking in educator evaluation. LEAs may apply for a variance to use a teacher or principal practice rubric other than those that are currently on the approved list, but these too go through a rigorous approval process. The pre-approval process is one step in ensuring that locally-bargained evaluation plans contain measures of educator effectiveness that are rigorous and comparable across classrooms in New York State in accordance with standards prescribed by the Commissioner. This requirement and level of expectation help LEAs gather meaningful measures of educator effectiveness that can best inform talent management decisions aimed at increasing student access to the most effective educators. All collective bargaining agreements entered into after April 1, 2015 shall conform to 3012-d, unless it relates to the 2014-2015 school year only.[176]

Continued use of a statewide measure of educator effectiveness, based in part on measures of student growth: The Department took a phase-in approach to the development of statewide measures of effectiveness using growth in student achievement. An enhanced growth model for teachers in grades 4-8 ELA and math and their building principals, as well as high school principals for grades 9-12 were used for the 2012-13, 2013-14, and 2014-15 school years, and a value-added model may be used in 2015-16 or thereafter. State-provided growth measures allow the Department and LEAs to not only capture how much a specific teacher or principal facilitates student learning in comparison to other teachers or principals with similar students in a single year, but also to monitor the impact teachers and principals are having on students over time. Annual professional performance reviews for each educator must be completed and results provided to the educator by September 1 of the school year following the evaluation year.[177] Online reporting of State-provided growth measures that will be accessible to

[176] Education Law §3012-d(12)
[177] Education Law §3012-c

teachers, principals, and other district staff, will be available in the fall of each school year. By making the State-provided growth measure results accessible and transparent, the Department aims to facilitate LEAs' use of this valuable information in talent management decisions such as development and retention. The Department will work with these experts and stakeholders to assess the viability of future growth models for educators who teach content areas other than grades 4-8 ELA and math.

Field-based guidance for developing and implementing Student Learning Objectives (SLOs): The development of SLOs encourages educators to focus and align instruction with LEA priorities, goals, and academic improvement plans. SLOs are set at the start of the interval of instruction (typically within October of each school year for full year courses). In addition, the student population for SLOs is set on BEDS day (typically within October of each school year). The Department developed a series of webinars and guidance documents to help LEAs develop and implement SLOs. These webinars often include accompanying sample SLOs and student rosters to help address commonly asked questions, incorporate input from teachers, principals, and other stakeholders, as well as continuously guide the field towards high-quality implementation. The Department continues to request field sample SLOs for dissemination on the Department's reform resource platform, EngageNY.org. Understanding that high quality implementation is achieved through modeling and feedback, field examples of SLOs are annotated using the Multi-State SLO rubric, indicating notes of alignment to best practice. To help strengthen the guidance around SLO implementation, promising practice and lessons learned through monitoring efforts, various site visits and feedback from educators will continue to be shared with the field.

Technical support and guidance for LEAs submitting material changes to their APPR plans: LEAs have the opportunity to regularly assess and revise their teacher and principal evaluation plans. The Department provides technical assistance and resources to support LEA submission of material changes such as the Testing Transparency Report, which included resources and guidance on reducing assessments for all students through the submission of a material change. LEAs can use these reports to make informed decisions regarding their evaluation plans. Guidance documents and webinars also help the field navigate the APPR material change process. For each school year, a district/BOCES wishing to make a material change to their approved APPR plan must submit the proposed material change to the Commissioner by March1.[178] Supporting LEAs in their re-design and re-submission process is critical if LEAs are to meaningful utilize their evaluation systems to meet the needs of their students and educators and work toward closing the achievement gaps and ensuring equitable access to the most effective educators for all students.

Continued dissemination of promising practices: In a state with more than 900 LEAs, 5,000 principals and more than 200,000 teachers, the Department focuses on creating high quality resources and training that can be easily accessible to the mass. The Teacher and Leader Effectiveness subpage of EngageNY.org houses a multitude of resources. The Department has produced videos, illustrating examples of teacher and principal practices to support calibration of APPR, demonstrate instruction aligned to the college and career readiness standards in ELA, mathematics, and other subject areas in multiple grade levels, and model data cycle and inquiry use in data-driven instructional practices.[179] These videos are an easily accessible and engaging resource for viewers to study effective teaching and principal leadership practice and to listen to practitioners share strategies that can help inform decision-making. They can be watched individually to learn new practices or packaged as part of a comprehensive professional development plan developed by an LEA.

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[178] Ibid.

[179] Video Library. *Engageny.org*. New York State Education Department. Web. Nov. 2014. <https://www.engageny.org/video-library>.

Monitoring Key Component 2 (Educator Evaluation)

Ongoing monitoring is critical to ensure that differentiation in evaluation results occurs once the APPR plans have been collectively bargained and to ensure that LEAs implement their plans with quality and fidelity. Differentiated and meaningful APPR results serve as a strong base from which LEAs can design robust career ladder pathways as part of their systemic use of the TLE Continuum. Monitoring activities from the Department include:

Monitoring Key Component 2 (Educator Evaluation)

1. LEA submission of evaluation data
2. Public disclosure of APPR data
3. Analysis of APPR results
4. Implementation of the APPR enhanced monitoring cycle
5. Pilot use of the Quality Framework

LEA submission of evaluation data: Once an LEA receives approval for its APPR plan from the Commissioner, the LEA is required to implement that plan and, at the end of the school year, fully disclose to the Department the final data results from the reviews of its teachers and principals. LEAs are responsible for certifying full implementation of the approved APPR plan by September 1 each year. In addition, they are responsible for submitting and certifying evaluation data from the prior year by the third Friday in October of each school year. All LEAs with approved APPR plans for the 2012-13 and 2013-14 school years submitted their data by the Department's deadline. As a result, the Department now has two years of full and complete evaluation data for all LEAs with an approved APPR plan. This data includes results for nearly 126,000 educators across New York State for 2012-13 and about 190,000 educators for 2013-14. In addition, the Department has three years' worth of State-provided growth data (2011-12, 2012-13, and 2013-14) for all applicable teachers and principals statewide. Having this data is crucial for analysis of the effectiveness of teachers and principals, the growth in their effectiveness over time, identifying where the most effective educators are, and when analyzed in conjunction with student data, determining whether there is equitable access to effective educators for all students.

Public disclosure of APPR data: Education Law §3012-c(10) requires the Commissioner to fully disclose non-personally identifiable APPR data for teachers and principals in each school LEA. The Department created the Public Data Access Site, which houses various education and educator data points, including 2012-13 and 2013-14 overall and State-provided growth rating for all eligible educators. The Department places great value on providing the public with data through which they can fairly and accurately assess the performance of their educators and will continue to annually release such data. Data transparency is critical to the dialogue on student learning and equitable access to the most effective educators, as it is a powerful incentive for LEAs to concentrate their efforts on improving these two measures.

Analysis of APPR results: A database, meant for internal department-use only, was constructed to compile and characterize information on APPR plans of each LEA. The database has allowed the APPR team to provide support to LEAs as they make material changes. The database has also allowed the Department to identify errors in evaluation data submission (e.g., when reported HEDI bands do not match those listed in the approved APPR plan)[180] and inconsistencies (e.g., only 50% of an LEA's educators were reported), allowing for technical assistance prior to data submission deadlines. The Department has also utilized the database to draft customized memos for LEAs with strategies for consideration to ensure testing is the minimum necessary for effective decision making at the classroom,

[180] Under Education Law §3012-c(2)(h)(6), each LEA and BOCES shall locally determine the specific minimum and maximum scoring ranges for each performance level within the Other Measures of Effectiveness subcomponent.

school, and district level. The database is one way to ensure that talent management and thoughtful policy making are informed by accurate, actionable, and interconnected data.

The Department also analyzes the submitted APPR data in order to determine those LEAs with (1) unacceptably low correlation results between student growth on the State assessment or other comparable measures subcomponent and any other measures of teacher and principal effectiveness used by the LEA to evaluate its teachers and principals and/or (2) whose teacher and principal composite scores and/or subcomponent scores and/or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.[181] If LEAs are to use APPR to meaningfully differentiate between teachers based on their effectiveness, then identification of where such differentiation is not yet visible is necessary, and the Department must make sure that these LEAs receive supplementary assistance to modify their practices. For LEAs identified as needing supplementary assistance with their APPR plan implementation, the law authorizes the Department to take the following actions: to highlight them in public reports, order a corrective action plan, which may include additional professional development, in-service training, or utilizing independent trained evaluators to review the efficacy of the particular evaluation system. [182]

Implementation of the APPR enhanced monitoring cycle: The law requires the Department to monitor and analyze trends and patterns around the teacher and principal evaluation results and data to identify school LEAs, BOCES and schools where evidence suggests that a more rigorous evaluation system is needed to improve educator effectiveness and student learning outcomes.[183] The Department has developed a comprehensive APPR monitoring protocol to assess the fidelity (i.e., completeness) and quality with which LEAs are implementing their evaluation systems. This process was initiated during the 2014-15 school year with LEAs selected based upon their 2013-14 school year data to participate in a two-year enhanced monitoring cycle. The Department will continue to annually examine APPR data and identify those districts that qualify for enhanced monitoring efforts. Through activities such as conducting analyses of evaluation data, audits of LEA documentation, and site visits/ phone call updates, the Department will assist LEAs in identifying areas where strong practices are in place that promote implementation, as well as help them to address any areas or systemic issues that are preventing or slowing the full implementation of the evaluation system.

Pilot Use of the Quality Framework: All STLE-D individual and lead applicants participated in a guided reflection and monitoring process using a New York State-adapted version of the Quality Framework during the 2014-15 school year. This cohort of districts served as a pilot for the potential extended use of the Quality Framework in APPR monitoring efforts. With the assistance of the Department, superintendents, along with others responsible for APPR development and oversight, have engaged in strategic action planning and the utilization of prioritized strategies to strengthen APPR implementation. They have explored ways that evidence gained through evaluation can inform talent management in support of improved teaching and learning.

Many participants worked on revisions to the assessments used within the evaluation system- increasing rigor, minimizing the amount of testing, or creating common formative assessments to monitor progress. Others worked to increase evaluators' capacity to provide high quality feedback in a timely manner. A few districts noted the need to revisit the vision for evaluation in the district and reconsidered the way that resources were aligned to support that vision, while others focused on improving the development and implementation of Student Learning Objectives. The targeted work of these districts will enable the Department to more deeply understand the complexities involved with APPR implementation, as well as

[181] Rules of the Board of Regents §30-2.12(a)(1); Rules of the Board of Regents §30-2.12(a)(2).
[182] Rules of the Board of Regents §30-2.12
[183] Education Law §3012-c(9); Rules of the Board of Regents §30-2.12(a)(1); Rules of the Board of Regents §30-2.12(a)(2).

provide insight as to the ways lessons learned from the Quality Framework can be used to enhance APPR implementation across the State.

> ***Key Component 3 (The TLE Continuum):*** The Department will provide resources and support to LEAs utilizing evaluation results in the design and implementation of robust career ladder pathways as part of their comprehensive and strategic use of the TLE continuum.

Technical Assistance and Support for Key Component 3 (The TLE Continuum)

The Department firmly believes that professional development and career ladder pathways, based on meaningful and differentiated evaluation results, will increase the overall quantity, quality, and diversity of our educator work force. As seen through numerous site visits, the quality of professional development varies greatly across the State. In addition, although one-third of the State is steeped in career ladder pathways, the other two-thirds are likely to range in familiarity and readiness. The Department expects that for some, career ladder pathways are likely to be a new concept all together and is cognizant that significant support will be needed to help LEAs develop comprehensive talent management systems rooted in sound implementation of the evaluation system and career ladder pathways. The Department may provide the following types of technical assistance and support to LEAs:

Technical Assistance and Support for Key Component 3 (The TLE Continuum)

1. Provision of LEA-specific equity reports
2. Extensive investments in the professional development of teachers and leaders
3. Continuous expansion of resources associated with career ladder pathways
4. Outline of key indicators for Talent Management Systems
5. Example LEA profiles

Provision of LEA-specific equity reports: The Department's plan for achieving equitable access to the most effective educators for all students begins with an evidence-based analysis of the existing state-level conditions regarding teacher effectiveness, student achievement, and talent management, as defined through analyses of metrics aligned with equitable access. It is the Department's expectation that LEAs will begin this work in a similar manner, taking stock of their own existing conditions. To aid this process, the Department aims to create equity reports or dashboards in the 2015-16 school year. The dashboards will integrate multiple data points already submitted to the Department by LEAs, aiding in the connections among, and meaningfulness of, the relationship between these data points. The goal for these dashboards is to clearly pinpoint for LEAs any issues related to equitable access, help uncover root causes, and point to potential solutions. In addition, it is the Department's intent to spotlight those LEAs making great gains in reducing inequities, or those whom have achieved equitable access. Finally, the Department hopes to be able to direct districts to specific resources that will help address their particular inequitable access challenges. These reports may include metrics such as the following:

a. *State-provided growth ratings, and in the future, value-added ratings:* Research provides evidence that students assigned to high value-added teachers learn up to six months more compared to teachers with the lowest value added results,[184] are more likely to attend college, earn higher salaries, and are less likely to have children as teenagers.[185] The top sixteen

[184] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools."TNTP.org. TNTP, Jan. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>

[185] Chetty, R., J.N. Friedman, and J.E. Rockoff. "The Long-term Impacts of Teachers: Teacher Value-added and Student

percent of principals realized additional two- to seven-month gains in student learning above schools with less effective principals.[186] Because of such extraordinary impact of teachers and principals with high value-added results, the Department and LEAs should pay close attention to whether the highest need students have equitable access to these high value-add educators through analysis of State-provide growth rating metrics.

Possible State-provided Growth Rating Metrics

1. # and % teachers in LEA rated Highly Effective (H), Effective (E), Developing (D), or Ineffective (I)
2. % students in lowest quintile prior year scale score assigned to a teacher rated H/E/D/I
3. % students in the highest quintile prior year scale score assigned to a teacher rated H/E/D/I
4. % Black students assigned to a teacher rated H/E/D/I
5. % Hispanic students assigned to teacher rated H/E/D/I
6. % Asian students assigned to a teacher rated H/E/D/I
7. % White students assigned to a teacher rated H/E/D/I
8. % English Language Learners assigned to a teacher rated H/E/D/I
9. % English proficient students assigned to a teacher rated H/E/D/I
10. % students with disabilities assigned to a teacher rated H/E/D/I
11. % general education students assigned to a teacher rated H/E/D/I
12. % economically disadvantaged students assigned to a teacher rated H/E/D/I
13. % not economically disadvantaged students assigned to a teacher rated H/E/D/I
14. # and % principals in LEA rated H/E/D/I
15. % students in lowest quintile prior year scale score assigned to a principal rated H/E/D/I
16. % students in the highest quintile prior year scale score assigned to principal rated H/E/D/I
17. % Black students assigned to a principal rated H/E/D/I 1
18. % Hispanic students assigned to a principal rated H/E/D/I
19. % Asian students assigned to a principal rated H/E/D/I
20. % White students assigned to a principal rated H/E/D/I
21. % English Language Learners assigned to a principal rated H/E/D/I
22. % English proficient students assigned to a principal rated H/E/D/I
23. % students with disabilities assigned to a principal rated H/E/D/I
24. % general education students assigned to a principal rated H/E/D/I
25. % economically disadvantaged students assigned to a principal rated H/E/D/I
26. % not economically disadvantaged students assigned to a principal rated H/E/D/I

b. *Overall composite evaluation rating:* Through APPR, all eligible teachers and principals receive an overall composite rating, which represents a multi-measure of the evaluator's overall effectiveness. While each of the multiple measures may stand alone, the rationale for a multi-measure evaluation system is that together they provide a much more accurate picture of an educator's effectiveness. The Department and LEAs should examine the amount of

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Outcomes in Adulthood." *National Bureau of Economic Research* Working Paper 17699 (2011). Print.

[186] Branch, G., E. Hanushek, and S. Rivkin. "School Leaders Matter: Measuring the Impact of Effective Principals." *Educationnext.org*. Education Next, 2013. Web. 2014. <http://educationnext.org/school-leaders-matter/>.

rating differentiation, as well as the ratings of educators in relation to talent management decisions such as preparation, recruitment, retention, development, and placement.

Possible Overall Composite Evaluation Rating Metrics

1. # and % teachers in LEA rated H/E/D/I
2. % students in lowest quintile prior year scale score assigned to a teacher rated H/E/D/I
3. % students in the highest quintile prior year scale score assigned to a teacher rated H/E/D/I
4. % Black students assigned to a teacher rated H/E/D/I
5. % Hispanic students assigned to a teacher rated H/E/D/I
6. % Asian students assigned to a teacher rated H/E/D/I
7. % White students assigned to a teacher rated H/E/D/I
8. % English Language Learners assigned to a teacher rated H/E/D/I
9. % English proficient students assigned to a teacher rated H/E/D/I
10. % students with disabilities students assigned to a teacher rated H/E/D/I
11. % general education students assigned to a teacher rated H/E/D/I
12. % economically disadvantaged students assigned to a teacher rated H/E/D/I
13. % not economically disadvantaged students assigned to a teacher rated H/E/D/I
14. # and % principals in LEA rated H/E/D/I
15. % students in lowest quintile prior year scale score assigned to a principal rated H/E/D/I
16. % students in the highest quintile prior year scale score assigned to a principal rated H/E/D/I
17. % Black students assigned to a principal rated H/E/D/I
18. % Hispanic students assigned to a principal rated H/E/D/I
19. % Asian students assigned to a principal rated H/E/D/I
20. % White students assigned to a principal rated H/E/D/I
21. % English Language Learners assigned to a principal rated H/E/D/I
22. % English proficient students assigned to a principal rated H/E/D/I
23. % students with disabilities assigned to a principal rated H/E/D/I
24. % general education students assigned to a principal rated H/E/D/I
25. % economically disadvantaged students assigned to a principal rated H/E/D/I
26. % not economically disadvantaged students assigned to a principal rated H/E/D/I

c. *Rate of turnover:* Educator turnover is costly for any LEA, as it increases recruitment and training costs and draws away financial and human resources that could otherwise be used towards developing the work force. Additionally, the most effective teachers in low-performing schools are most likely to transfer and all teachers are more likely to leave high-poverty, high-minority schools.[187] This leaves the highest need students even worse off.[188] Because of such patterns, LEAs should analyze patterns and trends in educator turnover, paying particular attention as to whether the highest need students are disproportionately affected by teacher and principal turnover, and decide how to best address this through

[187] Goldhaber, Dan, Betheny Gross, and Daniel Player. "Teacher Career Paths, Teacher Quality, and Persistence in the Classroom: Are Public Schools Keeping Their Best?" *Urban.org*. National Center for Analysis of Longitudinal Data in Education Research, Aug. 2009. Web. Nov. 2014. <http://www.urban.org/uploadedpdf/1001432-teacher-career-paths.pdf>.
[188] Ibid.

recruitment, retention, and placement efforts such as career ladder pathways or transfer and recruitment incentives.

Possible Rate of Turnover Metrics

1. # and % teachers retained with State-provided growth rating of Highly Effective or Effective
2. # and % teachers retained with State-provided growth rating of Ineffective
3. # and % principals retained with State-provided growth rating of Highly Effective or Effective
4. # and % principals retained with State-provided growth rating of Ineffective

d. *Retention:* The loss of educators who are rated Effective or Highly Effective from high-need schools, and the retention of educators who are rated Ineffective exacerbate inequitable access. If schools retain more of their most effective teachers and principals and fewer of those who consistently perform poorly, they could improve the overall quality of teaching, boost student learning,[189] and increase equitable access to the most effective educators for all students. LEAs utilizing effectiveness-based retention may be able to redistribute the monies saved from the exited teachers who were rated Ineffective. Further, principals may be able to maximize the impact of returning teachers and principals who were rated Effective or Highly Effective through extended-reach models and targeted career ladder pathway positions.

Possible Retention Metrics

1. # and % teachers retained with overall composite rating of Highly Effective or Effective
2. # and % teachers retained with overall composite rating of Ineffective
3. # and % principals retained with overall composite rating of Highly Effective or Effective
4. # and % principals retained with overall composite rating of Ineffective

e. *Years of experience:* Historically in New York State, students in high poverty LEAs were more likely to have inexperienced teachers than students in low poverty LEAs. Recent research has shown that the average first year teacher is more effective than an experienced but low-performing teacher.[190] Being assigned to experienced teachers at similar rates is an indicator of equitable access to the most effective teachers; therefore, LEAs should consider the development of strategic staffing and retention strategies.

Possible Years of Experience Metrics

1. # and % of teachers in first year
2. average first year teacher state-provided growth scores

f. *Highly-qualified teaching status:* New York State has made great strides in its efforts to ensure that all students are taught by highly qualified teachers, as required by the Elementary

[189] "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools."TNTP.org. TNTP, Jan. 2012. Web. Nov. 2014. <http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf>.
[190] Ibid.

and Secondary Education Act. In 2013-14, only 3.7% of all teachers in New York State were not highly qualified. Although the Department is proud of this progress in the increased number of Highly Qualified teachers, there is still more work to be done. As stated earlier, the Department is expanding its evaluation of equitable access past the traditional metrics of Highly-Qualified teacher status and years of experience and will continue to monitor this metric, seeking ways to support LEAs in closing this gap even further.

Possible Highly-Qualified Teaching Status Metrics

1. % core classes taught by HQT

g. *Tenure decisions*: Data on New York State teacher and principal tenure decisions (i.e., tenure granted, probation extended, and tenure denied) is being collected during the 2014-15 school year for reporting and analyses during the 2015-16 school year. The tenure process is an important and effective talent management strategy for LEAs to improve the overall effectiveness level of their educators. A study of tenure reform in New York City[191] found that teachers who received probation extensions were more likely to transfer across schools or exit teaching, and that they were less effective than those likely to replace them.[192] As tenure data become available, the Department will develop metrics to analyze the relationship with educator effectiveness, including student access to the most effective educators based on tenure statuses.

h. *Attendance:* A recent study of New York City Department of Education teachers found that teacher absences have large negative impacts on student learning.[193] When a teacher is absent, he or she is often replaced by a temporary substitute, but the expected loss daily productivity from having a temporary substitute is similar to replacing a full-time regular teacher of average productivity level with one in the bottom quintile of productivity.[194] In other words, very little educational production takes place when a regular teacher misses a single day of work. Thus, an important mean to increase student learning is to improve teacher attendance; having equitable access to the most effective educators may also mean having equitable access to teachers who are consistently present to guide instruction. To satisfy the federal reporting requirement for schools receiving SIG funds put forth in ARRA,[195] a building aggregate teacher attendance rate was collected by the Department's School Turnaround Office, from 2009 to 2012, from schools receiving SIG funds using a document entitled the "Academic Performance Plan" (APP). To streamline this process and improve the accuracy of the teacher attendance data collection, beginning in 2013, and annually since, the Department has collected building aggregate teacher attendance rates from Focus and Priority schools using the Basic Educational Data System Public School Data (BEDS) Form. This aggregation includes both full-time and part-time teachers. In June

[191] Loeb, Susanna, Luke C. Miller, and Wyckoff James. "Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City."*Cepa.stanford.edu*. Stanford's Center for Education Policy Analysis, May 2014. Web. Nov. 2014. <http://cepa.stanford.edu/sites/default/files/NYCTenure brief FINAL.pdf>.

[192] Ibid.

[193] Herrmann, Mariesa, and Jonah Rockoff. "Worker Absence and Productivity: Evidence from Teaching." *The National Bureau of Economic Research* Working Paper 16524 (2010). *Www.nber.org*. Web. Nov. 2014. <http://www.nber.org/papers/w16524>.

[194] Ibid.

[195] School Improvement Grants; American Recovery and Reinvestment Act of 2009 (ARRA); Title I of the Elementary and Secondary Education Act of 1965, as Amended (ESEA); Final requirements for School Improvement Grants authorized Under section 1003(g) of Title I of the ESEA. [OS]. (n.d.). Retrieved March 9, 2015, from http://www2.ed.gov/legislation/FedRegister/finrule/2010-4/102810a.html

2015, the Department will be bringing forth recommendations to the Board of Regents for the statewide expansion of attendance data collection to include individual teacher attendance information. This would enable the Department to better support LEAs in providing equitable access to students as metrics could be used to analyze the relationship with educator effectiveness, including student access to the most effective educators based on attendance. In the meantime, LEAs are encouraged to explore the relationship between educator attendance and effectiveness at the local level.

Extensive investments in the professional development of teachers and principals: As part of district's state aid allocation, services such as instructional support in the form of resources, staff development, or curriculum development are partially reimbursable. Over the past few years, there has been an incredible expansion in the resources and professional development opportunities available to support educators' implementation of CCLS in their classrooms as well as to build other stakeholders' understanding of changes taking place in instruction and assessments to reflect college-and-career-ready expectations.

New York developed and maintained partnerships with several vendors and content experts to develop ELA and mathematics modules for each grade level. As of January 2015, curriculum maps containing units and modules for a full year of instruction were available for pre-kindergarten through grade eleven in ELA and mathematics. The Department expects that twelfth grade math materials will be finalized by winter 2015 and twelfth grade ELA materials will be finalized by the end of the 2014-15 school years. New York has also began developing and piloting transition course modules to reinforce concepts for twelfth grade students who are at risk of graduating from high school with skill deficits that would result in remediation.

New York continues to develop resources for English language learners. The Department responded to needs identified in the field and expanded its plan to support development of P-12 curriculum resources (e.g., maps, modules, mini-lessons) differentiated to meet the needs of English language learners. The Department also worked to build LEAs' capacity to support English language learners through release of and professional development related to a "Blueprint for English Language Learner Success." Work to create these resources, including English language learner scaffolds as well as translations of Native Language Arts (NLA) curriculum resources and an accelerated curriculum for students with interrupted formal education (SIFE), began in 2013-14.

To build local capacity to support implementation of all aspects of the Regents Reform Agenda, the Department began offering large-scale professional development events called Network Team Institutes (NTIs) in August of 2011. More than 20 NTI events have been held and have provided ongoing opportunities for local teams of curricular, data, and instructional leaders to receive training and problem solve with peers prior to returning to share their knowledge with other educators in their LEAs on the CCLS, as well as data-driven instruction, and educator evaluation systems. Initial implementation illustrated variability in the impact of the training on LEAs and schools. The State worked to make adjustments in Year 3, including offering comprehensive resource kits online to support redelivery and engaging principals through role-specific training sessions.

In September 2014, the Department announced a competitive grant opportunity for LEAs and BOCES to nominate educators to serve as Common Core Fellows during a portion of 2014-15. These educators support the State's efforts to continuously improve the curriculum modules by integrating their experience, feedback gathered from other educators' use to date, and associated resources in development for English language learners and students with disabilities to enhance the content initially posted.

In addition, New York State Resource and Computer Training Centers (Teacher Centers)[196], the professional learning communities in New York State, are dedicated to supporting high quality, job-embedded and student-focused professional learning experiences. Teacher Centers are operated locally, with regional and statewide network support and are driven by local educator needs, including systemic, ongoing professional support for New York State and federal education initiatives such as: APPR, CCLS and data-driven instruction.

Finally, during 2013-14, New York participated in the Reform Support Network (RSN) Transitions Workgroup designed to support States in promoting college-and-career-ready instruction at the classroom level as they navigate various transitions to new standards, assessments, and evaluations. Alongside Workgroup peer States, New York contributed to the design of the "Reform Integration Framework and Resource Guide" to support other States and LEAs make connections across reform initiatives.

The Department will continue to gather input on the impact of professional development efforts and the pressing needs of the field to inform ongoing support and continuous improvement.

Continuous expansion of resources associated with career ladder pathways: The Department believes that the most useful support for LEAs as they make use of their evaluation results to address their talent management concerns will be in the form of codified lessons learned from LEAs having done this work through the STLE grants. The Department led regular status update calls, reviewed quarterly reports, examined budgets, and conducted extensive site visits with each grantee. Through these regular and purposeful interactions, the Department has been able to gather powerful insight on effectiveness-based career ladder pathways.

In addition to this field-based study, the most prominent research was combed through, and materials presented by LEAs, states, and educational agencies across the country have been reviewed. The Department now has extensive examples of strong design and implementation strategies, those that posed not as successful, as well as ways LEAs can navigate a range of challenges that may present when developing comprehensive talent management systems that include career ladder pathways. Such resources include:

a. *The "Improving Practice" landing page on EngageNY.org*: The Improving Practice landing page, launched as a means to spotlight STLE LEAs, and to support the field at large as they work to grow their teachers and principals, is used across the State. This page will continue to be updated, and currently includes a variety of resources to support LEAs at various stages in utilizing their APPR results to drive talent management decisions, including:

    i. Interactive webinars focused on key components for successful TLE Continuum implementation, such as the development of career ladders and accompanying communication plans, using evaluation for improvement, enhancing family engagement, and sustaining the reach of our most effective educators, etc.
    ii. The Designing Career Ladder Programs for Teachers and Principals webinar, guidance and sample communication plans were built upon the important learning and experiences of the NYS Teacher Incentive Fund (TIF) grantees – Syracuse and Rochester – who are currently implementing career ladder pathway programs. Information presented in this webinar provides assistance with designing a career ladder program, examples of career ladder programs, communication strategies,

[196] Teacher Resource and Computer Training Centers were established pursuant to Education Law §316.

and ways in which to create sustainable systems that ensure equitable access for all students.

iii. Videos that capture the ways in which LEAs are successfully using Teacher and Principal Leaders, include: Studio Reflections on How to Ensure Equitable Access to the Most Effective Educators, What is a Teacher Leader?, Fort Ann School LEA, Family Engagement in South Huntington, Video Collection: The Development of Career Pathways in the Greece Central School LEA, "Focus Walks" Foster Professional Growth in Huntington. Partnerships in Freeport Inspire Early Interest in STEM, STEM Education: Expanding Teacher Leader Capacity

b. *Facilitation of peer-to-peer learning:* Input from the field confirmed how important it was for the Department to facilitate peer-to-peer learning opportunities, allowing stakeholders to remain informed and engaged over the course of implementation. There have been a tremendous amount of opportunities for educators to engage in peer-to-peer learning through interactive webinar sessions and cross-LEA convening. In July 2014, Superintendents, principals, union representatives, presidents of Boards of Education, and teacher and principal leaders from across the State gathered at the *Engage-Envision-Elevate: From Initiatives to Systems Convening* to share and discuss the ways in which they are transitioning work from an initiative perspective to a more strategic systems approach. The Engage-Envision-Elevate: From Initiatives to Systems toolkit is a compilation of work shared by those at the convening and includes concrete tools, resources, and work from national experts, LEAs across the nation engaging in similar work, with emphasis given to the work taking place in New York State by highlighting tools and resources from STLE grantees. In particular, the Developing Sustainable Career Pathways and Leadership Roles portion of the Toolkit contains numerous resources to support the design and implementation of robust career ladder pathways, such as:

i. Developing Sustainable Career Pathways and Leadership Roles Presentation: This presentation highlights six key steps in the design and implementation of a LEA's career pathway: needs/gap analysis, theory of action and design principles, communications and engagement, professional development and support, funding sustainability, and program evaluation.

ii. Career Ladders and Leadership Roles: Examples and Lessons Learned: This presentation outlines a series of lessons learned regarding the design and implementation process and should be considered and discussed when undertaking this initiative.

iii. Video Reflections from Greece Central Schools: This video collection includes reflections from educators from the Greece Central School LEA. Those interviewed share the specific objectives they set out to reach with career pathways, and outlined their team approach, design thinking and future of innovation.

iv. Sample teacher leadership roles: Ten sample teacher leadership role descriptions are offered and are meant to serve as an example of what a robust teacher leadership role description could look like.

v. Sample Teacher and Principal Leader Selection Tools: Sample selection questions help ensure the LEA is selecting the educator that is the best fit for the role and provides a principal with information regarding the candidate's strengths and development areas, which should be used to inform the teacher or principal leader's professional development.

vi. Sample career ladder pathway program evaluation process and tools: The sample of widespread program evaluation process will enable the LEA to continue to

refine the system, understand the effects of implementation, monitor stakeholder perceptions of the system, analyze system costs and sustainability, and make midcourse adjustments as necessary.

As impactful as this conference was for LEAs engaged in the work, the Department in turn had the opportunity to gather feedback from hundreds of educators, which significantly enhanced the thinking and vision for the work of addressing educational equity statewide. Please view the Reflections from the Engage-Envision-Elevate Convening video to listen to educators who attended the convening talk about the value of what they learned and the types of tools and resources they will take back to their districts.

c. *Outline of Key Indicators for Talent Management Systems*: As previously described, the Department has developed an initial set of indicators aligned to each component of the TLE Continuum based on lessons learned from the STLE grant and current research on measurements of talent management strategies. Please see the Strategies for Reaching Objectives section for further detail and Appendix A for the actual indicators.

d. *Career Ladder Pathway Profiles*: As previously described, the Department, in conjunction with local LEAs, developed example profiles that highlight how various STLE grant recipients are working to address their diverse student achievement and talent management needs through the establishment of career ladder pathways. Please see the Strategies for Reaching Objectives section for further detail and Appendix B for the actual profiles. In addition, the Department will also enable LEAs to access models and tools for those wishing to implement similar systems. For example, an interactive map is being developed that links program summaries and concrete tools and protocols stemming from programs to the various components of the TLE Continuum.

Monitoring of Key Component 3 (The TLE Continuum)

Monitoring Key Component 3 (The TLE Continuum)

1. Continuous monitoring of APPR implementation
2. Continuous monitoring of required professional development plans
3. Analysis of LEA progress towards increased equitable access

The Department will support and guide LEAs to use evaluation results to design and implement a comprehensive talent management strategy that addresses multiple components of the TLE Continuum, including robust career ladder pathways. This requires the monitoring of LEA utilization of evaluation results in the design and implementation of robust career ladder pathways, the adoption of high-quality professional development plans, and the analysis of the progress LEAs make towards increasing equitable access through the systemic use of the TLE continuum. The combination of the Department's ability to monitor the implementation of Education Law §3012-c and §3012-d , implementation of Regulations of the Commissioner of Education §100.2(dd), and the equity monitoring metrics described above, provide a more accurate picture of educator effectiveness and the interplay of student achievement and equitable access at the State and LEA levels.

While teacher professional development is an essential element of comprehensive school improvement, the professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.

The New York State Professional Development Standards provide LEAs guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in New York State schools. It is expected that the content of professional development activities/experiences is clearly connected to student achievement of the New York State Learning Standards and that the New York State Teaching Standards serve as the underpinning. The Department believes professional development activities/experiences should respond to student achievement data including, but not limited to, assessment of school work, New York State assessments, School District Report Cards, and other data related to local teaching and learning needs. In addition, professional development should be shaped by teaching staff needs, as evidenced by such data as aggregate results of Annual Professional Performance Reviews.

Starting in the 2016-17 school year, Education Law §3006-a requires that those whom hold professional certificates in the classroom teaching service, level III teaching assistant certificates, or professional certificates in the educational leadership service register every five years and complete a minimum of 100 hours of continuing teacher and leader education. School districts and BOCES currently report information concerning the completion of professional development for regularly employed certificate holders to the Department; this includes the name of the professional certificate holder, his or her teacher certification identification number, the title of the program, the number of hours completed, and the date and location of the program. In addition, school districts and BOCES also maintain and report documentation of the implementation of the mentoring program described in the professional development plan. This documentation should include the name of the individual receiving mentoring, his or her teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring.

Depending on the particular strategy being implemented, and the LEA in which it is being implemented, Federal funds – particularly Title funds – and other district professional development funds are potential sources of support for this work. An LEA that receives Title I, Part A funds must ensure that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (ESEA section 1112(c)(1)(L)). Accordingly, New York State must ensure that all such LEAs are taking steps to carry out that assurance. LEAs must ensure that any use of Federal funds is consistent with the requirements for the program. Generally, recipients of grants must implement projects as described in their approved grant applications. However, if an LEA wants to use Title funds to promote equitable access to excellent educators in a way that is not consistent with its currently approved application for program funds, it may need to request an approval of an amendment to its application. As a way to inform potential direction and guidance as to future use of these or similar funds, the Department will continue to track and analyze how LEAs are utilizing Title funds and the return on investment they are experiencing.

The Department will be able to identify LEAs where students from low income families or minority students are disproportionately assigned to less effective educators, and those LEAs that have met or exceeded equitable access through the analysis metrics described in this plan. When monitoring efforts indicate lack of progress or new areas of concern, the Department will work to provide LEAs with technical assistance and support in determining and developing strategies to address root causes. LEAs should consider all elements of the comprehensive teacher and leader effectiveness continuum and talent management systems— from preparation, recruitment, and induction, through ongoing support and development, compensation, evaluation, and advancement, to exit or retirement — to ensure that success in one area is not undermined by a lack of focus in another area.

Conclusion

President Lyndon B. Johnson signed the Elementary and Secondary Education Act on April 11, 1965. As a former teacher, President Johnson believed that "equal access to education was vital to a child's ability to lead a productive life", that, in order to make education a pathway for opportunity and mobility, you have to equalize learning opportunities.[197]

In New York State, the number one education priority is ensuring that all students are college-and-career ready, so that they can lead productive lives and contribute to their communities as civic-minded citizens. The Department firmly believes that this vision can be made a reality by giving all students equal and the most effective learning opportunities as defined by access to the most effective teachers and principals. When this is the case, regardless of socio-economic background, color of skin, native language or learning disability status, all students will succeed. The Department also firmly believes that great educators change lives. The Department understands that investment in talent management is *the* critical component to improving student outcomes and ensuring all students graduate from high school ready for college and careers. Therefore, the goal is to ensure that every year, every school has an effective principal and every classroom has an effective teacher so that every child can learn and achieve to his or her full potential.

With Race to the Top coming to a close, and having learned much about the power of comprehensive talent management systems from the STLE grant program, the Department remains deeply committed to fully implementing its theory of action for improving the quality of, and equitable access to, educators. The Department will ensure schools have the information and resources they need to make strategic staffing decisions based on student academic needs and that all students have equitable access to the most effective educators so that *all* students have the opportunity for a high-quality education they deserve.

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[197] "Elementary and Secondary Education Act of 1965." *Socialwelfarehistory.com*. The Social Welfare History Project, 2014. Web. Nov. 2014. <http://www.socialwelfarehistory.com/events/elementary-and-secondary-education-act-of-1965/>.

Appendix A: Key Indicators for Talent Management Systems (based on New York State's Teacher and Leader Effectiveness Continuum)

This tool was developed in an effort to guide LEAs in the development and monitoring of their talent management systems. It is heavily based on the work done under the Strengthening Teacher and Leader Effectiveness (STLE) grant program to close student achievement gaps and to improve the quality, quantity and diversity of the workforce.

The tool is organized around each component of the Teacher and Leader Effectiveness (TLE) continuum, with definitions of each component included. It is important to note that the term "educators" is used throughout and represents both teachers and principals.

LEAs can use the indicators provided to establish the current state of each component of the TLE Continuum, as well as measure progress and summative evaluation of their efforts. The specific indicators aligned with each component have been flagged as being particularly useful in helping to determine one or more of the following:

Baseline: Current status
Impact: Signs of progress or lack thereof
Program Review: Summative outcomes —effectiveness of the program as a whole

The indicators are meant as recommendations only and are separated into "basic indicators" for those just starting this work, and "additional indicators" for those looking to more deeply examine any one component. Please note that this is not an exhaustive list and LEAs may choose to prioritize the use of these, and other metrics, based on contextual needs and resources.

In addition to using the proposed sources of data and specific metrics found within this tool, LEAs can reflect upon their Teacher and Leader Effectiveness Continuum more holistically by answering the guiding questions associated with each component.

TLE Component: Preparation

- Partnerships with Institutes of Higher Education (IHEs) to provide work-based learning experiences for pre-service teachers
- Partnerships with Institutes of Higher Education (IHEs) to encourage and/or enhance pathways for new roles

Guiding Questions

- What type of performance or evaluation data is considered prior to hiring teachers and principals?
- What additional coursework is offered to current employees who want to further their career?
- Which IHEs does the district partner with in terms of pre-service and enhanced certification programs?
- How were these partnerships established?
- Are there any other IHEs the district would like to partner with? For what purpose? Based on what evidence?
- What do the pre-service partnerships involve? Would you consider this work "clinically-rich"? Why or why not?
- What do the enhanced certification partnerships involve? Would you consider this work "clinically-rich"? Why or why not?
- What is the passing rate on teacher certification exams of candidates from IHEs the district partners with or typically hires from?
- What percentage of teacher candidates from these particular IHEs find jobs after graduation?
- How are educators compensated for enhanced preparation (i.e. course credit, tuition reimbursement, etc.)?
- Where are pre-service teachers typically placed as a result of completing a program from an IHE the district partners with (i.e. specific content areas, particular buildings, etc.)?
- How is the retention of, and performance by, pre-service participants tracked?
- How is the retention of, and performance by, enhanced preparation program participants tracked?

Potential Data Sources:

- Inventory of existing partnerships with IHEs (both pre-service and enhanced preparation programs)
- Name of district employees involved in pre-service activities (i.e. cooperating teachers)
- Name of pre-service candidates studying within the district
- Name of employees involved in enhanced preparation activities
- Educator effectiveness data for those involved in preparation programs
- Hiring rates of those involved in preparation programs
- Retention rates of those involved in preparation programs
- Certification passing rates of pre-service preparation programs
- Completion rates of enhanced certification programs
- Employment rates of IHE program completers

Basic Pre-Service Indicators	**Baseline**	**Impact**	**Program Review**
Number of partnerships with pre-service providers	X	X	X
% of educators that have been hired as a result of pre-service partnerships		X	X
Distribution of effectiveness ratings of educators who were hired from pre-service efforts within first four years of employment			X
Additional Pre-Service Indicators	***Baseline***	***Impact***	***Program Review***
% of current employees involved in pre-service partnership efforts	*X*	*X*	
Number of pre-service candidates involved in partnership efforts	*X*	*X*	

% of educators that have applied to the district as a result of pre-service partnerships		*X*	*X*
% of educators that have been hired as a result of pre-service partnerships that remain in the district after 1,3, and 5 years			*X*
Basic Enhanced Preparation Program Indicators	**Baseline**	**Impact**	**Program Review**
Number of partnerships established for enhanced preparation programs	X	X	X
Distribution of effectiveness ratings of educators participating in enhanced preparation programs	X	X	X
Additional Enhanced Preparation Program Indicators	***Baseline***	***Impact***	***Program Review***
% of teachers participating in enhanced preparation programs	*X*	*X*	
% of principals participating in enhanced preparation programs	*X*	*X*	
% of educators that remain in the district at the 1, 3, and 5 year mark after enhanced preparation program completion			*X*

TLE Component: Recruitment and Placement

- Transfer or recruitment awards to attract high performing educators into hard-to-staff and specialty subject areas, as well as into high-need or low performing schools
- Development of programs leading towards dual certifications or extension programs in hard-to-staff and specialty subject areas

Guiding Questions

- What is the ratio between the typical number of vacancies and the typical applicant pool? Are there particular areas of surplus or scarcity?
- Are educators exiting the district at rates or for reasons of concern?
- What type of performance and evaluation data is considered prior to hiring?
- How does a staffing calendar and processes steer staffing and placement decisions?
- What systems and processes have been incorporated for educator selection and placement?
- Where are most of the district's new educators coming from (i.e. particular IHEs, neighboring districts, etc.)?
- Which educators are transferring between schools within the district (i.e. the most effective, least effective, less experience, veteran staff, etc.)? Why?
- Are the most effective educators being retained at higher rates than the least effective educators? If so, how is this being accomplished? If not, why might this be? What can be changed to increase the retention of the most effective educators?
- What recruitment strategies does the district use to increase the quantity, quality (measured by impact on student achievement) and, and diversity of the workforce?
- What incentives are in place for educators to accept within district transfers (i.e. school culture, teacher leader opportunities, other leadership opportunities, physical location, compensation, etc.)?
- How does the district track where the most effective educators are recruited or transferred from?
- Is the movement of high performing educators resulting in better access for low performing students? How is this impact measured?

Potential Data Sources:

- Number of vacancies vs. number of qualified applicants
- Reasons for educator turnover
- Staffing and placement calendar
- Inventory of prior employment/schooling for new hires
- Names of educators transferring schools within the district and details of transfer (to/from)
- Retention data sorted by effectiveness

- Educator effectiveness data
- Educator race/ethnicity data
- Inventory of transfer incentives
- Inventory of recruitment strategies
- Identification of high need schools/subjects, hard-to-staff schools/positions/subjects, specialty subjects areas
- Number of educators who apply for positions in high need, hard-to staff, and specialty areas
- Number of educators who accept positions in high need, hard-to staff, and specialty areas
- Names of educators with certifications in ELL, SWD, and STEM
- Names of teachers who are teaching outside of certification area
- Names of educators with provisional licensure
- Names of educators with multiple certifications

Basic Recruitment and Placement Indicators	**Baseline**	**Impact**	**Program Review**
Ratio of applicants (teachers and principals) for each position (ideally there would be 5-10 candidates for each position)	X	X	X
% vacancies filled by May, July and August with benchmarks at each of those points and with a focus on critical shortage areas	X	X	X
% of forced placements (the percentage should be low and decreasing overall)	X	X	X
% of teachers teaching outside their licensure area	X	X	X
% of teachers on provisional license	X		X
Distribution of effectiveness ratings of educators who were hired as a result of recruitment efforts within the first four years			X
Distribution of effectiveness ratings of educators who are transferred within the district			X
Additional Recruitment and Placement Indicators	***Baseline***	***Impact***	***Program Review***
% of teacher and principal candidates who apply at high needs schools and meet rigorous screening criteria	*X*	*X*	*X*
% of teachers with certification in ELL, SWD and STEM	*X*	*X*	
% of teachers with multiple licensure areas	*X*	*X*	
Number of early contracts offered specifically in hard-to-staff and specialty subject areas	*X*	*X*	*X*
% of teacher and principal offer acceptance at high needs schools		*X*	*X*
% of educators that remain in the district at the 1, 3, and 5 year marks after recruitment		*X*	*X*
Distribution of effectiveness of educators that remain in the district at the 1, 3, and 5 year marks after recruitment		*X*	*X*
% of educators that remain in the position at the 1, 3, and 5 year marks after transfer		*X*	*X*
Distribution of effectiveness of educators that remain in the position at the 1, 3, and 5 year marks after transfer		*X*	*X*

TLE Component: Induction and Mentoring

- Utilization of Teacher and Principal Leaders who are rated Highly Effective or Effective as coaches and mentors to provide individualized support for new and early career educators.

Guiding Questions

- How are the most effective educators used as mentor and models for new and early career educators?

- What type of training have mentors received to successfully serve in these roles?
- What type of support is provided to all new staff? How is individualized support provided?
- How often are mentors and mentees interacting? Is there dedicated time for this interaction?
- What additional supports are provided to those in high-needs schools or those with increased rates of educator turnover?
- How is the impact of coaching and mentoring activities monitored?

Potential Data Sources:

- Names of educators who are mentors
- Names of educators who are in their first year
- Names of educators who are in their second year
- Names of educators who have taken on a new role or responsibilities
- Ratio of mentors/mentees
- Inventory of mentor/mentee required activities
- Log of mentor/mentee interactions (i.e. description of interaction, length of interaction, note of initiating party, follow-up provided, etc.)
- Educator effectiveness data
- Turnover and retention rates
- Educator satisfaction

Basic Induction and Mentoring Indicators	**Baseline**	**Impact**	**Program Review**
Ratio of mentor/mentee support available (i.e. one-on-one mentoring vs. cohort model)	X	X	X
Distribution of effectiveness ratings for first year educators		X	X
Distribution of effectiveness ratings for second year educators	X	X	X
Distribution of effectiveness ratings for those who have taken on a new role or responsibilities	X	X	X
Additional Induction and Mentoring Indicators	***Baseline***	***Impact***	***Program Review***
Teachers satisfaction with initial assignments and school support (especially in high-needs schools or those schools with high teacher turnover)		*X*	*X*
% turnover of educators after 1, 2, or 5 years of hire or new role	*X*	*X*	*X*
Distribution of effectiveness of educators who leave after 1, 2, or 5 years of hire or new role		*X*	*X*
Distribution of effectiveness of educators who remain after 1, 2, or 5 years of hire or new role		*X*	*X*

TLE Component: Evaluation

- Ongoing training provided around the implementation of APPR components, such as meaningful target-setting within Student Learning Objectives (SLOs) and calibration training on the approved evaluation rubrics

Guiding Questions

- What teacher and principal training is offered around APPR components such as SLOs, observations, TIPs and PIPs (i.e., for lead evaluators, independent evaluators, peer evaluators, educators subject to the evaluation process, district personnel that supports the evaluation system-data coordinators, professional developers, curriculum coordinators, etc.)?
- How does the district determine evaluator calibration? What steps are taken to support those evaluators not meeting district expectations in terms of inter-rater reliability?
- Is the district implementing the approved APPR plan with fidelity and meeting required data submission and certification timelines? If not, why not? What can be done to mitigate areas of

concern?

- What structures and processes are in place to ensure high quality SLO implementation (i.e., approval processes, district-determined minimum rigor targets, auditing, outcome analysis, etc.)?
- What structures are in place to ensure high quality observation of educator practice (i.e., instructional rounds, annual surveys of teachers, written evidence and feedback audits, "ride-alongs", etc.)?
- What structures are in place to ensure high quality implementation of TIPs and PIPs (i.e., approval processes, progress monitoring, auditing, and outcomes analysis, etc.)?
- Are there strong correlations between measures of student performance and educator performance?
- What does the distribution of effectiveness ratings look like within categories and across overall composite ratings?
- Are there areas of low capacity to support high quality APPR implementation?
- Are there patterns or trends of concern in the types of appeals filed? What can be learned from the outcomes of the appeals process?

Potential Data Sources:

- Inventory of APPR-related trainings
- Names of those attending the trainings
- Calibration evidence of raters (lead evaluators, independent evaluators, peer evaluators, etc.)
- Protocols for APPR implementation (i.e. SLO approval process, observation schedules, etc.)
- Record of compliance (i.e. inventory of SLOs in place by educator, number of observations completed, active TIPs and PIPs, etc.)
- Inventory of appeals and outcomes
- Educator satisfaction

Basic Evaluation Indicators	**Baseline**	**Impact**	**Program Review**
% of inter-rater reliability among evaluators	X	X	X
% compliance with required APPR components (i.e., proper SLOs developed, proper number of observations completed, etc.)		X	X
Additional Evaluation Indicators	***Baseline***	***Impact***	***Program Review***
% of teachers participating in training around SLOs, observation processes, and TIPs	*X*	*X*	
% of principals participating in training around SLOs, observation processes, TIPs, and PIPs	*X*	*X*	
Correlation between and among APPR categories	*X*	*X*	*X*
Distribution of ratings within categories and across overall composite scores	*X*	*X*	*X*
% of appeals filed, upheld, denied	*X*	*X*	*X*
Educators satisfaction with APPR implementation		*X*	*X*

TLE Component : Ongoing Professional Development/Professional Growth

- Targeted professional development and support in specialized and focused areas such as working with English Language Learners (ELLs) and students with disabilities, and within the STEM disciplines
- Specific opportunities, such as co-planning, modeling, and peer feedback to aid the implementation and capacity building around the college and career ready standards

Guiding Questions

- How is information gained through APPR used to determine professional development opportunities (i.e., content, length, venue, provider, etc.)?

- How are professional development activities delineated as required vs. optional? What are expectations and consequences associated with these delineations? How is participation in professional development tracked?
- Which professional development offerings lead to an increase in student outcomes for particular groups/content areas (i.e., SWDs, ELLs, STEM, ELA, math, etc.)? How is this measured?
- Which professional development offerings lead to an increase in instructional outcomes (i.e., impact on specific teaching standards, rubric criteria, specified protocols, etc.)? How is this measured?
- How are offerings transitioning from whole-group professional development to job-embedded individualized support?
- What types of training and support is offered to those providing professional development to ensure highly quality dissemination?
- What types of support and resources are dedicated to support the least effective educators? What are the results of this intervention?
- How much additional time is required by district staff (lead evaluators, mentors, etc.) to support the least effective educators as compared to more effective educators?

Potential Data Sources:

- Inventory of professional development (i.e. purpose, length, venue, intended audience, cost, etc.)
- Names of those providing the training
- Names of those attending the trainings
- Informal observation data (i.e., immediate impact on student and staff behavior)
- Student performance data
- Educator effectiveness data
- Educator satisfaction

Basic Ongoing Professional Development/Professional Growth Indicators	**Baseline**	**Impact**	**Program Review**
% of professional development offerings directly aligned with student needs	X		X
Student performance (examining proficiency, mastery, and growth)	X	X	X
% of professional development offerings directly aligned with educator needs	X		X
% of educators increasing their rating from Ineffective to Developing or higher		X	X
% of educators increasing their rating from Developing to Effective or higher		X	X
% of educators increasing their rating from Effective to Highly Effective		X	X
Additional Ongoing Professional Development/Professional Growth Indicators	***Baseline***	***Impact***	***Program Review***
% of professional development offerings that lead to student outcomes		*X*	*X*
% of professional development offerings that lead to instructional outcomes		*X*	*X*
% of time spent on whole group professional development vs. small group vs. individualized support	*X*		*X*
% of time spent supporting educators who are rated Ineffective compared to time spent supporting educators who are rated Effective or Highly Effective	*X*		*X*
Cost analysis of internal vs. external providers	*X*		*X*
Educators satisfaction with professional development opportunities		*X*	*X*
TLE Component: Performance Management			

- Use of APPR evaluation results to support recruitment, retention and equitable distribution of the most effective educators

Guiding Questions

- What type of student and educator characteristics and demographic information is available?
- How is the distribution of educator effectiveness tracked (i.e., by building, grade level, content area, race/ethnicity, etc.)?
- How is educator effectiveness taken into consideration when placing students in classes/courses?
- How are you ensuring your highest performing educators are reaching the most students?
- How is educator effectiveness data used in the granting, denying, or extension of tenure?
- How are retention and turnover rates reported (i.e., by percent or number only, distributions by effectiveness ratings, etc.)?
- What retention strategies (compensation, bonus structures, etc.) are in place based on differentiated performance for improved student achievement?
- What recruitment strategies (incentive, rewards, etc.) are available for positions in high-needs and turnaround schools?
- What types of support and resources are dedicated to support the least effective educators? What percentage of your lowest performing educators do you anticipate improving based on these additional supports?
- How much additional time is required by district staff (lead evaluators, mentors, etc.) to support the least effective educators as compared to more effective educators?
- How are these extra hours for support distributed amongst your evaluation team?

Potential Data Sources:

- Student characteristic/demographic data
- Educator characteristic/demographic data
- Student performance data
- Educator effectiveness data
- Student placement data
- Turnover data
- Retention data

Basic Performance Management Indicators	**Baseline**	**Impact**	**Program Review**
Distribution of educator effectiveness (across the district and within buildings) based on: -student performance -race/ethnicity -economic status -disability status -English language learning status -high need vs. low need schools -targeted subject areas/courses	X	X	X
Additional Performance Management Indicators	***Baseline***	***Impact***	***Program Review***
Turnover rates examined by distribution of educator effectiveness	*X*	*X*	*X*
Retention rates examined by distribution of educator effectiveness	*X*	*X*	*X*
% of tenure granted, denied, extended based on educator effectiveness	*X*	*X*	*X*
Ratio of student case load by educator effectiveness ratings (i.e. how many students an educator rated Highly Effective is responsible for vs. an educator rated Ineffective)		*X*	*X*
% of time educators rated Highly Effective spend with lowest	*X*	*X*	*X*

performing students			
% of time spent supporting educators who are rated Ineffective compared to time spent supporting educators who are rated Effective or Highly Effective	*X*		*X*
% of educators on improvement plans that improve		*X*	*X*
% of educators on improvement plans that exit the system		*X*	*X*

TLE Component: Career Ladder Pathways

- a systematic, coordinated approach to provide new and sustained leadership opportunities with additional compensation, recognition, and/or job embedded professional development for teachers and administrators in order to advance excellent teaching and learning
- teachers and administrators recognized as Effective and Highly Effective address the emergent needs of students, teachers, and administrators through established leadership roles that bear additional roles and responsibilities outside traditional requirements

Guiding Questions

- What are the student and talent management needs within the district? How do these vary by building?
- What career advancement opportunities (differentiated leadership roles) are available for teachers and principals?
- How have career ladder pathway positions been designed to meet the most pressing student and talent management needs?
- How are you ensuring your highest performing educators are reaching the most students?
- What goals or measurable outcomes have been set for those taking on differentiated leadership roles? How is progress monitored and reported?
- How are educators who are rated Effective or Highly Effective actively recruited to seek differentiated roles that expand the impact of their skills and expertise?
- What compensation or bonus structures are in place based on differentiated performance for improved student outcomes?
- What compensation or incentives are in place for those taking on career ladder pathway positions? Are there additional incentives in place to expand leadership opportunities in high-needs schools or critical shortage areas?

Potential Data Sources:

- Student performance data
- Educator effectiveness data
- Inventory of career ladder positions (roles, responsibilities, measureable outcomes, number serving, etc.)
- Inventory of compensation, rewards, incentives
- Educator satisfaction survey
- Exit interview data

Basic Career Ladder Indicators	**Baseline**	**Impact**	**Program Review**
% of educators in differentiated leadership roles (across districts and within buildings)	X	X	X
% of educators satisfied with additional leadership opportunities		X	X
Additional Career Ladder Indicators	***Baseline***	***Impact***	***Program Review***
Student performance (examining proficiency, mastery, and growth) connected to work accomplished through career ladder pathways	*X*	*X*	*X*
Educator performance (examining impact on student performance and professional practice) connected to work accomplished through career	*X*	*X*	*X*

ladder pathways			
Ratio of student case load by educator effectiveness ratings (i.e. how many students an educator rated Highly Effective is responsible for vs. an educator rated Ineffective)		*X*	*X*
% of time educators rated Highly Effective spend with lowest performing students	*X*	*X*	*X*
% of educators who are rated Highly Effective seeking leadership opportunities in high-needs schools?	*X*	*X*	*X*
% of educators receiving compensation or bonuses based on differentiated performance for improved student outcomes	*X*		*X*
% of educators leaving whom indicate career advancement opportunities as their reason for leaving	*X*		*X*
% of educators leaving whom indicate compensation as their reason for leaving	*X*		*X*

Appendix B: New York State Career Ladder Pathway Local Education Agency Profile

New York State Career Ladder Pathway Local Education Agency Profiles

Strengthening Teacher and Leader Effectiveness Grants
Career Ladder Pathway Profiles

Acknowledgments

The development of these profiles has been deeply informed by the work of our Strengthening Teacher and Leader Effectiveness (STLE) Local Education Agencies (LEAs), many of which serve on the STLE Advisory Board:

- Broome-Tioga BOCES
- Central Square Central School District
- Cheektowaga-Maryvale Union Free School District
- Freeport Union Free School District
- Greece Central School District
- Hartford Central School District
- Highland Central School District
- Hudson City School District
- Huntington Union Free School District
- Mount Vernon City School District
- North Tonawanda City School District
- Ossining Union Free School District
- Rochester City School District
- South Huntington Union Free School District
- Syracuse City School District*

For more information about STLE, please visit EngageNY:
https://www.engageny.org/resource/improving-practice

Please note: The models and information shared within this resource guide should be seen as a source of ideas and promising practice.

*Contributing STLE grantee and non-STLE Advisory Board member

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Please note: Featured Local Education Agencies (LEA) are in various stages of career ladder pathway implementation. Some LEAs are recipients of early rounds of STLE grant funds and began to develop or enhance their career ladder pathways in the fall of 2012. Other LEAs are recipients of later rounds of STLE grant funds and have just begun to implement career ladder pathways this fall. Regardless of when they began to implement career ladder pathways, each LEA has valuable lessons learned and insights to share for the field. For reference, please see a complete list of STLE grant periods below.

STLE Grant 1:	October 31, 2012 – June 30, 2014
STLE Grant 2:	October 1, 2013 – June 30, 2015
STLE Grant 3:	March 3, 2014 – June 30, 2015
STLE-D Grant:	November 1, 2014 – June 30, 2015

Executive Summary

On behalf of the New York State Education Department (NYSED), The Office of Teacher and Leader Effectiveness is excited to share unique teacher and principal career ladder pathway models developed and implemented by teams from the local education agencies (LEAs) represented in this resource guide as part of an effort to celebrate, promote, and sustain career ladder pathways statewide.

Since the summer of 2012, the $83 million in funds under The Strengthening Teacher and Leader Effectiveness (STLE) grant have helped districts take a comprehensive systems approach to recruit, develop, retain and provide equitable access to great teachers and principals as part of their implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012-c.

Across four grant cohorts, LEAs and local unions collaborated to develop programs that focus on various elements of a strategically planned Teacher and Leader Effectiveness (TLE) Continuum, including preparation, recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, performance management and career ladder pathways. STLE grantees are leveraging the power of the new evaluation system, not as an end in itself, but as a true vehicle for the improvement of effective educator practice and student learning.

Over the past few years, we have seen the impact that teacher and principal leadership and career ladder pathways can have on student achievement and teacher and principal effectiveness through the (STLE) Grant. As our team traveled the state, we were able to hear and see this powerful work in action. The STLE grant served as pilot of career ladder pathways and allowed the Department to determine that the development of career ladder pathways was a viable option for closing the achievement gap and increasing equitable access to effective educators.

The Department will bring the proposal of a statewide career ladder pathway framework to the Board of Regents in June 2015. Until that point in time, the Department will continue to work with a variety of stakeholder groups to further understand the root causes of inequitable access to the most effective educators, refine the framework, clarify the Department's role in supporting career ladder pathways, and contribute to the development of recommendations of career ladder pathway models that LEAs can tailor to their local context.

These profiles are a sample of the expanded set of profiles that will be released in June 2015. The full set of profiles will include LEAs that represent the geographic and demographic diversity in our state and provide a powerful roadmap for schools and LEAs in developing our most important asset in K-12 education: teachers and principals. Our goal is to advance equity by ensuring that *every* student in *every* classroom and building across New York State (NYS) has the opportunity to have great teachers and leaders.

Key Definitions and Expectations

Key Definitions:

NYSED defines career ladder pathways and educator leaders as follows:

> **Career Ladder Pathways**: a systematic, coordinated approach to provide new and sustained leadership opportunities with additional compensation, recognition, and/or job embedded professional development for teachers and administrators in order to advance excellent teaching and learning.
>
> **Educator Leaders**: recognized effective and highly effective teachers and administrators that address the emergent needs of students, teachers, and/or administrators to increase student achievement through established leadership roles that bear additional roles and responsibilities outside traditional requirements.

Expectations:

When the Office of Teacher and Leader Effectiveness began this work, we took inventory of our beliefs around teacher and principal leadership and career ladder pathways that are driven by our mission: "To ensure that *every* student in *every* classroom and building across New York State has the opportunity to have great teachers and leaders. NYSED believes:

ALL STUDENTS:
Can achieve college and career readiness
Should have excellent teachers and administrators

EXCELLENT TEACHERS AND ADMINISTRATORS:
Can have a significantly positive impact on student achievement
Should be recognized, rewarded, and retained
Can raise the overall quality of teaching and learning

CAREER LADDER PATHWAYS AND EDUCATOR LEADER POSITIONS:
Should address LEA talent management challenges that serve as barriers to student achievement
Should recognize the value of and help increase the diversity of the educator workforce
Should support student success in all aspects of 21st century knowledge, skills, and dispositions
Should be aligned to NYS Teaching Standards, ISLLC Standards, and evaluated using APPR
Should be part of a sustainable talent management development system for career advancement
Should be implemented and refined through continuous improvement processes

How to Use this Resource Guide

The Department encourages LEAs to carefully examine all profiles included in The Career Ladder Pathway Model Profile Resource Guide. However, LEAs may find it most helpful to closely study those profiles of LEAs that it shares aims or commonalities with based on the following:

Elements of the Teacher and Leader Effectiveness (TLE) Continuum:
On the cover of every profile is the Teacher and Leader Effectiveness (TLE) Continuum. Profiles are intended to show how featured LEAs strategically address various elements of the continuum through career ladder pathways. Those aspects of the continuum addressed most directly through an LEA's career ladder pathway model are outlined and emphasized as shown in Figure 1.

Figure 1: As you can see from image above, this LEA addresses the following elements of the TLE Continuum: induction and mentoring, evaluation, ongoing professional development/professional growth, and career ladder pathways.

The Five Common Talent Management Challenges:
Each LEA featured in this resource guide addresses one or more of the five common talent management challenges of preparing, recruiting, developing, retaining, and providing equitable access to effective educators using career ladder pathways. Those challenges addressed by each LEA are highlighted in the graphic on the bottom of the "Model Summary" page, as illustrated in Figure 2.

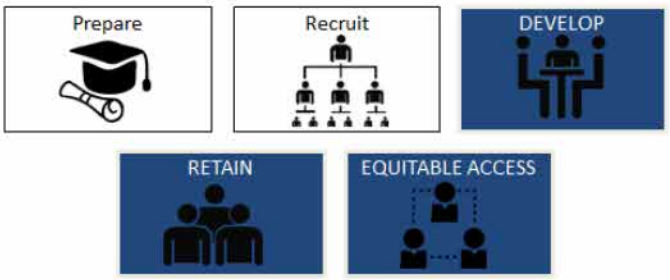


Figure 2: As you can see from image above, this LEA addresses the talent management challenges of developing, retaining, and providing equitable access to effective educators through its career ladder pathway model.

LEA Demographics and Summary Statistics:
On the "LEA-at-a-Glance" page, we've used summary statistics and figures found on the New York State Report Cards via the Public Access Data Site to relay the demographic, financial, talent management, and educator effectiveness status of each LEA from the most recent school year that information has been publically reported.

Student Achievement and Talent Management Needs:
The strength of educator leadership and career ladder pathways lies in its diversity and adaptability. NYSED, through STLE requirements, has provided the field the flexibility to design and implement roles and responsibilities that are responsive to LEA's emergent needs and help support high quality education experiences that will improve student outcomes as demonstrated through college and career ready knowledge, skills, and dispositions. The page entitled, "Rationale" outlines the specific student achievement and talent management needs each LEA set out to address through career ladder pathways as well as the design principles they've adopted to directly meet the needs they've identified through gap analysis.

Career Ladder Pathway Structure and Roles and Responsibilities:
There are many career ladder pathways models that one might imagine addressing a strategically planned TLE continuum and the five common talent management challenges. On the "Teacher Roles and Responsibilities" and "Principal Roles and Responsibilities" pages, as shown in Figure 3, one can gain a clear picture of the LEA's career ladder pathways structure, positions on each rung, as well as the roles and responsibilities of teachers and principals that make up each LEA's model based on their local context.

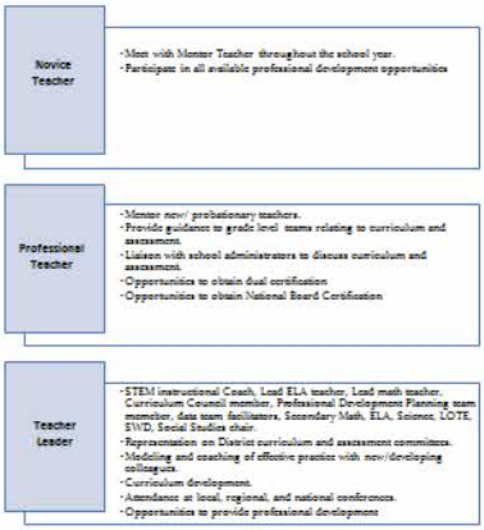


Figure 3: This chart on an LEA's "Teacher Roles and Responsibilities" page outlines the leadership positions and roles and responsibilities associated with each rung of the career ladder pathway.

Impact:
On the "Impact" page each LEA has identified the quantitative and qualitative impact data that it has seen and hopes to realize since implementing career ladder pathways and related STLE grant activities. This page is meant to show the field the value of this work by highlighting the reach of teacher and principal leaders (shown in Figure 4), cost and time savings, as well as progress on the specific student achievement and talent management needs identified by each LEA. Program evaluation is ongoing; LEAs will continue to monitor impact through and beyond the grant period to better understand correlations between impact evidenced and various district and building initiatives, as well as the work of teacher and principal leaders.

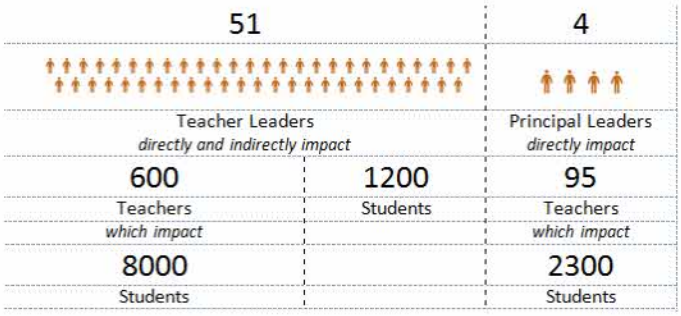


Figure 4: This graphic on an LEA's "Impact page" shows how many teachers and students that teacher and principal leaders' impact.

Estimated Costs and Sustainability Plans:
The "Cost and Sustainability" page highlights each LEA's sustainability plan and some of the costs associated with their model. This page is intended to show the field the feasibility of implementing career ladder pathways as well as stress the importance of addressing this work through a systemic lens.

An On-The-Ground Perspective by Looking at "A Day in the Life":
The last pages of each profile are entitled, "A Day in the Life" and are designed to offer an on-the-ground perspective of what this work looks like day-to-day. It is meant to put a face to this work and help the field understand what teacher and principal leadership looks like, minute-by-minute. In addition to highlighting how a teacher or principal leader spends their time, as shown in Figure 5, a reader will be able to better understand professional development opportunities the LEA provides to help all of its educators learn and grow.

Figure 5: The schedule on each "A Day in the Life" page shows how a teacher or principal leader spends their time on a typical day from start to finish. The bar graph on the page summarizes time spent in each of their major roles and responsibilities.

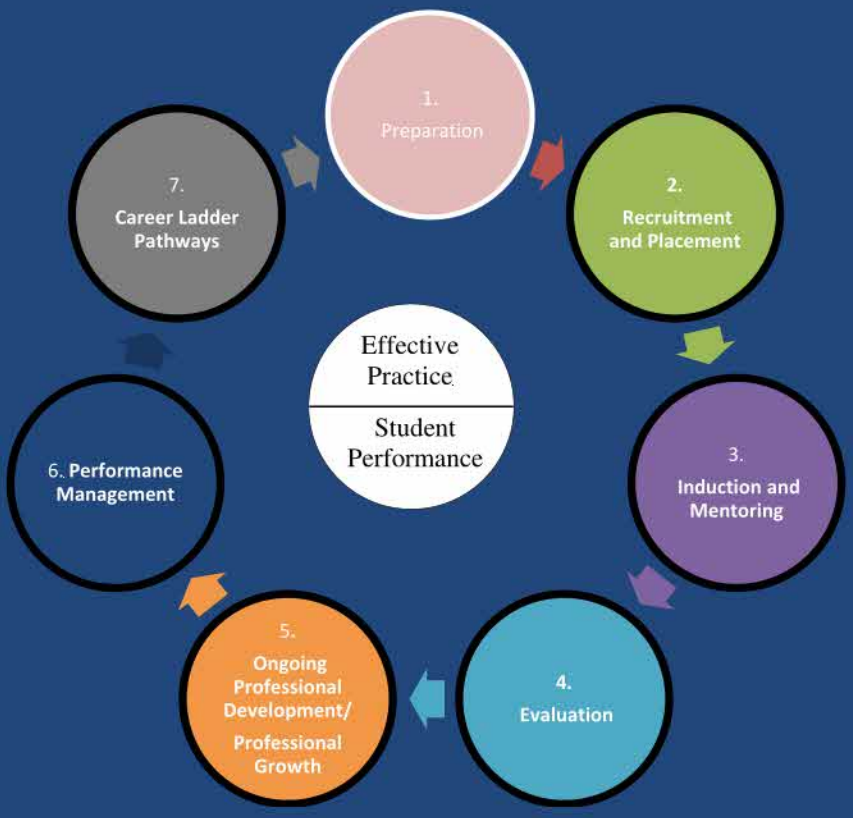
Greece Central School District

Region: Rochester/Southern Tier

Motto: One Vision • One Team • One Greece

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

Superintendent: Ms. Barbara Deane-Williams



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.

GREECE 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	Teachers in the District	Principals in the District	Turnover Rate of Teachers with Fewer than Five Years of Experience	Turnover Rate of all Teachers
20	974	17	23% *2012-13 data	13% *2012-13 data

State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
9	15	144	13
(5%)	(8%)	(80%)	(7%)

Student Enrollment	Per Pupil Expenditure
11,047	$9,266.00 *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
17 (0%)	1,481 (13%)	1,200 (11%)	351 (3%)	7,668 (69%)	330 (3%)

Other Student Groups

English Language Learners	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
278 (3%)	1,329 (12%)	5,009 (45%)	2,698 (24%)	1,124 (10%)

OVERARCHING VISION

Greece Central School District (GCSD), located in the Rochester area, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of $2,481,702 and a STLE Dissemination: Principal Leadership (STLE-D) recipient of $966,198. Educators in Greece have created a cohesive vision of leadership that spans across 20 schools, 11,047 students, and 974 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

The Envision Greece 2017 Strategic Plan developed by a partnership amongst district administration, board of education members, union representatives, faculty, and community members in 2011-12, focuses on three priorities: evidence based instruction, aligning curriculum with the college and career ready standards, and improving teacher and leader effectiveness to close achievement gaps and increase graduation rates for all students. In 2011-12, when the district first applied for STLE 1, the use of effective strategies to accelerate student growth and close gaps in achievement was recognized as a common need across Greece schools. Targeted, job-embedded professional development in all schools was identified as the most effective way to ensure that the highest need students have access to the most effective teachers. While all teachers in GCSD were rated as Highly Qualified by the New York State accountability process, experience and teaching skills varied. Greece viewed the implementation of the Teacher Leader Effectiveness (TLE) Continuum, with an emphasis on Career Ladder Pathways, as critical to ensuring that all students graduate on time with the 21st Century skills needed to be college and career ready.

Current Status of Career Ladder Pathways

Through the career ladder pathways that were developed and further enhanced through STLE 1 and 2 grants, Teacher Leaders in each building spend part of the day teaching the lowest performing students and coach their colleagues during the remainder of the day. In addition, Teacher Leaders assist their peers with applying the New York State (NYS) Teaching Standards and Annual Professional Performance Review (APPR) for continuous improvement. They develop curriculum aligned with college and career ready standards, and use evidence-based instruction, aligned directly to the priorities of the Envision Greece 2017 Strategic Plan. The district's principal career ladder pathway supports the development of building leaders to ensure that all students graduate with the skills needed for success in today's world. In addition to Principal Leaders who mentor Novice Principals, GCSD instituted the position of Turnaround Principal. The Turnaround Principal is responsible for ensuring that school leaders develop the skills needed to maximize their influence on student outcomes, more efficiently use resources, improve job satisfaction, and increase retention of highly skilled teachers. The Turnaround Principal is responsible for providing professional development for all Novice Principals for their first two years as well as for providing intensive coaching for any principal rated lower than Effective on his/her annual evaluation and for any with schools identified as falling below district expectations (currently four schools are internally identified as focus schools, using GCSD criteria).

Future Aspirations for Greece through Educator Leadership in Career Ladder Pathways

STLE-D grant funds, are allowing Greece to expand the work begun through the first two cohorts of STLE 1 and 2 while replicating the success Greece has experienced with other school districts in New York State and beyond. Through the STLE-D grant, the district is: creating a Technical Assistance Center to offer STLE-aligned professional development and coaching support for Teacher Leaders, principals, and Principal Leaders from both GCSD and other districts; providing advanced leadership opportunities to leverage the talents of the district's highest performing principals and teacher leaders on principal career ladder pathways; and coaching non-STLE principals and future principals. As a Technical Assistance Center, Greece will offer four 1-day visitations, and two 2-day convenings that will allow other school districts to learn about their labor-management collaboration, observe the TLE Continuum in action, and receive professional development in design thinking to support implementation of the Regents Reform Agenda –college and career ready standards, evidence-based instruction, and APPR –and the use of design thinking to advance innovation in practice.

MODEL SUMMARY

Greece Central School District developed career ladder pathways for teachers and building principals designed to utilize their expertise in career advancement positions to support faculty development and improve student outcomes using 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: recruitment and placement, induction and mentoring, evaluation, ongoing professional development/professional growth, and performance management.

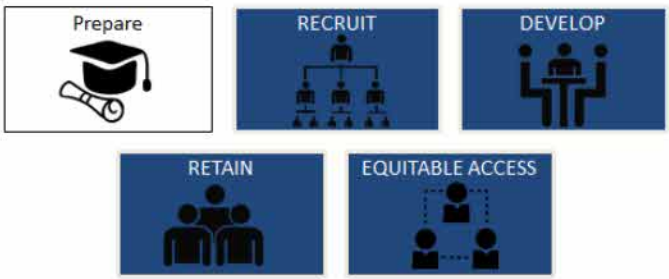
The district established the following teacher and principal leader positions on its career ladder pathways:

Teacher Leader: Elementary, Secondary, and APPR/Data Coach
Principal Leader: Elementary and Secondary
Turnaround Initiative Principal

All Teacher Leaders spend part of the day teaching students whose performance is below grade level performance expectations. Greece CSD teacher and principal leaders spend the remainder of their day, with colleagues, focused on three areas based on district priorities outlined in the district strategic plan entitled, "EnVision Greece 2017." The district's 30 Teacher Leaders (11 Elementary Teacher Leaders, 16 Secondary Teacher Leaders, and 3 APPR/Data Coaches) assist their peers with applying the New York State Teaching Standards and Annual Professional Performance Review (APPR) for continuous improvement, developing curriculum aligned with college and career ready standards, and using evidence to inform instruction. Likewise, the district's 4 Principal Leaders help support and coach other principals. The Turnaround Initiative Principal mentors new principals and targets support to the district's lowest performing schools. In addition, the Turnaround Initiative Principal works with the district's partner, New York City Leadership Academy (NYCLA), to assess the needs of school leaders and develop a custom leadership curriculum in order to build leadership capacity to close achievement gaps.

Greece CSD uses the Public Education Leadership Project (PELP) Coherence Framework when developing new strategies that work towards improving student performance throughout the district. The framework is designed to help leaders identify the key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship.

Greece CSD's Career Ladder Pathways model addresses the talent management challenges of 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. In Greece, 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 to focus professional learning, coaching support, and innovative instructional strategies on increased student achievement. Increasing access to success by supporting every student, every day is what Greece schools are all about.

Gap Analysis:
In an initial assessment, Greece identified the following needs:

Student Achievement:

- Accelerate student growth and close achievement gaps for all students, particularly at three schools identified as "Improvement Schools" due to English Language Arts (ELA) and Math outcomes for African American students and students with disabilities.
- Adequately support the increasing population of students with specialized learning needs as well as economically disadvantaged students which had doubled over the past decade.
- Address the correlation of schools with the highest percentage of economically disadvantaged students and students with disabilities with the lowest scores on New York State Grades 4 and 8 ELA and Math exams, as well as on Regents exams and graduation rates.

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.
- Address variability in teaching skills.
- Address turnover in the district of effective, experienced educators to other districts due to the reduction of career advancement opportunities.

Design Principles:
In response to these needs, Greece designed career ladder pathways that:

- Extend the influence of the most effective educators throughout the district to students with the highest needs.
- Include a robust and systematic leadership development program.
- 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 recognition for work outside of the school day.

TEACHER ROLES & RESPONSIBILITIES

Teacher With No Previous Experience

- Classroom teacher.
- Participate in mandatory new teacher induction prior to their first school year and receive two years of formal mentoring.
- Encouraged to earn Masters' degrees and are eligible for tuition reimbursement.
- Advance to Novice Teacher when he/she has two years of experience and has received at least one Effective or Highly Effective rating according to Annual Annual Professional Performance Review (APPR) during the past two years.

Novice Teacher

- Classroom teacher.
- Additional support provided by Teacher Leaders.
- Responsible for reviewing and responding to student performace every three weeks as part of the school and department Professional Learning Community (PLC) process.

Professional Teacher

- Novice Teacher roles and responsibilities.
- May be a member of the School Improvement Team.
- May provide professional development.
- May serve on curriculum writing committees and other district committees.
- May become a coordinating teacher for student teacher placements.
- May teach summer school and other tutorial classes.

Teacher Leader

Elementary, Secondary, and APPR/Data Coach Teacher Leaders:

- Professional Teacher roles and responsibilities.
- Serve emerging needs of classroom teachers as defined by classroom teachers.
- Provide professional development and coaching for colleagues to improve student acheivement.
- Serve on District Leadership Development teams and on district improvement initiatives.
- Provide model classrooms, demonstrate lessons for peers.
- Provide professional development for school leaders and district administrators as needed.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Provide instructional leadership for building staff.
- Responsible for creating a data analysis and response process to monitor students by face and name and reviewing student data every three weeks as part of the school Professional Learning Community (PLC) process.
- Participate in monitoring weeklong Leadership Academy Induction Program prior to start of the school year.
- Receive formal mentoring and coaching for first two years.

Professional Principal

- Provide instructional leadership for building staff.
- Responsible for knowing every student by face and name and reviewing student data every three weeks as part of the school PLC process.
- Responsible for leading school improvement team and professional learning community development to close achievement gaps.

Principal Leader

- Professional Principal roles and responsibilities.
- Mentor new principals in their roles as instructional leaders aligned with the EnVision Greece 2017 Strategic Plan.
- Responsible for participating on the District Leadership Development Team and other district improvement initiatives.
- Collaborate to design the annual Leadership Academy and Data Summit in alignment with student achievement results.
- Serve on Superintendent's Principal Cabinet advising systems level analysis and decisions.
- Serve as a strong linkage for the Superintendent to the classroom.

Turnaround Initiative Principal

- Ensure principals develop skills to maximize their influence to close achievment gaps.
- Provide Novice Principals with professional development in their initial two or three years.
- Provide coaching for principals rated lower than "Effective" on his/her evaluation and in schools identified as "falling below district expectations."
- Increase retention of highly skilled principals and in turn, teachers.
- Implement the District Focus School model.
- Respond to individual school needs and engage in system-wide models of professional learning.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify high quality, "Effective" and "Highly Effective" teachers, according to Annual Professional Performance Review (APPR).
- Identify high quality teachers and principals who have a history of successful practice and demonstrated leadership skills.
- Identify teachers and principals who are skillful in the use of data analysis to plan instruction, respond to student learning, and close achievement gaps.
- Identify teachers and principals who are respected by their peers and administration based on student performance trajectories.

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; 50% of the interview team is comprised of teachers and union leaders and the remaining 50% are district leaders.
- Communicate teacher leader opportunities to identified educators.

3. DEVELOP & 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 strengthen and 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.

More than 1,000 Greece employees were encouraged to make the 2014-15 academic year the best ever at the district's annual Opening Day Ceremony.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Informed by the EnVision Greece 2017 Strategic Plan to ensure excellence and equity throughout the PreK-12 system, implementation of Greece's teacher and principal leader model requires preparation for Teacher Leaders, Principal Leaders, building staff, and building/district leaders. Envision Greece 2017 states, "If we develop human capital and professional capacity by ensuring there are effective employees at every level of the organization focused on improving student outcomes; if we give our students and parents access to high quality schools and coherent curriculum; and we hold ourselves accountable for strong performance management; then we will keep our promise to graduate every student in our schools college-prepared and career-ready.". The Greece Leadership Academy, held annually, provides an opportunity for the Superintendent, her Cabinet, principals, district and school leaders, as well as Teacher Leaders to participate in highly collaborative sessions that promote improved skills and system capacity to close achievement gaps and implement initiatives outlined in the "EnVision Greece 2017" Strategic Plan.

The academy follows the New York City Leadership Academy (NYCLA) guiding principles:

1. School leaders are a crucial lever in school improvement and teacher effectiveness.
2. All school leadership development work must be standards-based and aimed at accelerating student learning and closing the achievement gap.
3. Program results, the most important being student performance outcomes in schools led by program participants, must be evaluated regularly to inform continuous program improvement.
4. The work of school improvement requires systematic and strategic development and support of the school leader, outside of the supervisory structure.
5. Leadership preparation and school leadership coaching/mentoring must be standards-based and coaches/mentors require ongoing training and tools to be effective.
6. The training, coaching, and support of school leaders must be responsive to state and local improvement efforts.

"I am very proud that Greece Central will create a new model of shared leadership where principals, Teacher Leaders, and Professional Learning Communities (PLCs) promote a dynamic and collaborative focus on student learning."

-Barbara Deane Williams
Greece Central School District Superintendent

"The most effective educators must work with the lowest performing students to accelerate student achievement to ensure that all students graduate on time with the 21st Century skills needed to be college and career ready. Implementing the Teacher and Leader Effectiveness (TLE) Continuum, with emphasis on career ladder pathways, is critical to achieving that goal."

-From Greece's STLE 2 Application

Pictured above, Greece educators and administrators attend the summer 2013 (top) and 2014 (bottom) Leadership Academy.

IMPLEMENTATION TIMELINE

The development and implementation of the district's career ladder pathways began in July 2011 when the Greece Board of Education set out to establish and support a strong governance team with the Superintendent, as well as a continuous improvement process to ensure annual improvement of K-12 student achievement. Strong labor management collaboration led to the development of a strategic framework which prioritizes teacher and principal leadership to drive student success.

Greece Central School District Career Ladder Pathways Implementation Timeline	
July 2011	Superintendent of Schools established expectations for Labor management collaboration. Adopted and aligned Board and district goals to focus on improved graduation outcomes.
August 2011	Refined District School Improvement Model to support college-readiness.
September 2011	Published and Analyzed Results Data Book to identify focus schools and achievement gaps.
December 2011	Created Strategic Framework to support New York State Reform Agenda.
May 2012	Developed Teacher Leader prototypes.
July 2012	Strategic Framework Data Summit sets five-year goals aligned with college-readiness expectation.
August 2012	Annual Professional Performance Review (APPR) plan approved.
October 2012	Awarded Strengthening Teacher and Leader Effectiveness (STLE) Grant. Created Teacher Leader positions. Initiated partnership with the New York City Leadership Academy (NYCLA). Developed the Greece Leadership Academy Curriculum.
January 2013	Teacher Leaders began roles. NYCLA conducts intensive focus group research with district administrative and Teacher Leaders.
March 2013	Turnaround Initiative Principal begins. The STLE Leadership Academy Design Team consisting of teachers, Teacher Leaders, and administrators, worked closely with NYCLA to back map a 10-day Leadership Academy to the Envision Greece Strategic Plan and evaluation rubrics for teachers and administrators.
July 2013	Inaugural Greece Leadership Academy facilitated collaboratively with the GCSD STLE Facilitation Team consisting of Teacher Leaders, Principal Leaders, and other administrators.
October 2013	Awarded STLE 2 grant. Enhanced teacher and principal career ladder pathways model.
November 2013	Superintendent and team closely align Title I, IIA, and IDEA B grant managers to ensure stronger focus on results and the Academic Return on Investment (AROI).
December 2013	Grant coordinator meets with Teacher Leaders to facilitate and monitor progress.
February 2014	Principals selected to participate in Harvard Principals Institute to create a District Turnaround School Strategy Team.
March 2014	Grant coordinator and Assistant Superintendent for Instruction prepare mid-year STLE report.
May 2014	Selected staff attends Harvard Principals Institute to extend District Turnaround School Strategy Team.
June 2014	Analyze outcomes on assessments to determine student progress. Collect and review feedback and recommendations from STLE impacted educators. Grant coordinator submits annual performance report.
July 2014	Summer Leadership Academy. Improvement implementation plans developed for upcoming school year. Business office submits final financial report to the Office of Teacher and Leader Effectiveness.
August 2014	Superintendent and Cabinet lead Data Summit School Improvement Teams use student performance data to plan schedules, instructional interventions and monitoring system.

September 2014	Teacher Leaders, Grant Coordinator, and Turnaround Principal begin/resume work in schools. Worked to align Annual Professional Performance Review (APPR) linkage between Teacher Leaders and Tier II students to assess impact on academic performance.
October 2014	Begin planning Summer 2015 Leadership Academy and Data Summit. Superintendent and her team closely align grants to focus on the Academic Return on Investment (AROI).
November 2014	Awarded Strengthening Teacher and Leader Effectiveness-Dissemination: Principal Effectiveness grant (STLE-D).
December 2014	Grant Coordinator and partner organization conduct professional development needs assessments with STLE-D consortium districts.
January 2015	Grant Coordinator and Assistant Superintendent for Instruction prepare interim STLE reports.
February 9-10 and April 20-21, 2015	We Teach 2 LEAD Leadership Summits.
June 2015	Grant Coordinator and Assistant Superintendent for Instruction prepare final STLE reports.

COMMUNICATION STRATEGY

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

In the first stages of development, Greece communicated the purpose of career ladder pathways by underscoring district priorities for increasing leadership and instructional capacity. These priorities are clearly stated in the district's strategic plan entitled, "EnVision Greece 2017," which was developed collaboratively by multiple stakeholders.

Throughout implementation, the district has used a number of digital and print communication tools and strategies to ensure that stakeholders remain informed about career ladder pathways. The district is committed to ensuring improvement and student achievement is continuously recognized and celebrated.

	The district-wide, bi-weekly newsletter Teamwork includes updates on strategic initiatives. The "Good Newsletter" and "Community Connection News" keep the community informed of progress.
	Each principal and assistant principal includes Strengthening Teacher and Leader Effectiveness (STLE) updates in every leadership meeting.
	The communications team uses the district's website and social media to share best practice updates from Teacher and Principal Leaders and to build capacity of others.
	Teacher and Principal Leaders share their experiences and best practices on their own blog.

Left: On August 28, 2014 Superintendent Barbara Deane-Williams speaks to administrators during the Leadership Academy about doing whatever it takes to help students succeed. Right: On August 11, 2014 teachers and leaders use data to write winning recipes for student success.

PROMISING PRACTICES

Using a set of guiding questions, the Greece Central School District Leadership Team thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways.

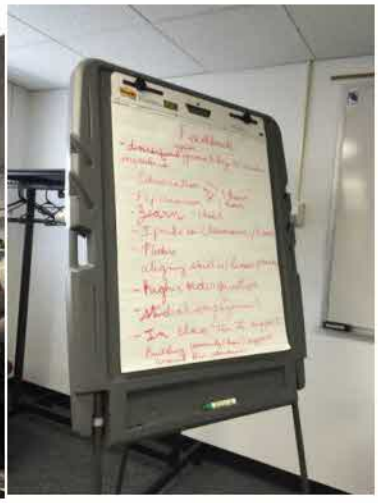
	Developed a strategic plan that outlines goals and strategies to improve performance and measures the effectiveness of academic programs and operational systems on an annual basis.
	Involved a multitude of stakeholders to ensure that the strategic actions are aligned with district goals to close the achievement gap and ensure that all students graduate from high school and are college and career ready.
	Developed and implemented a refined recruitment and selection process to ensure high quality teacher and principal leaders.
	Clearly defined and aligned professional development expectations for Teacher and Principal Leaders as well as all District Office staff to focus squarely on closing achievement gaps and ensuring equity and access to quality schools and programs.
	Created a Labor Management Partnership consisting of teachers, building leaders, and district office administration focusing on teaching quality, professional learning, and collaborative structures and practices that support local reform initiatives.
	Utilized American Federation of Teachers (AFT)/United Federation of Teachers (UFT) Center for School Improvement to conduct School Improvement Team Training to analyze data and improve student performance. Reprioritized district office supports to better meet the needs of buildings.

On June 24th, 2014 Greece Teacher Leaders showcase innovations they are producing using design thinking.

COST & SUSTAINABILITY

Greece CSD has used Strengthening Teacher and Leader Effectiveness (STLE) grants to fund the development and implementation of its career ladder pathways to support principal and teacher leadership development and retention. The district is committed to sustaining grant funded activities, including career ladder pathways, beyond the grant term. The Greece School District budget is aligned to Envision Greece 2017, and the Program Budget Advisory Committee and District Finance Team 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's STLE Advisory Council is tasked with planning for sustainability and is comprised of the Superintendent, Deputy Superintendent, Assistant Superintendents for Finance and Human Resources Turnaround Initiative Principal, STLE Grant Coordinator, and Professional Learning Director as well as building principals, Teacher Leaders, and teacher union representatives.



On December 8th, 2014 Greece Central School District's Teacher Leaders discuss future professional development possibilities.

30
Teacher Leaders

x $3,000
Stipend for service beyond the work day

= $90,000

4
Principal Leaders

x $4,000
Stipend for service beyond the work day

= $16,000

1
Turnaround Initiative Principal

x $6,000
Stipend for service beyond the work day

= $6,000

Note: Figures as of January 2015.

IMPACT

30	4	1
Teacher Leaders *directly impact* 1,076+ Teachers *which impact* 11,000+ Students	Principal Leaders *directly impact* 13 Principals *which impact* 796+ Teachers *which impact* 7,890+ Students	Turnaround Initiative Principal *directly impact* 4 Principals *which impact* 357+ Teachers *which impact* 4,595+ Students

COST SAVINGS	TIME SAVINGS
• Embedded professional development provided by Teacher Leaders has accounted for 50-75% of the professional development experiences in schools. • GCSD continues to create and build upon data systems that accurately record cost savings and will have longitudinal metrics at the end of the grant period.	• The shift in grade level and department meetings to Professional Learning Communities (PLCs) has increased time spent in evidence-based analysis and action by 30%. • PLC work has increased the time spent on targeted evidence-based analysis and action by an estimated 30% to 75% in each building. This supports Greece's Every Child by Face and Name Initiative. • Reorganizing the District Office allowed administrators to devote the majority of their time toward directly supporting schools.

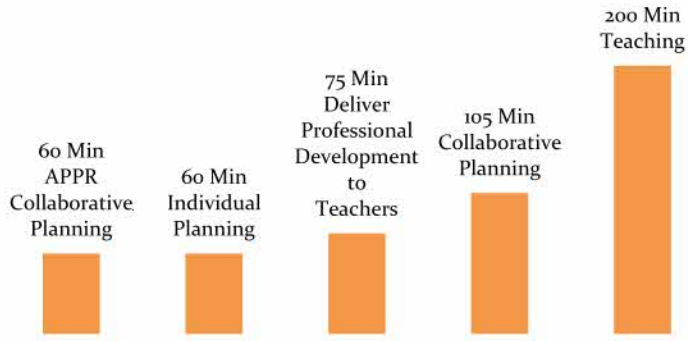
STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Increased the number of students meeting proficiency in Grades 3-8 Math by 4% from the 2012-13 to 2013-14 year.		Partnered with the New York City Leadership Academy (NYCLA) to implement an annual summer leadership academy and standards-based teacher leadership program to address the need for robust and systematic leadership development absent prior to STLE.
	Restructuring of roles increased the percent of Highly Effective and Effective educators working with the highest needs students. Teacher Leaders spend 50% of their time working specifically in high need areas.		100% of Principal and Teacher Leaders have been retained in their leadership roles or in the district as compared to previous years where top talent left to pursue advancement opportunities in nearby districts. Greece has created a career ladder pathway structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.
	Credits recovered through blended online opportunities have increased by 60% in the first quarter of 2014-15 from the previous year.		In a survey administered in April 2014, 17 out of 18 Teacher Leader respondents agreed or strongly agreed in their ability to coach teachers for the purpose of increased student learning.
	Reduced the number of student subgroups, by measure, where the district did not meet AYP from 11 measures in 2011-12 to 4 measures in 2012-13.		All principals are responsible for knowing every student by face and name and reviewing student data every three weeks as part of the school PLC process.

One Day in the Life of Rob Stalter: Greece CSD Teacher Leader

Rob Stalter, Teacher Leader
Greece Arcadia High School
Greece Central School District

One Day in the Life: by the minute

7:00	AM	Arrive at school and ready materials for class.
7:20	AM	Teach U.S. Government and Economics class for seniors.
8:20	AM	Tutor tier 2 students to prepare for New York State Global Regents exam retake.
9:20	AM	Teach U.S. Government and Economics class for seniors.
10:20	AM	Lunch with Humanities teachers in teacher office.
11:00	AM	Meet with Middle School Principal to discuss PLC work in the building.
11:45	AM	Work with middle school teachers to develop strategies to ensure students are college and career ready.
1:00	PM	Meet with union leadership to develop district Annual Professional Performance Review (APPR) teacher goals.
2:00	PM	Work at the district Professional Learning Center to discuss and plan professional development for future Teacher Leader sessions.
3:00	PM	Plan lessons for tomorrow's classes and gather materials needed.
4:00	PM	Head home with papers to finish grading.



Opportunities for professional growth

Here are a few of the ways that Rob Stalter is developing his teaching and leadership skills:

Implementation Planning

Teacher Leaders participate in the intensive annual summer Leadership Development Academy to prepare for the upcoming academic year.

One-on-One Support

Throughout their careers, all teachers are expected to develop personal development plans and participate in workshops, conferences, and formal coursework to meet those goals.

Communities

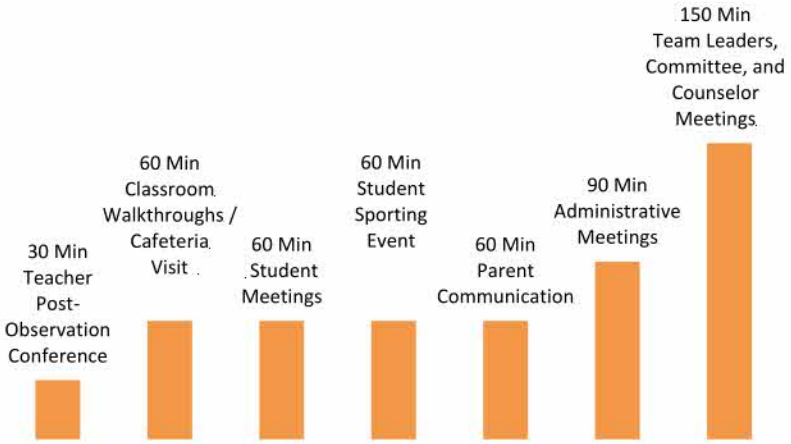
Teacher Leaders collaborate regularly throughout the year to provide support for one another and problem solve.

One Day in the Life of Christina Sloane: Greece CSD Principal Leader

Christina Sloane,
Principal Olympia School
Greece Central School District

One Day in the Life: by the minute

7:00	AM	Secondary Principals Collegial Circle.
8:00	AM	Arrival at school, check in with secretary.
8:15	AM	Check in with administrative team and security.
8:30	AM	Classroom visits.
9:15	AM	Parent meeting.
9:45	AM	Counselor Meeting – course selection.
10:30	AM	Student meetings – 8th grade discipline.
11:15	AM	Stop in the cafeteria, visit with students and security.
11:30	AM	Meet with Team Leaders – staff meeting professional development.
12:30	PM	Post Observation Conference.
1:00	PM	Meeting with CSE Coordinator.
1:30	PM	Meet with PBIS Committee Teacher Leads.
2:00	PM	Ready for dismissal.
2:15	PM	School Improvement Team meeting – goal monitoring.
3:15	PM	Late bus dismissal.
4:00	PM	Debrief with administrative team, parent calls, and office time.
5:00	PM	Attend modified girls' basketball game.



Opportunities for professional growth

Here are a few of the ways that Christina Sloane is developing her leadership skills:

Implementation Planning

Principal Leaders participate in the intensive annual summer Leadership Development Academy to prepare for the upcoming academic year. Ms. Sloane also participated in training with regard to turnaround strategies at Harvard University.

One-on-One Support

Principal Leaders develop personal professional development plans and participate in workshops, conferences and formal coursework to achieve those goals.

Communities

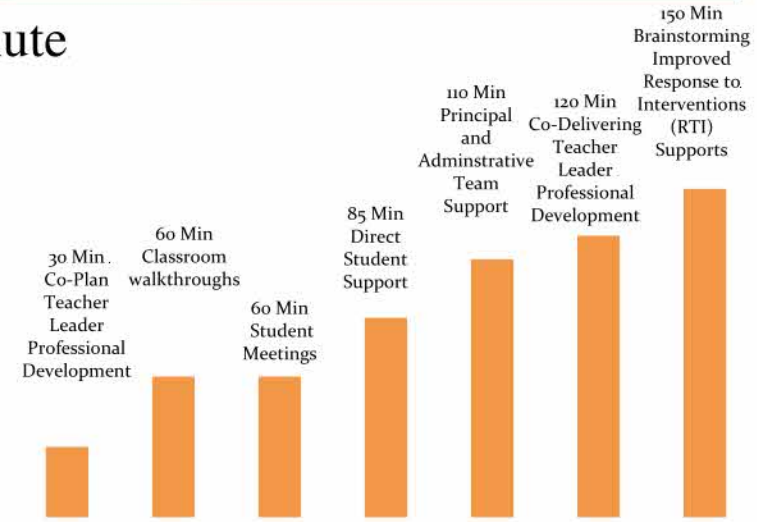
Principal Leaders participate in Teaching and Learning teams, led by district official, and conduct formal walkthroughs with each principal at least monthly.

One Day in the Life of Kathryn Colicchio: Greece CSD Turnaround Initiative Principal

Kathryn Colicchio, Ed.D.
Turnaround Initiative Principal
Greece Central School District
Office of K-12 Schools

One Day in the Life: by the minute

7:45	AM	Arrival: Participate in Administrative Team Meeting at Focus School.
9:35	AM	Collaborate with 9th and 12th grade students and administrators regarding cohort progress and student needs.
11:00	AM	Walk through 9th grade classrooms with assistant principal.
12:00	PM	Meet with Food Service Director to obtain snacks for students attending the Twilight Afterschool Program.
12:30	PM	Collaborate with STLE Design team to plan professional development for Teacher Leaders.
1:00	PM	Co-Present with Teacher Leader and STLE Grant Coordinator at Bi-monthly Teacher Leader professional development.
3:00	PM	Debrief Teacher Leader Professional Development Session with Superintendent and co-presenters.
3:30	PM	Return to district office to return calls and track attendance interventions, Wrap Around Team interventions, and mid-mark reports.
4:30	PM	Answer email requests.
5:15	PM	End of Business: Organize information for morning meetings before departing.



Opportunities for professional growth

Here are a few of the ways that Kathryn Colicchio is developing her leadership skills:

Implementation Planning

Ms. Colicchio participated in Facilitative Competency-Based Coaching at the New York City Leadership Academy. She utilized lessons learned as co-chair of the STLE Design Team.

One-on-One Support

The Turnaround Initiative Principal regularly meets with administrators, teachers, and students to customize learning opportunities to meet the needs of diverse learners.

Communities

The Turnaround Initiative Principal continues to participate in professional development opportunities within and outside the district throughout the year to develop her leadership skills.

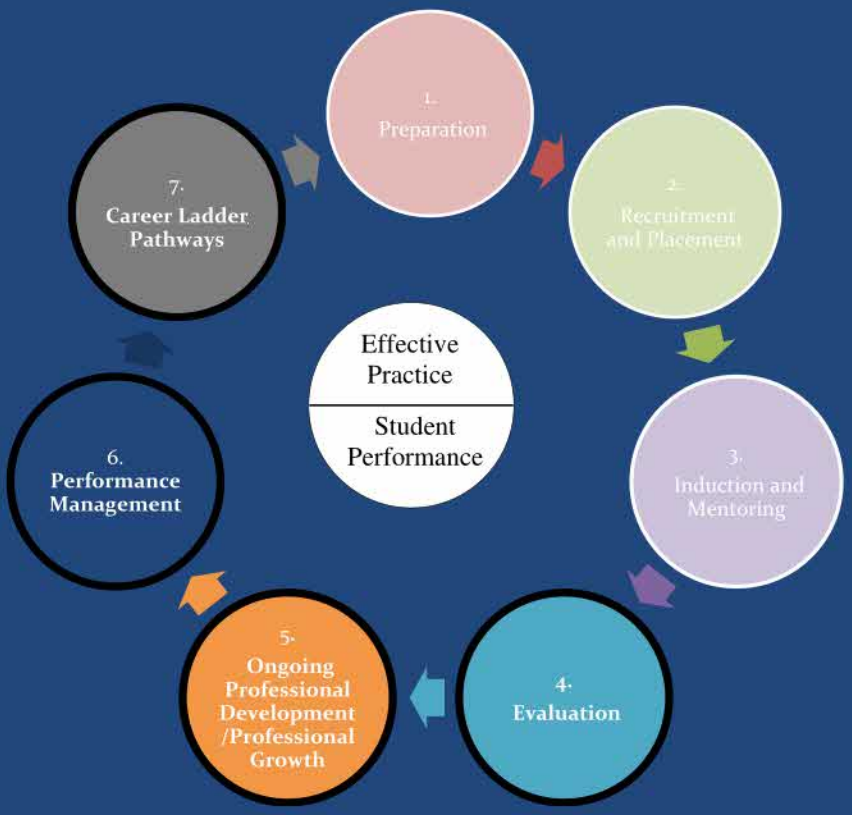
Huntington Union Free School District

Region: Long Island

Motto: *"A Tradition of Excellence Since 1657"*

Awards: Strengthening Teacher and Leader Effectiveness 1 and 2

Superintendent: Mr. James W. Polansky



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.

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	Teachers in the District	Principals in the District	Turnover Rate of Teachers with Fewer than Five Years of Experience	Turnover Rate of all Teachers
8	342	8	17% *2012-13 data	12% *2012-13 data

State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
5	3	76	3
(6%)	(3%)	(87%)	(3%)

Student Enrollment	Per Pupil Expenditure
4,373	$12,352.00 *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	386	1,792	87	1,994	113
(0%)	(9%)	(41%)	(2%)	(46%)	(3%)

Other Student Groups

English Language Learners	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
561	650	2,008	1,347	170
(13%)	(15%)	(46%)	(31%)	(4%)

OVERARCHING VISION

Huntington Union Free School District (HUFSD), located on Long Island, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of $1,001,322. Educators in Huntington have created a cohesive instructional support and monitoring system that spans across 8 schools, 4,373 students, and 342 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

Before the STLE-funded initiatives began, Huntington found that systematic data analysis and interpretation of formative and summative data disaggregated by subgroup (especially for student identified subgroups) was not systematically shared in a comprehensive, consistent fashion among departments and across the district. There was little evidence of high expectations and equal access for English language learners or students with disabilities to challenging learning opportunities to develop high order thinking skills (e.g., honors and Advanced Placement (AP) coursework), particularly in self-contained programs. In classrooms observed, teacher-centered instruction was the major instructional strategy employed and checks for concrete understanding and fact recall were most commonly used. In addition, the district depended heavily on external professional development resources and opportunities to meet many of their teacher and leader effectiveness needs. This included the use of consultants, as well as promoting attendance at specific conferences, and engaging teachers in the National Board Certification process. They found that generic professional development was often not relevant to a specific teacher's or school's needs. Huntington believes that ongoing, job-embedded, targeted professional development should be based on the district's vision and their schools' related learning goals for all students. As such, professional development must meet the individual needs of teachers and be optimally tailored using the teacher's Annual Professional Performance Review (APPR) results and student outcome data.

Current Status of Career Ladder Pathways

As a result of the STLE 1 and 2 grants, Huntington's primary focus on external professional development shifted to the internal development of teacher leaders and their subsequent engagement in peer coaching, mentoring, and turnkey training. The district's Focus Walks, an informal and non-evaluative observation model, allow teacher leaders, serving as peer academic coaches, and administrators to visit classrooms across the district in an effort to identify aspects of instruction in need of improvement or fine-tuning and specific student needs. Through Focus Walks, the district has been able to provide support to teachers as they integrate college and career ready standards by identifying and sharing best practices, in addition to the development of targeted professional development. The district is seeing a significant shift in the way teachers are teaching and students are learning as evidenced by the analysis of practice collected through the use of digital observation tools and protocols. Rather than the teacher-centered instruction observed in the beginning of the 2013-14 academic year, end of year results showed a significant increase in the number of lessons built around students interpreting academic vocabulary, writing arguments, reading closely, citing evidence, and determining central ideas of text. Huntington's teacher and principal leaders and focus walk process are critical systemic elements to ensure all students have equal access to high quality educators and close achievement gaps.

Future Aspirations for Huntington through Educator Leadership in Career Ladder Pathways

In an administratively lean district, all have welcomed the assistance and support of teacher leaders. Huntington is confident that some of the analyses conducted as a result of their Focus Walks protocol and the work done by their academic coaches will have a permanent and positive impact on their peers. Huntington's peer coaching and Focus Walk processes have promoted trust in a collaborative and collegial educational environment where the primary goal is to maximize student potential and promote high quality learning experiences in every school and classroom. It is Huntington's objective to encourage their teacher leaders to pay it forward and help develop the next group of teacher leaders that may positively influence their peers in a similar manner – both formally and informally.

MODEL SUMMARY

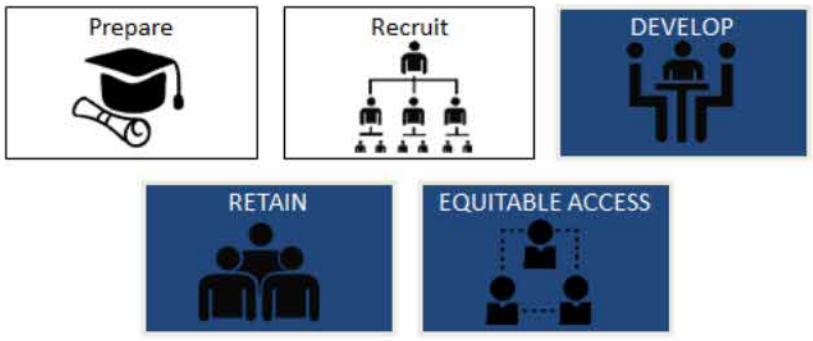
Huntington Union Free School District developed career ladder pathways for teachers and building principals designed to utilize their expertise and reflective practices so that educators are able to adequately assess their performance and set personalized development goals accordingly. The district's career ladder pathways address and integrate the following components of the Teacher Leader Effectiveness (TLE) Continuum: 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: Transitional Student Coach
- Professional Teacher: Transitional Student Coach
- Professional Teacher: CCLS/DDI Demonstration Teachers (Elementary/Secondary)
- Professional Teacher: Parent University Coordinator
- Teacher Leader: Academic Discipline Coaches (Elementary/Secondary)
- Teacher Leader: Data Expert and Instructional Guide (Elementary/Secondary)
- Teacher Leader: Elementary Science Coordinator
- Teacher Leader: Mentors
- Novice Principal: Universal Pre-Kindergarten Staff Developer
- Professional Principal: Universal Pre-Kindergarten (UPK) Staff Developer
- Professional Principal: Family Involvement Coordinator
- Principal Leader: Mentor for Teacher Leaders/Coaches (Elementary/Secondary)

On Huntington's teacher career ladder pathway, 2 Transitional Student Coaches work with students in grades 9 and 10 to help them connect their high school experiences to the idea of college and career readiness. The 12 CCLS/DDI Demonstration Teachers present lessons in English Language Arts (ELA), mathematics, and Science, Technology, Engineering and Math (STEM), which supplements the coaching and mentoring processes. Huntington UFSD has developed an informal classroom walkthrough process, "Focus Walks," conducted by coaches and administrators to support the implementation of the college and career ready standards across disciplines and grade levels. The Parent University Coordinator develops workshops for parents to support student success. Sixteen teacher leaders assist their peers in the areas of STEM, developing curriculum aligned to the college and career ready standards, and evidence-based instruction. Additionally, 12 highly skilled teachers are working towards National Board Certification as a result of Strengthening Teacher and Leader Effectiveness (STLE) funds. On the principal career ladder pathway, a Family Involvement Coordinator builds strong family partnerships and 4 Universal Pre-Kindergarten Staff Developers support pre-kindergarten and kindergarten teachers at the elementary schools. In addition, 3 Mentor for Teacher Leaders/Coaches provide mentoring and support to teacher leaders and coaches.

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



RATIONALE

Huntington is committed to providing every child with access to a well-prepared, highly effective teacher and principal in order to become college and career ready by the time they graduate from high school. To achieve this end, the district continues to do everything within their means to provide teachers and leaders with the resources and support necessary to ensure that they and their students will be successful. Huntington provides mentoring, professional development, constructive evaluations, appropriate compensation, as well as the materials and classroom conditions that promote high-quality teaching and learning.

Gap Analysis:
In an initial assessment, Huntington identified the following student achievement and talent management needs:

Student Achievement:

- Adequately support underperforming economically disadvantaged students, students with disabilities, English language learners, students of color, and students identified as "at risk" to close any and all achievement gaps.
- Address persistent achievement gaps since the 2005-06 year in New York State assessment scores and graduation rates.
- Create a culture of partnership where families, community members, and school staff work together to share the responsibility for student achievement.

Talent Management Needs:

- Implement a sustainable mentoring program for beginning and experienced teachers who need additional training and support.
- Establish a strong professional development program committed to continuous improvement in content knowledge and pedagogical skills, as well as cultural literacy.

Design Principles:
In response to these needs, Huntington designed a plan to train and retain Effective educators on career ladder pathways that:

- Extend the reach of highly effective and effective educators to more students through new models of classroom organization.
- Promotes evidence-based decision making.
- Are focused on performance and solutions.
- 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 in a collegial and collaborative setting.
- Provide significant and meaningful opportunities for career advancement.
- Provide monetary recognition.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

Novice Transitional Student Coach:

- Meet regularly with teachers of students who are "at risk" and develop individual student action plans.
- Work with students "at risk" of not completing their high school studies due to successive failures in grades 8-10.
- Monitor student progress and adjust action plans as needed to ensure that students remain on track and receive the individualized assistance they need.
- Provide career exploration opportunities that connect high school performance to college & career readiness.

Professional Teacher

Professional Transitional Student Coach:

- Responsibilities of Novice Transitional Student Coach.
- Provide mentoring and support the growth and development of the Transitional Student Coach at the novice level.

CCLS/DDI Demonstration Teacher:

- Work collaboratively with district coaches in math, ELA, science and other areas to develop lessons that incorporate Common Core Learning Standards (CCLS).
- Present demonstration lessons as part of the coaching and mentoring processes at all levels.
- Participate in debriefing sessions with district coaches in math, ELA, science and other areas as part of job-embedded professional development.
- Video-record classroom lessons that can be used for training purposes based on CCLS and guidelines provided by coaches.
- Ensure seamless alignment among the four domains of the adopted teacher evaluation rubric (Danielson 2011) and the mentoring process.

Parent University Coordinator:

- Develop Parent University workshops for parents that focus on developing parent knowledge on such items as the Common Core Learning Standards (math and ELA).

Teacher Leader

Mentor:

- Model proven instructional practices and strategies related to implementation of the college and career ready standards for Novice Teachers.
- Assist Novice Teachers with the development of classroom management techniques.
- May complete administrative tasks specific to their building needs.

Data Expert and Instructional Guide (Elementary/Secondary):

- Provide professional development to teachers on the use of data to improve instructional practices.
- Work with their peers to analyze, results of interim assessments.
- Make predictions on student outcomes based on data analysis.

Academic Discipline Coaches (Elementary/Secondary):

- Collaborate with teams of teachers to develop 5-week action plans related to instruction and addressing individual student needs.
- Monitor the integration of classroom instructional planning and student results on interim and summative assessments.
- Monitor written curricula in Atlas Rubicon to ensure alignment with the college and career ready standards.
- Provide intensive, ongoing and job-embedded professional development, demonstrating and modeling best instructional practices.

Elementary Science Coordinator:

- Manage and evaluate the district's elementary science program.
- Align elementary science curriculum with assessments.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

- Create building level action plans that align with district goals and objectives.
- Work with teacher leaders to develop strategies and timelines for formative and summative data collection and analyses. Use these analyses to inform instructional practices and to improve student learning.
- Develop a range of opportunities for parent engagement and involvement, including events that take place at various times during the day, evening and school year.
- Collaborate with other district principals to share best practices, and promote both horizontal and vertical articulation.
- Formally and informally observe teachers; participate in the district focus walk process.
- Continually promote the district's mission.
- Lead pertinent professional development workshops for building staff throughout the year.

Novice Universal Pre-Kindergarten (UPK) Staff Developer:

- Provide opportunities for training and articulation between Universal Pre-Kindergarten teaching staff and Kindergarten teachers at each of the district's primary buildings.

Professional Principal

Professional Universal Pre-Kindergarten (UPK) Staff Developer:

- Responsibilities of Novice Universal Pre-Kindergarten (UPK) Staff Developer
- Provide mentoring and support the growth and development of the Universal Pre-Kindergarten (UPK) Staff Developer at the novice level.

Family Involvement Coordinator:

- Assist in the development of a family-friendly school climate.
- Develop programs and activities designed to engage families in improving student achievement.
- Help administrators, teachers, staff and families develop strong partnerships; enhance communication between parents, families, and school staff.
- Develop and implement effective family involvement strategies and activities to empower students and their families.
- Take part in opportunities for professional development by attending meetings and training activities for family involvement coordinators; turnkey ideas and experiences.
- Participate in and support district activities and programs for families.
- Help to recruit partners to become part of the district's family involvement program and in the development of a cohesive school community.

Principal Leader

Mentor for Teacher Leaders:

- Create professional development sessions to train coaches on evidence-based instructional practices using interim, formative and summative assessment data acquired from AIMSweb, i-Ready, local and state assessment data.
- Use data from the BOCES Assessment Reporting System (BARS) to assist building principals in the development of their annual action plans with targets for student improvement and action items associated with closing achievement gaps among subgroups.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify effective and highly effective teachers and principals.
- Identify high quality teachers and principals who have a history of successful practice with respect to student outcomes.
- Identify teachers and principals who are skillful in the use of data to inform their decisions, improve their instruction and promote effective student learning.
- Identify teachers and principals who are respected by their peers and administration.

2. SELECT

- Develop clearly defined job descriptions for each teacher and principal leader roles.
- Develop technical, behavioral, and role-specific competencies for each leader.
- Develop a comprehensive selection screening tool.
- Communicate teacher and principal 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 means for teacher and principal leaders to broaden impact on school improvement.
- Ensure that adequate resources are in place to support teacher and principal leaders.
- Provide opportunities for teacher and principal leaders to share best practices.

Everyone in Huntington UFSD is committed to excellence in every aspect of student lives. In the picture above, the State Champion Huntington Blue Devil Marching Band, supported by the Huntington community performs on October 26th, 2014.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal leader model requires comprehensive preparation of teacher leaders, principal leaders, building staff, and district leaders. During year 1 of the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant, Huntington recruited a cohort of teachers to participate in the National Board Certification process. Twelve teachers have decided to pursue certification. The district also supported participation in national conferences for both administrators and teachers. As a result, the district initiated, Focus Walks, a targeted classroom walkthrough protocol. The district has cultivated the knowledge and expertise necessary to embed the walkthrough protocol as part of Huntington's systemic improvement plan that includes the support of trained teacher leaders who serve as peer coaches.

A Huntington principal completes a Focus Walk within a 9th grade math classroom in the 2013-14 school year.

"STLE opportunities made it possible for our teachers and administrators to attend local, regional and national conferences and to provide broader opportunities for us to evaluate our own progress in implementation of the college and career ready standards. The Focus Walk and instructional coaching processes have allowed us to expand those efforts even further."

-Dr. Kenneth Card, Huntington Union Free School District – Assistant Superintendent

"It is essential that Huntington UFSD prepare every child by providing them with access to a well-prepared, highly effective teacher and principal. To achieve these ends, the district must provide teachers and principals with the resources and support necessary."

-From Huntington's STLE 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of the district's career ladder pathways began in November 2012 when the Huntington Board of Education approved and accepted the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant. Through collaborative efforts with all stakeholders, Huntington was able to establish a framework for successfully implementing their STLE initiatives.

Huntington Union Free School District Career Ladder Pathways Implementation Timeline	
November 2012	District received notification of STLE 1 grant.
January 2013	Established college and career ready standards and Science, Technology, Engineering, and Math (STEM) Initiative as professional development priorities for teachers. Developed priorities for administrative team professional development activities.
February 2013	Portfolio development meetings with cohort applying for National Board Certification.
April 2013	Developed mentoring program plan for teachers on improvement plans. Developed plan for mentoring and coaching teachers in implementing college and career ready standards.
May 2013	Developed plan for Focus Walks to ensure fidelity of standard implementation and the use of other instructional strategies designed to improve student learning.
June 2013	Developed Year 2 Plan that included teacher career ladder pathways.
August 2013	Posted career ladder pathway positions.
September 2013	Implementation of college and career ready standards at the secondary level. Coaching and modeling for K-8 teachers. Implementation of the Focus Walk protocol. Technology integration in classrooms K-12.
October 2013	Vertical and horizontal curriculum congruence articulation training/meetings coordinated by career ladder pathway coaches with administrators and teachers. Received STLE 2 grant.
November 2013	STEM curriculum development and training turn keyed by STEM coach and teachers. Training for new career ladder pathways participants.
December 2013	Development of Professional Learning Communities (PLCs) for Spring 2014.
January 2014	Mid-year benchmark assessments implemented to facilitate discussions in PLCs around the development of action plans for grade levels and academic disciplines. Implementation of new career ladder pathway positions district-wide.
March 2014	Medial review of action plans and outcomes to determine progress and degree to which measurable objectives have been obtained.
April 2014	Sustainability plan developed through alternate funding sources (i.e. Title I and IIA).
July 2014	Administrators meet to analyze and discuss the results of the past year's classroom walkthrough data to inform professional development for the upcoming year.
January 2015	Evaluate successes and identify areas in need of improvement. Prepare for mid-year benchmark assessments and data analysis through vertical articulation meetings.
February 2015	Conduct vertical articulation meetings. Develop six week plan to address weaknesses identified through the data analysis protocol.

COMMUNICATION STRATEGY

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

In the first stages of development, Huntington communicated the purpose of the Strengthening Teacher and Leader Effectiveness (STLE) 1 grant by underscoring district priorities for increasing leadership capacity with both internal and external stakeholders. Information was shared regarding the STLE grant purpose, activities, and plans for programmatic sustainability during Superintendent's cabinet meetings, as well as during meetings with the district's Administrative Council. During monthly coaches' meetings, coaches discussed grant-related activities and established associated timelines.

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 efforts put forth by teacher and principal leaders. The district is committed to ensuring that teacher and principal leader successes in school improvement and student achievement is continuously recognized and celebrated. Listed below are the tools and strategies employed:

	In-person meetings used to provide updates on grant activities for internal and external stakeholder groups.
	Presentations to the Board of Education and to the public regarding the official acceptance of the grant awards and the associated scope of activities.
	Use of the district's website, Facebook, and Twitter to share updates.
	Presentation made and information about the program disseminated to building/district PTA organizations and community groups, including its potential impact on students.

PROMISING PRACTICES

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

	Coordinate and facilitate professional development to support teachers' continuous learning and improvement of practices. Work with teachers to develop effective lesson plans that incorporate the shifts in mathematical practices identified as key components of the college and career ready standards.
	Utilize classroom walkthroughs across the district to ensure professional development activities offered by the district are meeting the needs of teachers.
	Encourage teachers to obtain National Board Certification.
	Develop a peer observation and mentoring model to promote collaboration and support teaching and learning throughout the district.

Students and educators celebrate the success of Huntington's new Science, Technology, Engineering, and Math (STEM) Magnet School in spring 2014. Evident by the Elementary Science Coordinator position on their teacher career ladder pathway, Huntington is focused on improving teaching and learning in science across the district.

COST & SUSTAINABILITY

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 grant-funded activities to the most significant extent possible, including the career ladder pathways. The Superintendent will continue to address financial concerns through the standard budgetary process, Title IIA Grants, and partnerships with the district's Teacher Center and local Board of Cooperative Educational Services (BOCES).

Huntington UFSD is excited about the transformation in teaching and learning through career ladder pathways that have been funded through the STLE grants. Committed to excellence, district and school leaders will work to ensure that the work of its teacher and principal leaders continues beyond the grant period so that students and teachers can keep up the tradition.

2	12	1	6	4	1
Transitional Student Coaches	CCLS/DDI Demonstration Teachers	Parent University Coordinator	Academic Discipline Coaches	Universal Pre-Kindergarten Staff Developers	Family Involvement Coordinator
x $3,500 stipend	x $2,000 stipend	x $2,000 stipend	x 40% Salary* *Percent of Full Time Equivalent (FTE) salary for teacher leader roles and responsibilities	x $1,500 stipend	x $7,500 stipend
= $7,000	**= $24,000**	**= $2,000**	**= $65,000**	**= $6,000**	**= $7,500**

IMPACT

Huntington students made notable progress from 2012-13 to 2013-14. Students attaining proficiency in math grades 3-8 has increased by 4%. This included gains made by students with disabilities and English language learners. There are decreases in students scoring at levels 1 and 2, and increases in students scoring at level 4. Gains were made in English Language Arts (ELA), grades 3-8, in underperforming subgroups including Black or African American students, students with disabilities, and English language learners. Significantly, specific "look-fors" aligned with college and career ready standards in all disciplines were evidenced on average in less than 20% of classrooms visited at the onset of the Focus Walk process to well over 50% at present.

2	12	16		3		4	1
Transitional Student Coaches *directly and indirectly impact*	CCLS/DDI Demonstration Teachers *directly impact*	Teacher Leaders *directly impact*		Principal Leaders *directly impact*		UPK Staff Developers *directly impact*	Family Involvement Coordinator *directly impacts*
83 Teachers	100+ Teachers	75 Teachers	200 Students	328 Teachers	8 Principals	115 Teachers	75 Teachers
which impact	*which impact*	*which impact*		*which impact*		*which impact*	*which impact*
700+ students	1,250+ students	1,000+ students		4,366 students		463 students	1,000+ students

COST SAVINGS

- Embedded professional development provided by teacher leaders has saved the district for similar work provided by consultants. There has been a 20-25% increase in the amount of professional development provided from within the district.

TIME SAVINGS

- The shift in grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action.
- The shift in grade level and department meetings to embedded coaching and co-teaching models by Teacher Leaders has allowed the district to decrease teacher time out of the classroom.

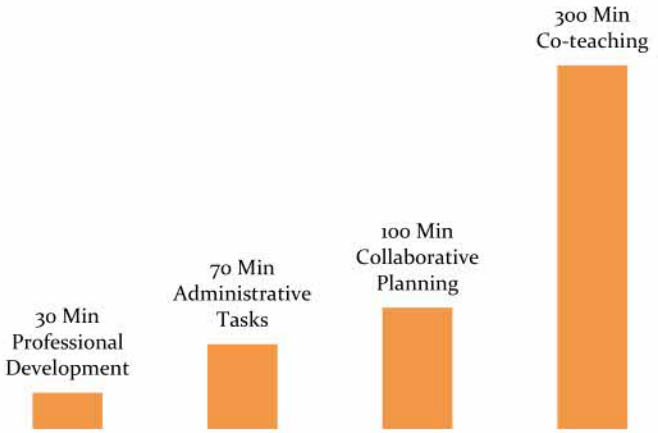
STUDENT NEEDS ADDRESSED	TEACHER AND LEADER NEEDS ADDRESSED
Increased the percent of students demonstrating proficiency on New York State (NYS) Grades 3-8 Math state assessments by 4% from 2013 to 2014.	Twelve teachers are currently pursuing National Board Certification. Prior to the grant, only one teacher in the district had obtained National Board Certification.
Increased proficiency in Grades 3-8 Math by 3% for English language learners and by 6% for economically-disadvantaged students from 2012-13 to 2013-14.	At onset of Focus Walk process, targeted strategies were demonstrated in less than 20% of observed classes. One year later, the percentage is greater than 50.
Increased the percent of teachers rated Effective or Highly Effective by 15% from 2012-13 to 2013-14, for State-Provided Growth Ratings.	100% of principals develop targeted annual action plans built around the district's goals and mission. Professional principals serve as mentors to novice principals in more formalized and weekly programming than prior years.
Curriculum developed for the district's Science, Technology, Engineering, and Math (STEM) magnet school, allocates an uninterrupted hour+ STEM block every day in which inquiry-based instruction and project-based learning experiences are implemented.	Teacher leaders and professional teachers, more carefully selected than in previous years, are actively mentoring novice teachers.

One Day in the Life of Donna Moro: Huntington UFSD Teacher Leader/Peer Coach

Donna Moro, Teacher Leader
J. Taylor Finley Middle School
Huntington Union Free School District

One Day in the Life: by the minute

7:30	AM	Meet with building principal to discuss co-teaching initiatives and to establish an outline and schedule for 5th grade professional development on inquiry-based learning.
8:30	AM	Gather materials and plans needed for co-teaching activities.
8:55	AM	Co-teach with 6th grade teacher, demonstrating inquiry-based interdisciplinary lab activity.
10:30	AM	Work on plans to host a videoconference with industry professionals; provide teachers with materials they will use to prepare students for the live video conference experience.
11:20	AM	Co-teach with another 6th grade teacher, demonstrating the inquiry – based interdisciplinary lab activity.
12:40	AM	Lunch break.
1:00	PM	Read and respond to e-mails regarding set up of professional development for middle school teachers on "flipping the classroom."
1:30	PM	Co-teach with 4th grade teacher demonstrating how to guide students in the construction and programming of robotic devices.
3:00	PM	Finalize a list of activities for next day, review plans and respond to communications.
3:45	PM	Facilitate STEM Enrichment Program for middle school students.



Opportunities for professional growth

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

Implementation Planning

Teacher leaders participate in regular collaborative planning sessions and training exercises around the implementation of college and career ready standards within and outside the district before and after they are selected.

One-on-One Support

Teacher leaders meet routinely and in a scheduled manner with curriculum leaders and administrators, including Teacher Leader Mentors, from across the district. They establish both personal and district goals related to curriculum and instruction in their disciplines.

Communities

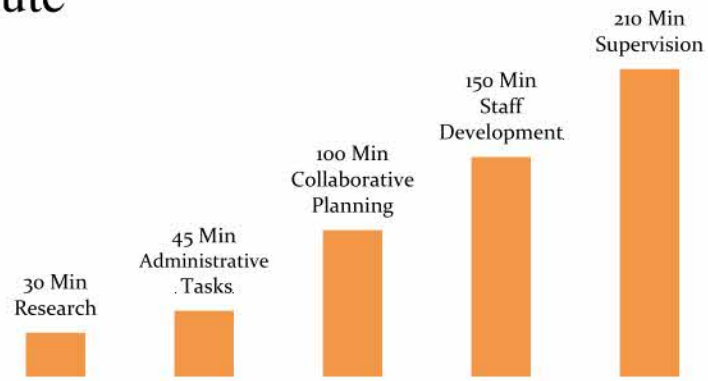
Teacher leaders have the opportunity to network and support one another in regularly scheduled meetings. This allows them to prepare for participation in grade-level team discussions and assist in the planning of parent workshops designed to build a sense of community and include parents in the learning process.

One Day in the Life of Rae Montesano: Huntington UFSD Principal Leader

Rae Montesano, Principal Leader
Jack Abrams STEM Magnet School
Huntington Union Free School District

One Day in the Life: by the minute

6:30	AM	Final review of day's calendar.
6:45	AM	Review of Science, Technology, Engineering, and Math (STEM) literature and research.
7:15	AM	Review of student work.
7:30	AM	Supervision of AM extra-curricular activities.
8:00	AM	Converse and provide direction to building staff.
8:30	AM	Greet students.
9:00	AM	Building walk.
9:30	AM	Phone calls to several parents/paperwork.
10:00	AM	Visits to grade 3 and grade 4 classrooms.
11:00	PM	Interactions with students during special activities.
Noon		Meeting with STEM Coach.
1:00	PM	Visits to grade 6 classrooms and science laboratory.
2:30	PM	Meetings with individual students or in small groups.
3:00	PM	Student dismissal.
3:10	PM	Facilitation of grade-level meetings.



Opportunities for professional growth

Here are a few of the ways that Rae is developing her leadership skills:

Implementation Planning

Principal leaders participate in targeted leadership development activities, some of which are offered in-district whiles others are offered in professional settings beyond the district to help them prepare for and succeed in their roles.

One-on-One Support

Principal leaders are formally and informally mentored by central office staff and their peers. They develop specific action plans and set benchmark goals for their work, and participate in workshops, conferences and formal coursework to ensure success.

Communities

Principal leaders engage in focus walks routinely in several district schools. They participate in activities and meetings that promote horizontal and vertical articulation. These opportunities facilitate collaboration and allow them to share resources and feedback amongst each other.

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	Teachers in the District	Principals in the District	Turnover Rate of Teachers with Fewer than Five Years of Experience	Turnover Rate of all Teachers
16	627	16	18% *2012-13 data	16% *2012-13 data

State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
35 (19%)	38 (21%)	102 (56%)	8 (4%)

Student Enrollment	Per Pupil Expenditure
8,060	$12,460.00 *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
13 (0%)	6,086 (76%)	1,410 (17%)	122 (2%)	402 (5%)	27 (0%)

Other Student Groups

English Language Learners	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
650 (8%)	1,568 (19%)	5,868 (73%)	5,183 (64%)	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.

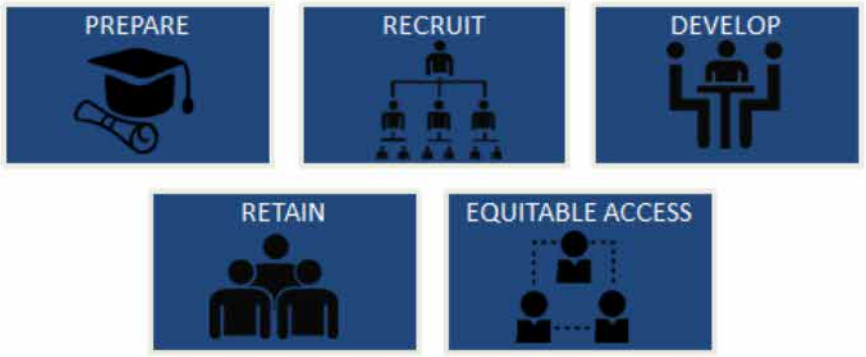
The district established the following teacher and principal leader positions on its career ladder pathways:

- 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 (MVCSD) 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	MVCSD Board of Education approved budget for Year 1 of STLE 2 Grant and contract signed between MVCSD 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 1st year of grant.
July 2014	District wide meeting held on July 7th 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.

47	13	4	2	10	4
Grade Level PLC Representatives	School Level PLC Coordinators	Cluster and District PLC Coordinators	Novice Principals	Professional Principals	Principal Leaders
x $41.63 per hour stipend	x $41.63 per hour stipend	x $41.63 per hour stipend	x $51.56 per hour stipend	x $51.56 per hour stipend	x $51.56 per hour stipend

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.

64

Grade Level PLC Representatives, School Level PLC Coordinators, and Cluster and District PLC Coordinators

directly and indirectly impact

600
Teachers
which impact
8,000
Students

1,200
Students

4

Principal Leaders
directly impact

95
Teachers
which impact
2,300
Students

COST SAVINGS

- 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.

TIME SAVINGS

- 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.

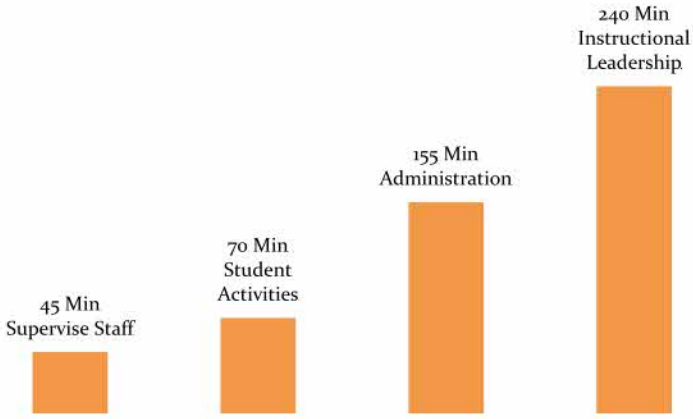
STUDENT NEEDS ADDRESSED	TEACHER AND LEADER NEEDS ADDRESSED
Educators of students with disabilities and English language learners are intentionally represented in every PLC to ensure these students' needs are voiced and met through building and district reforms.	There was a 17% increase in the number 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.



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

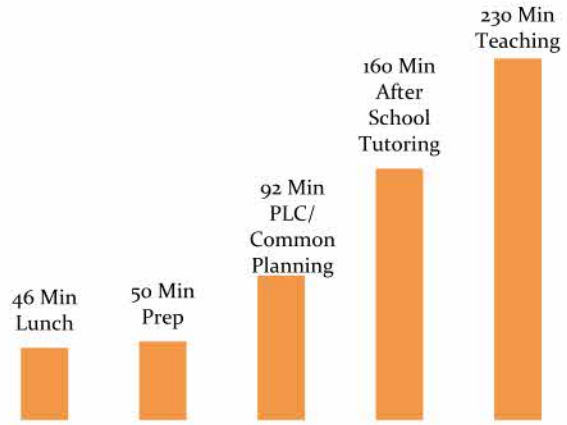
She also will participate in professional development opportunities throughout the year to further cultivate her leadership skills and allow for professional networking including but not limited to *Human Resources Boot Camp for Building Administrators and Special Education for Principals*.

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: 10th and 11th 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 11th/12th 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 9th 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)



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.

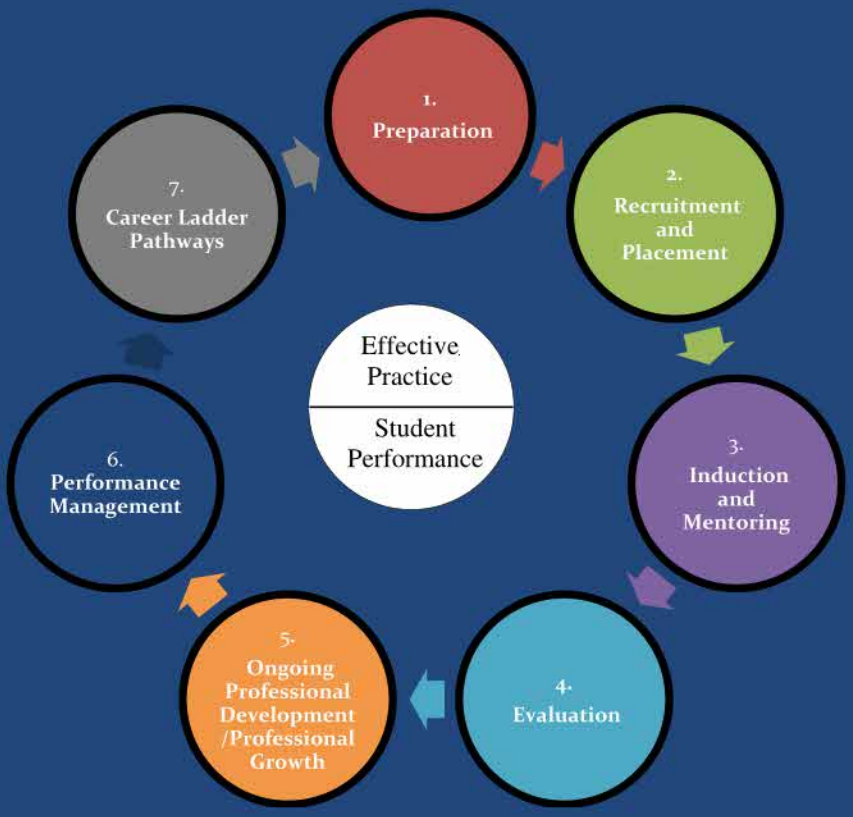
Ossining Union Free School District

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	Teachers in the District	Principals in the District	Turnover Rate of Teachers with Fewer than Five Years of Experience	Turnover Rate of all Teachers
6	332	6	20% *2012-13 data	11% *2012-13 data

State-Provided Growth Ratings

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

Student Enrollment	Per Pupil Expenditure
4,467	$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 (0%)	570 (13%)	2,343 (51%)	218 (5%)	1,230 (28%)	105 (2%)

Other Student Groups

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

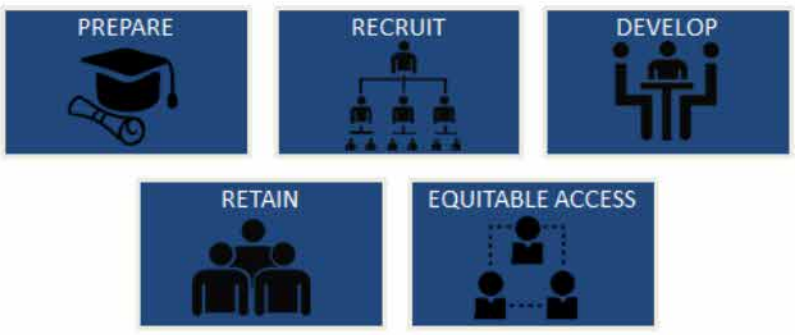
The **Ossining Union Free School District** career ladder pathways provide opportunities for both teachers and principals to learn from one another and improve instruction. The coordination and collaborative professional development supports the spread of best instructional practices. The district's 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 Prinicpal:

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

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.

Ossining UFSD Career Ladder Pathways Implementation Timeline	
October 2012	Awarded Strengthening Teacher and Leader Effectiveness (STLE) Grant 1.
November – December 2012	Two Leadership Candidates enroll in Bank Street leadership program. Teachscape data management software and observer training completed by all leaders.
January 2013	Lead Principals begin mentoring novice leaders. Second-year Novice Teachers begin receiving support from Mentor Teachers.
January – June 2013	Begin providing ongoing professional development for Teacher Leaders.
July – August 2013	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.
December 2013	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.
January 2014	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.
February 2014	Curriculum Development and Unit Design Professional Development.
March 2014	Meeting with Pace University regarding Avatar Lab.
April 2014	Instructional Coach began embedded coaching. Professional Learning Associates received turn-key training on using the Avatar Lab. Instructional Coach (.75 Full Time Equivalent) identified.
May 2014	Evaluation activities conducted by external evaluator. Posted 2014-15 Instructional Coach Positions.
June 2014	Posted career ladder pathway positions for 2014-15. Evaluation of 2013-14 project activities by external evaluator.
August 2014	Presentation on career ladder pathway opportunities during New Teacher Orientation. Danielson Observer Training for new leaders.
September 2014	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.
October 2014	Professional Learning Associates began using Avatar Lab. Professional Principal began afterschool group for Assistant Principals and Leadership Candidates.
November 2014 – May 2015	District awarded STLE-Dissemination: Principals Grant. Bank Street College Faculty facilitates Leaders' Study Group. Implementation of dissemination activities with two partner school districts.
June 2015	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 17th, 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 15th, 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.

45	45	3	3	2	4	1	2
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
=**$15,584**	= **$67,500**	= **$75,000**	= **$21,000**	= **$13,000**	= **$16,000**	= **$2,500**	= **$10,000**

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.

45	3	3	1	2
Mentor Teachers *directly impact*	Instructional Coaches *directly impact*	Leadership Candidates *directly impact*	Instructional Leader for Staff *directly impact*	Lead Principals *directly impact*
45 Professional Learning Associates *which impact* 2,650+ Students	352 Teachers *which impact* 4,400+ Students	148 Teachers *which impact* 2,085+ Students	3 Leadership Candidates; 8 Assistant Principals *which impact* 352 Teachers; 4,400+ Students	3 Leadership Candidates; 2 Novice Principals *which impact* 78 Teachers; 1,101+ Students

COST SAVINGS

- Embedded professional development provided by the Instructional Coaches has saved the district more than $561,000 for similar work previously provided by consultants.
- 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.

TIME SAVINGS

- Professional Learning Communities have been embedded into grade level meetings and this has increased time spent in reviewing and revising curriculum by 80%.
- 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.

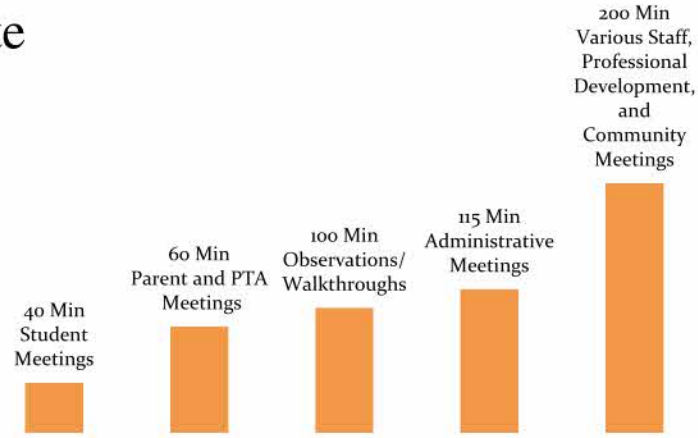
STUDENT NEEDS ADDRESSED	TEACHER AND LEADER NEEDS ADDRESSED
Increased the percent of students demonstrating proficiency on New York State Grades 3-8 Math Exams by 4% from 2012-13 to 2013-14.	100% of Leadership Candidates that completed the Future Leaders Academy at Bank Street College through STLE have 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 specifically designed to support their 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.



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

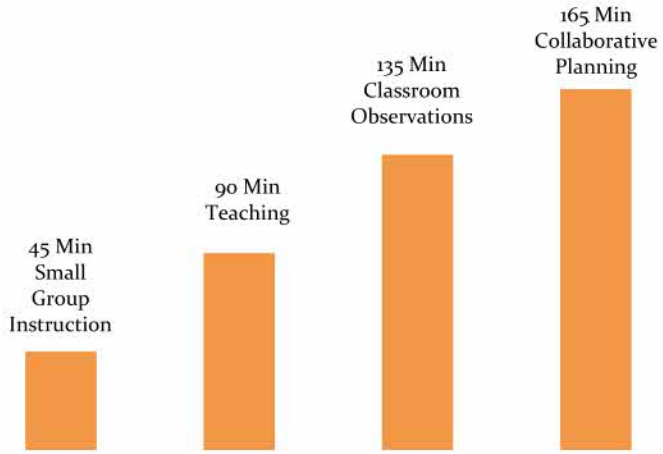
Teams of district and teacher leaders, led by Ms. Sipos, engage in formal walkthroughs of each building. Teams focus on advancing quality teaching, learning, positive school climate and leadership by establishing "look fors" and then providing formative feedback to school building leaders that is used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



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 to inform the embedded coaching she provides to her peers.

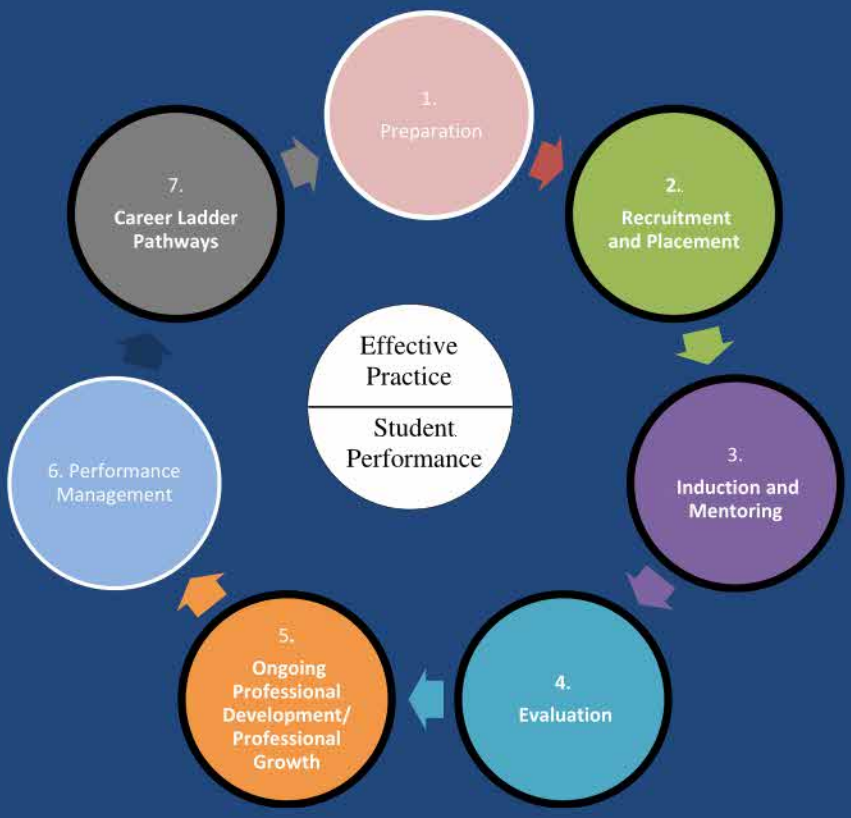
Syracuse City School District

Region: Syracuse/North Country

Motto: Striving to become the most improved urban school district in America

Awards: Strengthening Teacher and Leader Effectiveness 1 and 2

Superintendent: Ms. Sharon L. Contreras



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.

SYRACUSE CITY SD AT-A-GLANCE

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

Schools in the District	Teachers in the District	Principals in the District	Turnover Rate of Teachers with Fewer than Five Years of Experience	Turnover Rate of all Teachers
35	1,580	33	34% *2012-13 data	25% *2012-13 data

State-Provided Growth Ratings

Ineffective	Developing	Effective	Highly Effective
30	56	211	9
(10%)	(18%)	(69%)	(3%)

Student Enrollment	Per Pupil Expenditure
20,328	$10,007.00 *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
260 (1%)	10,078 (50%)	2,689 (13%)	1,515 (7%)	4,973 (24%)	813 (4%)

Other Student Groups

English Language Learners	Students with Disabilities	Economically Disadvantaged Students	Eligible for Free Lunch	Eligible for Reduced-Price Lunch
2,890 (14%)	4,067 (20%)	15,601 (77%)	14,575 (72%)	788 (4%)

OVERARCHING VISION

Syracuse City School District (SCSD), located in Syracuse New York, is a Strengthening Teacher and Leader Effectiveness (STLE) 1 and 2 recipient of $4,963,138. Educators in Syracuse have created a cohesive vision of leadership that spans across 35 schools, 20,328 students, and 1,580 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

SCSD first applied for a Teacher Incentive Fund (TIF) grant in 2011, partly in order to help set the foundation for new career ladder pathways for their teachers and principals. The district believed that new roles on these career ladder pathways could serve dual purposes. First, these roles could offer its great teachers and principals opportunities for recognition, reward, and career advancement. At the same time, the district could leverage these teacher and principal leaders to develop their colleagues. In 2012, SCSD published and began implementation of a five-year strategic plan, *Great Expectations 2012-2017*. Goal 2 of this strategic plan is to recruit, develop, support, and retain effective teachers and school leaders. One initiative under Goal 2 is to recognize teacher and school leader success and provide opportunities for advancement. Specifically, the plan stated that the district would develop and implement career ladder pathways for teachers and leaders that would allow them to gain leadership experience and expertise while assisting other teachers and leaders. With support from TIF and the first STLE grant, SCSD planned career ladder pathways for both teachers and principals that would be implemented beginning in the 2013-14 school year. Each of these two career ladder pathways included several steps with a higher bar for selection at each subsequent step. At the top level, master teachers and master principals would spend time working to mentor newer and less effective peers.

Current Status of Career Ladder Pathways

As SCSD began implementation of its career ladder pathways, as outlined for the TIF grant, the district decided that a new STLE grant focused specifically on career ladder pathways would allow thoughtful expansion of the opportunities available to teachers and principals. SCSD was interested in improving their career ladder pathways in three ways. First, as outlined for TIF, career ladder pathway roles included some "roles" that did not change a teacher's or principal's responsibilities, other than opening one's classroom or school for others to observe. While a career ladder pathway role without specific, additional responsibilities could be used to recognize and reward strong teachers and leaders, it would not allow the district to leverage those individuals to support others. Second, the roles outlined in the original career ladder pathways had no built-in sustainability; both financially and in terms of effort, almost all of the roles would always require something on top of standard levels of funding and effort. Third, SCSD wanted to expand the pathways to include even more specific types of teacher and principal leadership opportunities. Therefore, the district worked with some external partners, including Education First, Public Impact, and the American Federation of Teachers for its teacher career ladder pathways and Cross & Joftus for its principal career ladder pathways. District representatives worked with teacher-led school design teams for more than six months during the 2013-14 school year to develop additional roles, including "Multi-Classroom Leader" roles in a pilot group of schools. These Multi-Classroom Leader roles align with Public Impact's "Opportunity Culture" models for rethinking how SCSD staffs schools so that the district can extend the reach of the most effective teachers in financially sustainable ways. Additionally, a principal design committee wholly redesigned how SCSD supports new principals through a more comprehensive, largely peer-led principal induction program.

Future Aspirations for Syracuse through Educator Leadership in Career Ladder Pathways

As Syracuse's career ladder pathways for teachers and principals have evolved, the district has stayed true to its original vision and the goals set in the strategic plan. SCSD has sought ways to integrate the Opportunity Culture principles into other work in the district, such as developing a new turnaround school leader preparation and support program that will create new opportunities for teacher leaders to take a seat at the school leadership table in support of a highly effective principal. In the 2014-15 school year, SCSD will be

working with at least 3-4 additional school design teams to expand the pilot that began in 2013-14. The district is particularly interested in school teams who are interested in incorporating blended learning models (or "time-technology swaps") into their school design in alignment with one of Public Impact's other suggested models for extending the reach of the most effective educators. Meanwhile, SCSD is hopeful that its evaluation of the first-year implementation of the Multi-Classroom Leader pilot will provide lessons for the expansion of that particular model, providing more schools with teacher leaders in hybrid teacher/coach roles. Surely, the future will include some ideas that Syracuse has yet to consider. SCSD believes that to dramatically increase student achievement, the district needs to reimagine teaching and leadership, and SCSD's career ladder pathways are a critically important part of reimagining how the district's schools work.

MODEL SUMMARY

Syracuse City School District developed career ladder pathways for teachers and building principals designed to utilize their expertise in career advancement positions to support faculty development and improve student outcomes using 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: recruitment and placement, induction and mentoring, evaluation, and ongoing professional development/professional growth.

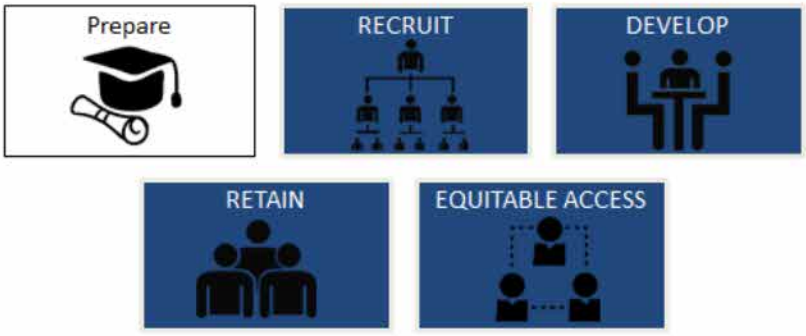
The district established the following teacher and principal leader positions on its career ladder pathways:

- Teacher Leader: Mentor Teacher and Multi-Classroom Teacher
- Novice Principal: Principal Consultant and Content Developer
- Principal Leader: PLC Lead Principal, Principal Induction Lead, and Principal Assistant Lead

The district's 48 teacher leaders assist their peers with professional development activities as Mentor Teachers and Multi-Classroom Leaders, whose roles and responsibilities were designed by teacher-led teams in a group of pilot schools beginning in the 2013-14 school year. Syracuse's career ladder pathways provide clear and intentional opportunities for teachers to progress to positions with greater responsibilities and new kinds of leadership. On the novice rung of the principal career ladder pathway, the Principal Consultant shares content expertise during induction sessions and 2 Content Developers create best practice content for distribution. On the professional rung, 4 Mentor Principals provide mentoring opportunities for principals through the new principal induction program. Similarly, the district's 4 principal leaders help support and coach other principals. Teacher and principal leaders are able to extend their reach to more students and staff, either directly or indirectly to promote and sustain a positive school culture and a rigorous instructional program, including high performance and growth of instructional staff.

The Syracuse City School District is committed to implementing a comprehensive TLE Continuum to strengthen teacher and leader effectiveness and provide incentivized opportunities for professional growth. The district's partnerships with the American Federation of Teachers/New York State United Teachers has supported their expansion of career ladder pathways opportunities including preparation for advanced roles for highly effective teachers and provision of district wide and building-level support and training. The principals' association has been a key partner in implementing the principal pathways and associated professional development.

Syracuse CSD's Career Ladder Pathways model addresses the talent management challenges of recruiting, developing, retaining, and providing equitable access to effective and highly effective educators.



RATIONALE

Professional learning is essential to Syracuse's school reform efforts. Activities planned for this project have been selected through a careful and thorough review of district needs, resources, and best practices.

Gap Analysis:
In an initial assessment, Syracuse identified the following needs:

Student Achievement:

- Accelerate student growth and close achievement gaps.
- Adequately support the increasing population of English language learners, economically disadvantaged students and students with specialized learning needs.
- Achieve Adequate Yearly Progress (AYP) in the following areas: NYS Grades 3-8 English Language Arts (ELA) and Math Assessments, English and Algebra 1 Regents, and Graduation Rates.

Talent Management Needs:

- Strengthen the skills and effectiveness of the district's experienced teachers and leaders to meet the needs of a growing, diverse student population.
- Provide training to help teachers and leaders better utilize data systems to track student progress and growth over time.
- Expand the supports provided to new principals and teachers.
- Improve capacity of teachers so that all students meet the college and career ready standards.

Design Principles:
In response to those needs, Syracuse designed career ladder pathways that:

- Extend the influence of the most effective educators throughout the district to students with the highest needs.
- 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.
- Provide monetary recognition.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

- Standard teacher responsibilities.
- Attend professional development above and beyond basic district requirements.

Professional Teacher

- Standard teacher responsibilities.
- Attend professional development above and beyond basic district requirements.
- Open classroom to model effective classroom instruction and classroom management.

Teacher Leader

Mentor Teachers:

- Provide intensive support for 2 early career teachers in all areas of teacher practice.

Multi-Classroom Leaders:

- Work to develop a group of teachers in the areas of curriculum development, instruction, and assessment.

PRINCIPAL ROLES & RESPONSIBILITIES

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Novice Principal

Principal Consultant:

- Share content expertise during principal induction and Leadership Academy sessions.
- Provides one-to-one coaching to new principals on an as-needed basis.

Content Developer:

- Create best practice content for distribution (i.e., new principal handbook).

Professional Principal

Mentor Principal:

- Provide mentoring opportunities for up to 4 principals through the new principal induction program.

Principal Leader

PLC Lead Principal:

- Design and lead regular principal professional learning communities.

Principal Induction Lead:

- Designs and implements new principal orientation.
- Oversees new principal induction activities in coordination with the Office of Talent Management and the Office of Teaching and Learning.

Assistant Induction Leads:

- Support the design and implementation of new principal orientation and all induction activities in coordination with the Principal Induction Lead.

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.

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 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.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal leader model requires preparation for teacher leaders, principal leaders, building staff, and district leaders. Syracuse established a strong shared vision for expanding teacher career ladder pathways and designing innovative school models to provide more students with access to excellent teaching in financially sustainable ways among the district's leadership team, principals of schools participating in the pilot project, teachers and other staff in these schools, and their union partners. The following are suggested practices for effective implementation that have been successful in Syracuse:

- 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.
- In partnership with Cross & Joftus, Education First, Public Impact, and the American Federation of Teachers, the Syracuse City School District set the frameworks and groundwork for the development of new models for implementation in the 2014-15 school year and beyond.

Principal leaders kick off the new principals' institute on August 11, 2014.

"The Syracuse City School District believes that, while we work in collaboration with all teachers and principals to continuously improve all team members' performance, we must simultaneously leverage the talents of - and reward - our most effective teachers and principals by extending their reach to more students and providing new leadership opportunities. With the New York State Education Department's support through the STLE 2 program, our teachers and principals are at the table, deciding how to best support our students, teachers, and principals so that we can collectively achieve dramatic gains in student learning. We're creating new roles where teachers and principals will support implementation of college and career ready standards, evidence-based instruction, and meaningful professional development."

-Jeremy Grant-Skinner, Syracuse City School District Executive Director of Talent Management

"Syracuse is proposing to add additional pathways that include Multi-Classroom Leaders, or teachers who lead a team of teachers and other professionals to take responsibility for multiple classrooms of students, and Extended Reach Teacher, or teachers who use specialization, blending learning, collaboration with a paraprofessional, or other means to teach a larger than typical number of students."

-From Syracuse's Strengthening Teacher and Leader Effectiveness (STLE) 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of the district's career ladder pathways began when Syracuse officially accepted the Strengthen Teacher and Leader Effectiveness (STLE) Grant. However, it is being further enhanced through a STLE 2 Grant.

Syracuse City School District (SCSD) Career Ladder Pathways Implementation Timeline	
November 2012	Awarded Strengthening Teacher and Leader Effectiveness (STLE) 1 grant. Provide initial Professional Development in the SCSD Leadership Framework, including the content of the framework, its uses, and rationale.
January 2013	Provide extensive training to Master Educators (MEs) on the Teaching and Learning Framework and delivering effective oral and written feedback.
February 2013	Finalize selection procedures and tools to align with Teaching and Learning Framework and Leadership Framework. Start date for Executive Director of Talent Management.
April 2013	Peer Assistance and Review program recruitment takes place. Teacher selection based on new Teaching and Learning Framework-aligned procedures and tools.
June 2013	Analyze Annual Professional Performance Review (APPR) evaluations, School Comprehensive Education Plans (SCEPs) and student achievement data to identify and plan targeted, differentiated professional development in priority areas, including but not limited to: college and career ready standards, evidence-based instruction, frameworks, differentiated instruction, and observations.
August 2013	Develop policies for the use of evaluation data to inform TLE Continuum decisions. Design differentiated professional development.
October–November 2013	Awarded STLE 2 grant. Commit to building teacher and principal leader roles and career ladder pathways.
December 2013 – May 2014	Determine acceptable teacher and principal career ladder pathways design parameters to ensure that every building is being led by high performing teachers and principals.
February 2014	Introduce teachers and principals to career ladder pathways concept. Conduct school needs assessment across the district.
May 2014	Prepare for classroom implementation by completing district and school-level planning and starting implementation in talent, resources and infrastructure.
July – August 2014	Begin implementation teacher roles and pathways plan for Year 1, and conduct professional development. Begin implementation of principal roles and activities to support development along the career ladder pathways.
September 2014 – June 2015	Complete implementation of both teacher and principal leader roles and career ladder pathways development plans. Engage school design teams in ongoing school-level adjustments. Continue to communicate with and receive input from educators, parents, and key community members about efforts to reach more students with excellent teachers.
July 2015	Submission of final evaluation report. Teacher and principal leaders will be identified based on APPR results of New York State student assessment results.

COMMUNICATION STRATEGY

Syracuse prioritized clear and authentic communication with all district stakeholders throughout the development and implementation of their career ladder pathways. A commitment toward developing communication plans and improving communication and engagement across all stakeholders is a central focus as the district works to improve achievement outcomes for students. Syracuse CSD's strategic plan, "Great Expectations 2012-2017," has as one of its major goals to "communicate effectively with all district stakeholders."

The following list includes proposed communication strategies to multiple district stakeholder groups. The district currently utilizes the services of a public relations company that will support career ladder pathways engagement strategies.

	Establish a regular and timely communication process between central administration and each school.
	Use media, on-line and print, to promote the career ladder pathways program.
	Utilize in-person meetings, monthly newsletters and email to communicate the career ladder pathways program to educators and non-educators.
	Publish notices and updates on the district website as well as use social media to share program success as one means to garner more funding.

On December 15th, 2014, students at Dr. Edwin E. Weeks Elementary school wear their t-shirts that read, "I am the Future" to show their Wildcat Pride. Syracuse is definitely focused on the future for all their students. Superintendent Contreras says about the district's strategic plan, "Although ambitious and challenging, "Great Expectations 2012-2017" is our commitment to making a long-term, collective investment in our students and their future.''

PROMISING PRACTICES

Using a set of guiding questions, Syracuse City School District thoughtfully considered promising practices that would support implementation of their teacher and principal career ladder pathways.

	Develop a comprehensive plan that identifies the needs of the district and provide support for educators to be trained to meet those needs.
	Communicate extensively and in multiple formats to make certain that all stakeholders are aware and in support of district initiatives. The SCSD Superintendent's Teacher Advisory Council provides an opportunity to communicate about the broader talent management strategy in SCSD, as well as allowing direct dialogue about the successes and the struggles taking place across their district.
	Partner with educational organizations dedicated to building the capacity of teacher and principal leaders.
	Provide for the creation of career ladder pathways that clearly articulate transitions from one rung to the next.

Collaboration between central office staff and teachers take place at the regularly scheduled Superintendent's Teacher Advisory Council meetings.

COST & SUSTAINABILITY

Syracuse CSD 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 teacher career ladder pathways pilot is specifically designed to build sustainable career ladder pathways through the development of new, innovative models of school staffing based on Public Impact's Opportunity Culture. The principal career ladder pathways being designed are intended to be a new model for providing principal induction, mentoring, and other supports. For principal career ladder pathways funded by STLE 2, the district may consider re-allocation of funds currently set-aside for a "principal on special assignment" position.

Multi-Classroom Teacher Leaders, a role based on Public Impact's Opportunity Culture, collaborate at a summer institute on August 9, 2014.

Novice Teachers	Professional Teachers	36 Teacher Leaders	12 Multi-Classroom Leaders	3 Novice Principals	4 Professional Principals	4 Principal Leaders
Stipend eligibility determined in the spring based on multiple factors, including earning at least 6 "Leadership Points," determined by participation in professional development and other activities.	Stipend eligibility determined in the spring based on multiple factors, including earning at least 9 "Leadership Points," determined by participation in professional development and other activities.					
X $2,000 stipend	X $3,000 stipend	X $6,000 stipend	$187,500 total cost	X $4,000 stipend	X $6,000 stipend	$54,500 total cost
		= $216,000	**= $187,500**	**= $12,000**	**= $24,000**	**= $54,500**

Select teacher and principal stipends are funded in part from Teacher Incentive Fund (TIF) and STLE grant funds. Final numbers for Novice and Professional Teachers will be confirmed in spring 2015.

IMPACT

Through Strengthening Teacher and Leader Effectiveness (STLE) funds, Syracuse has been able to extend the reach of the district's top talent to positively impact teaching and learning.

12

Multi Classroom Leaders
directly impact

60 Teachers *which impact* **1,560** Students

300 Students

36

Mentor Teachers
directly impact

72 Teachers *which impact* **5,587** Students

3

Principal Induction Leaders (1 Lead and 2 Assistants)
directly impact

11 Principals *which impact* **6,339** Students

COST SAVINGS

- The cost of Principal Leader roles are 40 percent less than the cost of a "Principal on Special Assignment" that has in the past been used to develop newer principals.
- Multi-Classroom Leader positions are in four pilot schools in which teacher-led teams designed budget tradeoffs to fund these positions sustainably without any new funds.

TIME SAVINGS

- Every school with Multi-Classroom Leaders committed to building at least 90 minutes of uninterrupted common planning time into their weekly schedule.
- Principal Leaders working to expand new principal induction opportunities created a "principal's roadmap" to guide new principals, month by month, in their new role for greater efficiency and effectiveness.

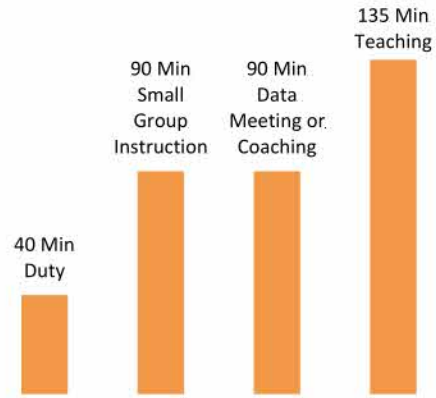
STUDENT NEEDS ADDRESSED	TEACHER AND LEADER NEEDS ADDRESSED
21 out of 25 schools showed improvement in the percentage of students who achieved or exceeded proficiency from 2012-13 to 2013-14 on New York State (NYS) Math assessments.	Through the Talent Management Coach, supported through STLE, the district afforded 1,440 hours of additional support for administrators during the 2013-14 school year as compared to the previous year.
Increased the four year graduation rate for all students by 4% from 51.9% in August 2013 to 56% in August 2014.	Elementary and K-8 school administrators as well as peer observers were required to be certified through Teachscape with more rigorous standards in the 2014-15 school year as compared to previous years.
The district offered recruitment/transfer awards of $6,000 to teachers and select ancillary staff who accepted a new position at one of the district's seven Innovation Zone schools.	All teachers with Teacher Improvement Plans (TIPs) completed professional development aligned with specific areas identified for growth. The number of optional professional development hours completed by teachers during 2013-14 set a district record of 41,268 hours as compared to 35,825 hours in 2012-13 and 26,918 hours in 2011-12.
Provided all students at all grade levels in all subjects with instruction based on coherent and aligned curricula, instructional materials, and assessments with the support of teacher leaders.	Contracted with Insight Education Group to develop, refine, and evaluate the implementation of the new college and career ready standards aligned teacher and principal evaluation instruments.

One Day in the Life of Paul Russ Stanton: Syracuse CSD Multi-Classroom Leader

Paul Russ Stanton,
Multi-Classroom Leader
Seymour Dual Language Academy
Syracuse City School District

One Day in the Life: by the minute

8:00	AM	Arrival: Greet students in the hallway as they arrive.
8:30	AM	Homeroom: Restorative Circle
8:40	AM	Data Meeting: Facilitate data meeting with grade level team.
9:30	AM	Meet with English Language Arts (ELA) or Math teacher to analyze formative assessments or review curriculum with teachers.
10:10	AM	Block 1: Teach Social Studies lesson
11:00	AM	Intervention: Math small group or observe lesson collection feedback.
11:45	AM	Block 2: Intervention: ELA small group or observe lesson collection feedback.
12:30	PM	Teach Social Studies (block 2)
1:20	PM	Lunch: Eat lunch with team to discuss lessons and student behavior.
2:00	PM	Planning: Create agenda for daily meetings, review data collected, or meet with administration.
2:45	PM	Teach Social Studies (Block 3)
3:30	PM	Supervise dismissal
4:00	PM	Debrief with team to discuss the academic day.



Opportunities for professional growth

Here are a few of the ways that Russ Stanton is developing his teaching and leadership skills:

Implementation Planning

Mr. Stanton was trained in Explicit Direct Instruction, Co-Teaching, and Cognitive Coaching in order to prepare for his role as a Multi-Classroom Leader (MCL).

One-on-One Support

Mr. Stanton has created a 90-day professional development plan and participates in regular MCL workshops, conferences and Saturday Academies to support the work of those he is responsible for supporting.

Communities

Mr. Stanton participates in professional development opportunities within and outside the district, including virtual meetings with MCLs and administrators outside the district, throughout the year to develop his leadership skills.

The STLE Advisory Board

Each STLE Advisory Board member leads a local education agency that is an exemplar for teacher and principal leadership in career ladder pathways in New York State. The STLE Advisory Board is contributing to the refinement of a career ladder pathways framework and the development of guidance for LEAs that will be recommended to the Board of Regents in June 2015.

In October 2014, the Department assembled a STLE Advisory Board, comprised of superintendents from LEAs with particularly effective and innovative practice. STLE Advisory Board members' have been asked to collaborate with, and present to other stakeholder groups on the development of career ladder pathways, submit concrete tools, resources, and models for inclusion in the Department guidance, provide feedback and input on draft materials, and potentially serve as model LEAs for New York State educators.

The list below details advisory board members and contributors to this document from each LEA:

BROOME-TIOGA BOCES
- Allen Buyck, Superintendent
- Dawn Shannon*, Assistant Superintendent for Educational Support & Technology
- Barbara Phillips, Race to the Top Network Team and STLE Grant Coordinator

CENTRAL SQUARE CENTRAL SCHOOL DISTRICT
- Joseph Menard, Superintendent
- David Furletti, Director of Secondary Education & Special Programs

CHEEKTOWAGA-MARYVALE UNION FREE SCHOOL DISTRICT
- Deborah Ziolkowski, Superintendent
- Margaret Aldrich, Manager of Curriculum & Assessment
- Betsy DiVita, Grant Coordinator

FREEPORT UNION FREE SCHOOL DISTRICT
- Kishore Kuncham, Superintendent
- Gerald Poole, Assistant Superintendent for Curriculum & Instruction

GREECE CENTRAL SCHOOL DISTRICT
- Barbara Deane-Williams, Superintendent
- Kathryn Colicchio, Turnaround Initiative Principal

HARTFORD CENTRAL SCHOOL DISTRICT
- Andrew Cook, Superintendent

HIGHLAND CENTRAL SCHOOL DISTRICT
- Deborah Haab, Superintendent

HUDSON CITY SCHOOL DISTRICT
- Maria J. Suttmeier, Superintendent
- April Prestipino, Coordinator of School Improvement

HUNTINGTON UNION FREE SCHOOL DISTRICT
- James Polansky, Superintendent
- Dr. Kenneth Card, Assistant Superintendent for Curriculum & Instruction.

JAMESTOWN CITY SCHOOL DISTRICT
- Tim O' Mains, Superintendent
- Jessie Joy, Director of Curriculum, Instruction, & Assessment

MOUNT VERNON CITY SCHOOL DISTRICT
- Kenneth R. Hamilton, Superintendent
- Sherry Ward, District Programs & Projects Administrator
- Frank Gallo, Standards Administrator, ELA, Literacy/Reading – Secondary & STLE PLC Coordinator

NORTH TONAWANDA CITY SCHOOL DISTRICT
- Gregory J. Woytila, Superintendent
- Laurie Burger, District Director of Curriculum & Instruction

OSSINING UNION FREE SCHOOL DISTRICT
- Raymond Sanchez, Superintendent
- Nancy de la Cruz-Arroyo, Supervisor for Early Childhood & Funded Programs

ROCHESTER CITY SCHOOL DISTRICT
- Bolgen Vargas, Superintendent
- Adele Bovard*, Deputy Superintendent for Administration
- Carlos Leal, Instructional Director for Professional Learning

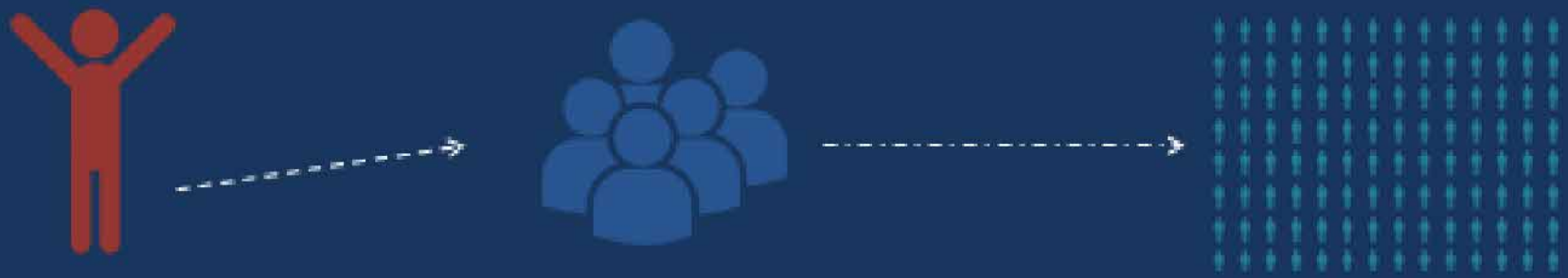
SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT
- David Bernardo, Superintendent
- Jared Bloom, Assistant Superintendent for Instruction and Curriculum

SYRACUSE CITY SCHOOL DISTRICT
- Sharon L. Contreras, Superintendent
- Jeremy Grant-Skinner, Executive Director of the Office of Talent Management

The Superintendents, unless otherwise denoted by "*", serve as Advisory Board Members.
The "" denotes the primary contact for the district.

New York State Career Ladder Pathways

Career ladder pathways harness the power and potential of educators to transform teaching and learning by providing career advancement opportunities for excellent educators to impact the field and support their colleagues in diverse leadership positions.



For more information about this work or the models featured, you may contact:
Dr. Julia Rafal-Baer, Assistant Commissioner
The Office of Teacher and Leader Effectiveness
The New York State Education Department

Appendix C: Presentaiton to the Board of Regents- "Examining Educator Excellence: New York State's Updated Plan for Equity"

engage ny

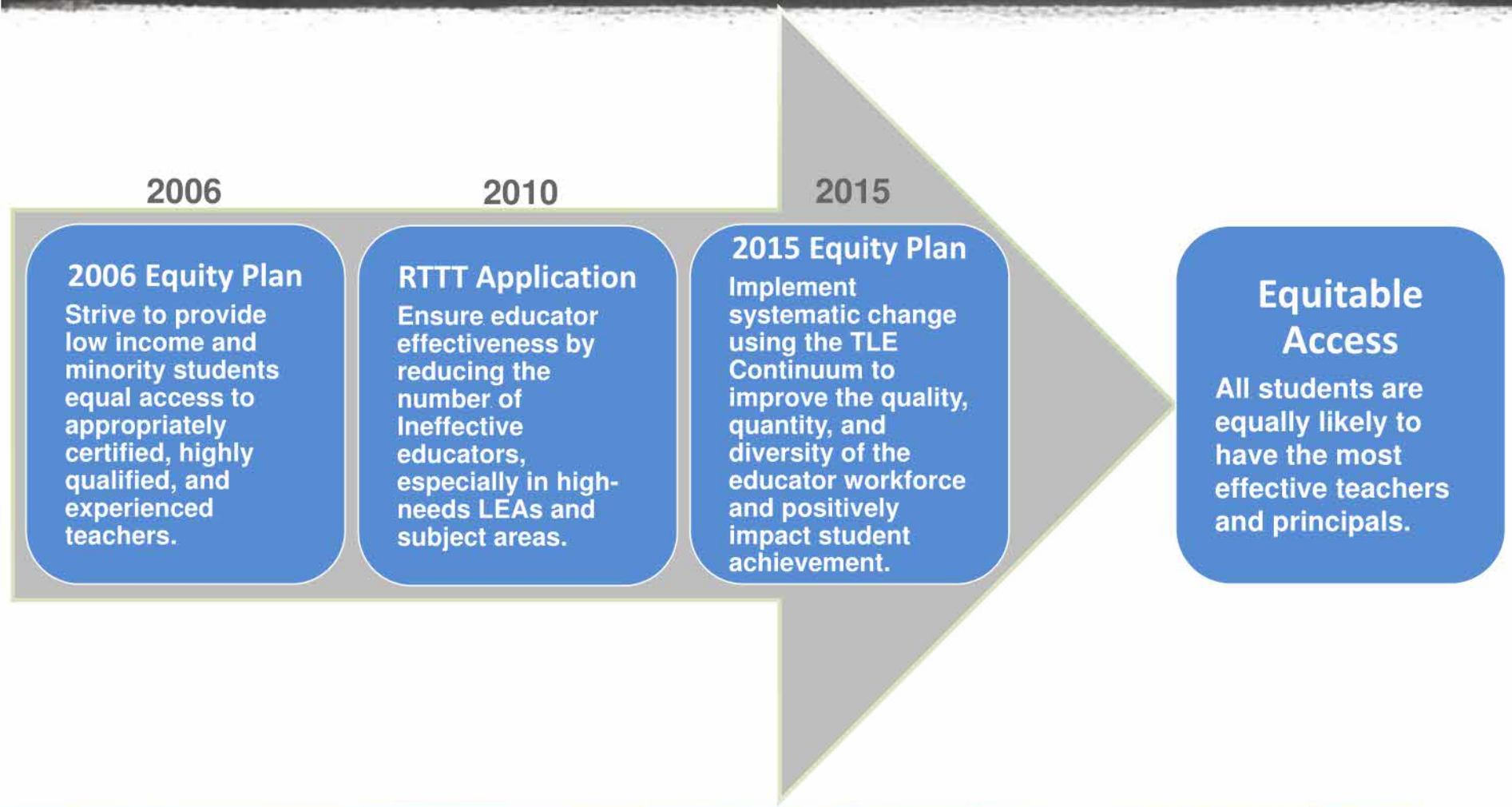
Our Students. Their Moment.

Examining Educator Excellence

New York State's Updated Plan for Equity

Dr. Julia Rafal-Baer, Assistant Commissioner

NYS has a long history of focusing on issues of equity. Over time, the focus has shifted from teacher qualification and experience to effectiveness and comprehensive talent management systems.

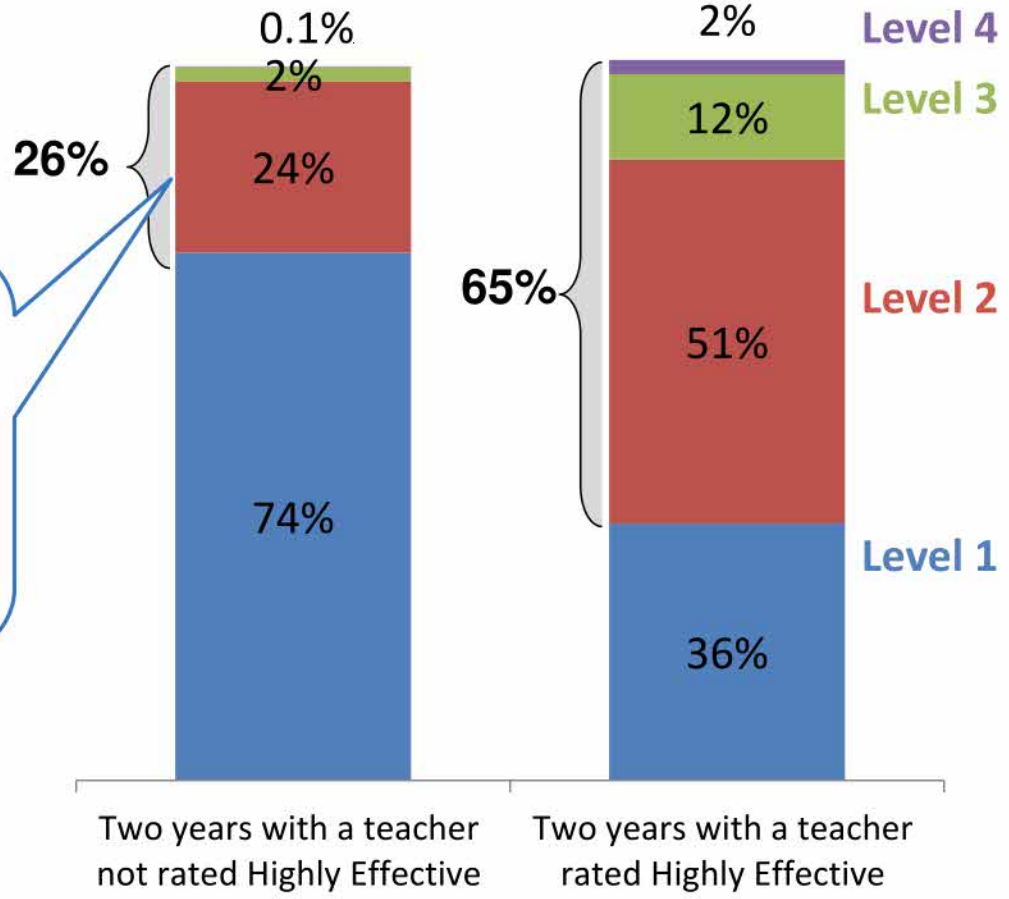


Historically, years of experience, certification, and highly qualified status have been used as measures of teacher quality. However, on their own, these characteristics do not necessarily ensure improved teaching and learning.

Historical Equity Metrics	2005-06	2012-13
Percent with fewer than three years of experience	11%	6%
Percent teaching out of certification	6%	3%
Percent not taught by highly qualified teachers	5%	3%

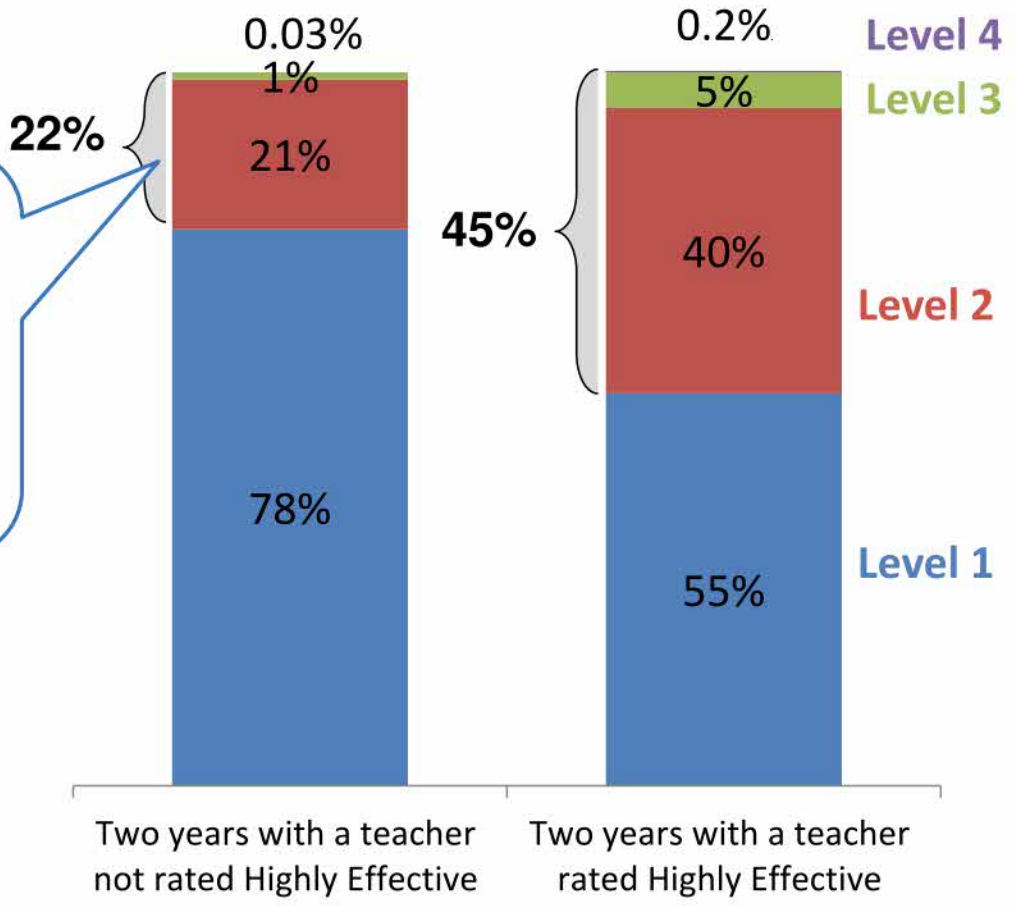
Teachers are the single most important school-based factor affecting student achievement. Students who scored a Level 1 in Math in 2011-12 were more likely to score a Level 2 or higher in 2013-14 if, for two years in a row, they were assigned to teachers who were rated Highly Effective on State-provided growth.

Students who scored a **Level 1** in 2011-12 were **39 percentage points** more likely to score a **Level 2 or above** in 2013-14 if they were assigned to teachers rated Highly Effective for two years.

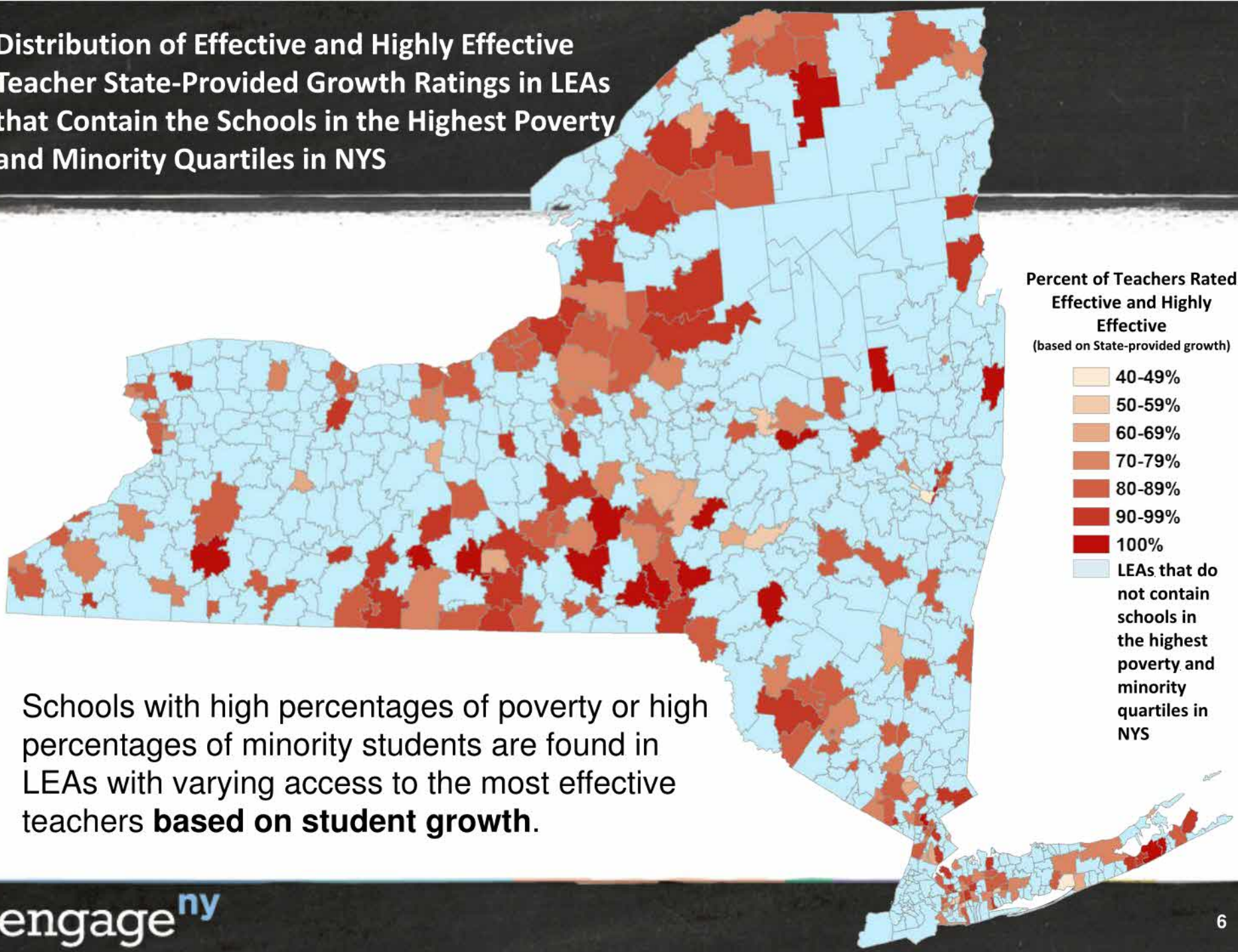


Although Overall Composite ratings typically provide less differentiation, the benefit of a Highly Effective teacher is still apparent. Students who scored a Level 1 in math in 2011-12 were more likely to score a Level 2 or higher in 2013-14 if, for two years in a row, they were assigned to teachers who were rated Highly Effective on the Overall Composite.

Students who scored a **Level 1** in 2011-12 were **23 percentage points** more likely to score a **Level 2 or above** in 2013-14 if they were assigned to teachers rated Highly Effective for two years.



Distribution of Effective and Highly Effective Teacher State-Provided Growth Ratings in LEAs that Contain the Schools in the Highest Poverty and Minority Quartiles in NYS



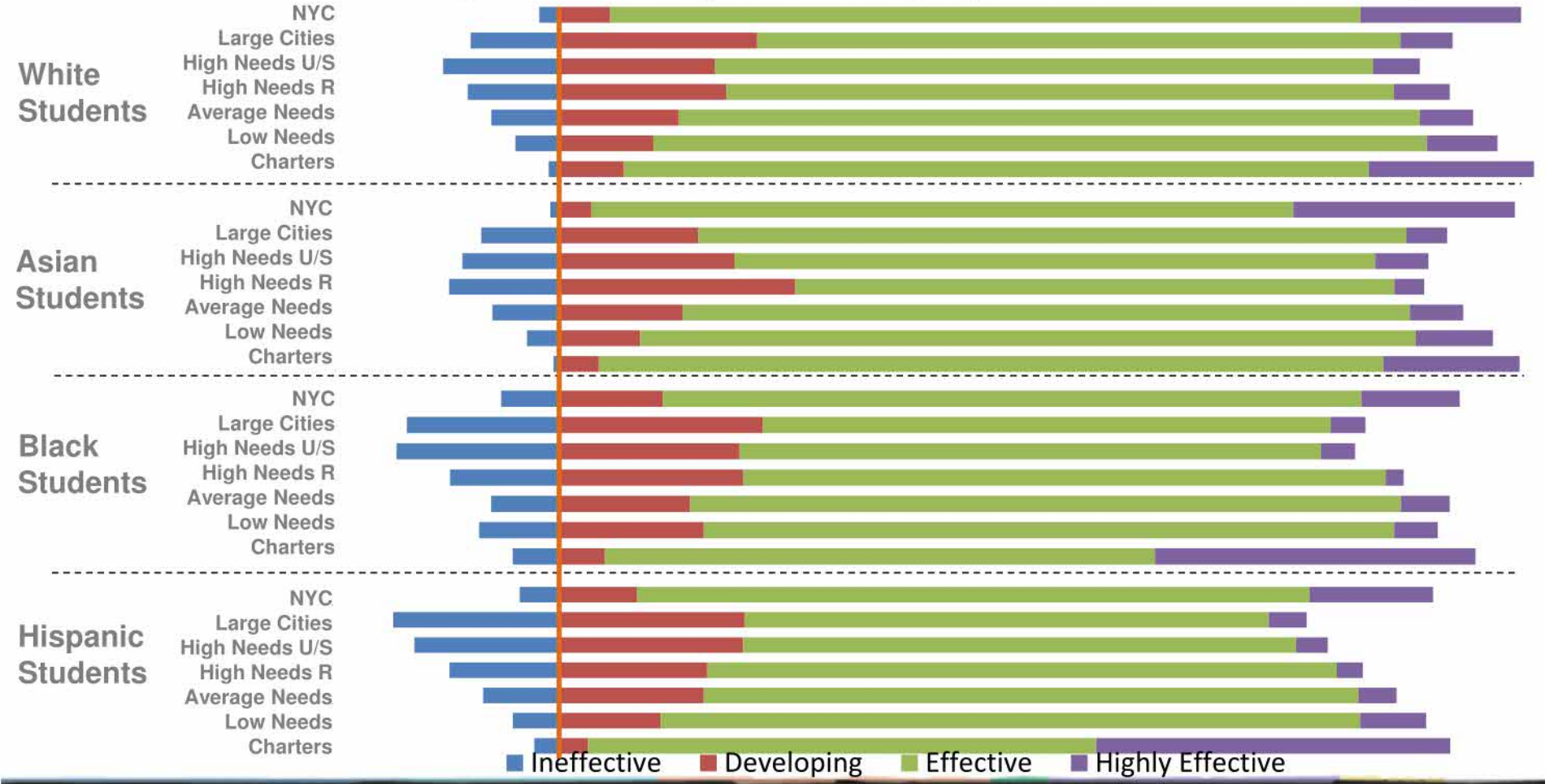
Schools with high percentages of poverty or high percentages of minority students are found in LEAs with varying access to the most effective teachers **based on student growth**.

Method to Explore Equitable Distribution of Teacher Effectiveness

- **The analyses presented in the following two slides use a data set based on:**
  - State-provided growth ratings for teachers for 2012-13
  - Teacher-student enrollment linkages in math for 2013-14

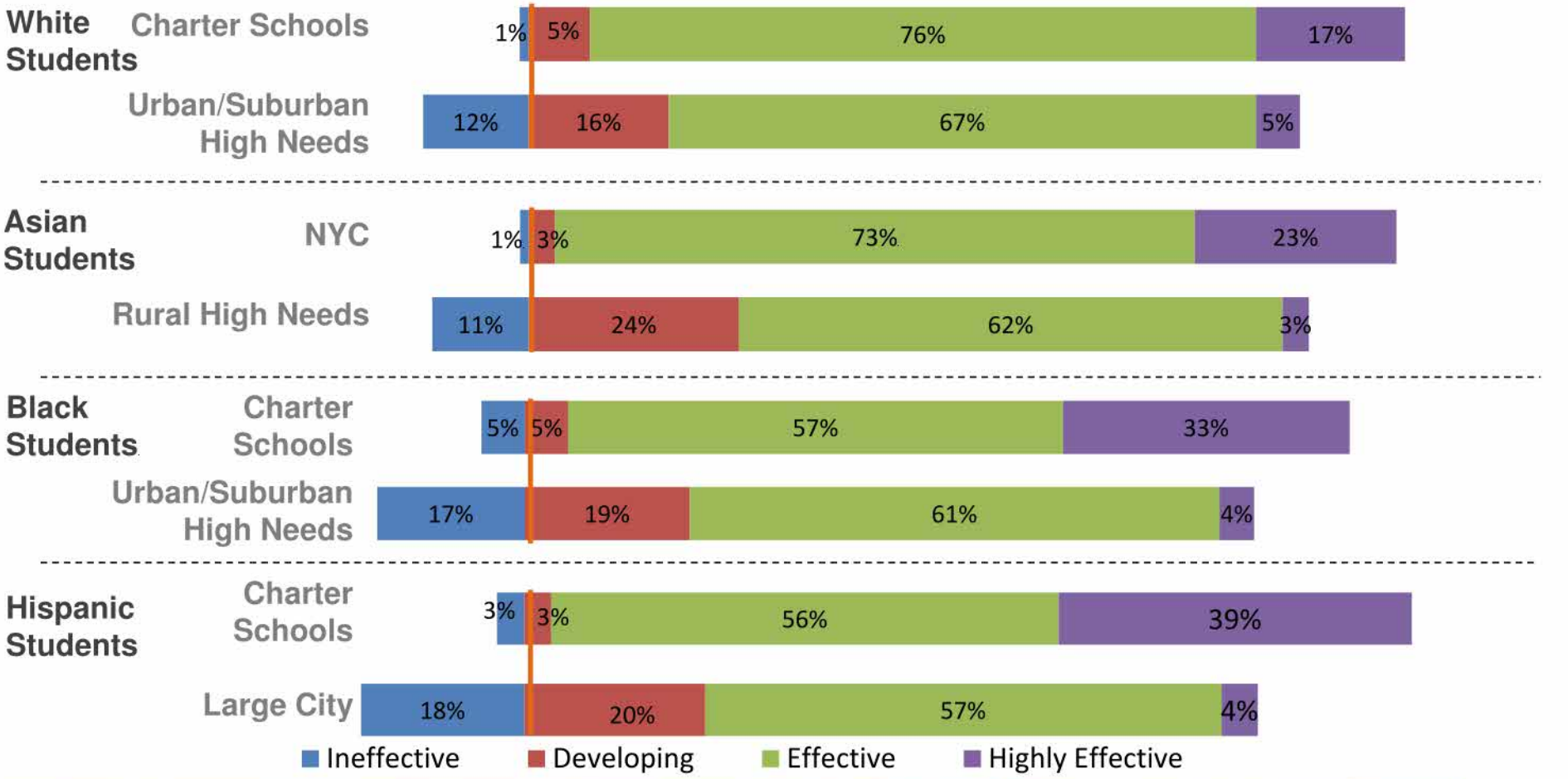
Within subgroups of race and ethnicity, access to the most effective educators varies dependent on Needs Resource category. Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



Nuances are revealed when you examine the Needs Resource category with the greatest and least percentage of teachers rated Ineffective by race/ethnic subgroup. Black, Hispanic, and White students in Charter schools are least likely to be placed with teachers rated Ineffective.

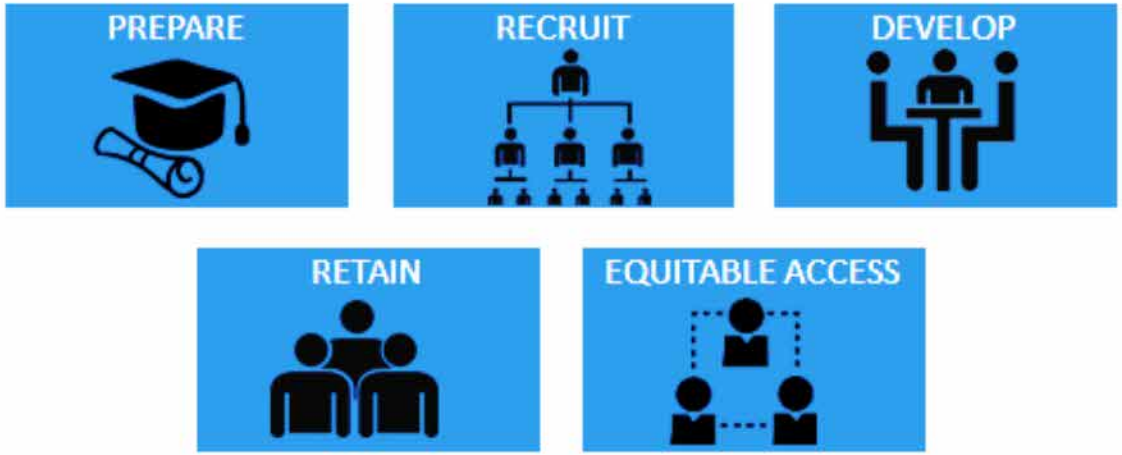
State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



The Department recommends that each school and LEA leverage evaluation results to drive talent management decisions and strengthen educator practice. LEAs should examine their own data to gain insight into how students are placed locally to inform sound and equitable decisions.

- The TLE Continuum is made up of seven components that should be used in comprehensive and systematic ways to improve the quality, quantity, and diversity of the teacher and principal workforce, and most importantly – improve student outcomes.

Strengthening Teacher and Leader Effectiveness (STLE) grant recipients provide examples of LEAs that are successfully leveraging the TLE Continuum to increase equitable access to the most effective educators.



Examples of STLE districts who have shown promising practice in addressing these five talent management needs to ensure students have equitable educational opportunities and graduate college and career ready can be found in the accompanying appendix.

Approximately 40,000 teachers received State-provided growth ratings in 2013-14. Roughly 6% (2,400 teachers) were rated Ineffective. Decisions around talent management that impact student placement and initiatives to improve educator effectiveness are amongst the most important decisions districts are responsible for making each year.

- By examining effectiveness data, LEAs can determine which:
  - teacher and principal preparation programs are best preparing educators to succeed in schools and classrooms;
  - recruitment, hiring, and placement strategies help identify the most skilled candidates;
  - professional development investments have the largest impact on teaching and learning;
  - promising practices are employed by the most effective teachers and school leaders to close achievement gaps; and
  - retention strategies ensure the most effective educators are extending their reach and maximizing their impact on student learning
- Educator effectiveness data should be used to inform all talent management decisions, including hiring, retention, tenure decisions, professional development and the development of career ladder pathways.

Appendix Slides

Equitable access means that every student, *regardless of background*, should have *equal access* to the most effective educators.

How Do We Ensure Equitable Access?

- Utilize multiple measures to identify teachers and principals who consistently demonstrate high levels of effectiveness that can serve as models and mentors, to identify educators who need support, and to inform high-quality professional development.

- Employ multiple talent management approaches, such as making strategic staffing decisions that ensure equitable access to the most effective teachers and principals.

Teacher Experience, Certification, and Highly Qualified Status

The following slides present information on three factors historically used to examine equity, with effectiveness ratings as an additional layer of analysis.

LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Years of experience, certification and highly qualified status provide one lens for examining equity. However, these factors do not illustrate the full picture of teacher effectiveness.

First-year teachers teaching grades 4-8 math or ELA had *slightly lower* impact on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	First-Year Teachers (n=1,294)	Not First Year Teachers (n=36,645)
Highly Effective or Effective	82%	85%
Developing or Ineffective	18%	16%

Teachers who were teaching **out of certification** and teaching grades 4-8 math or ELA had *slightly higher impact* on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	Teachers Out of Certification (n=2,046)	Certified Teachers (n=35,893)
Highly Effective or Effective	87%	84%
Developing or Ineffective	13%	16%

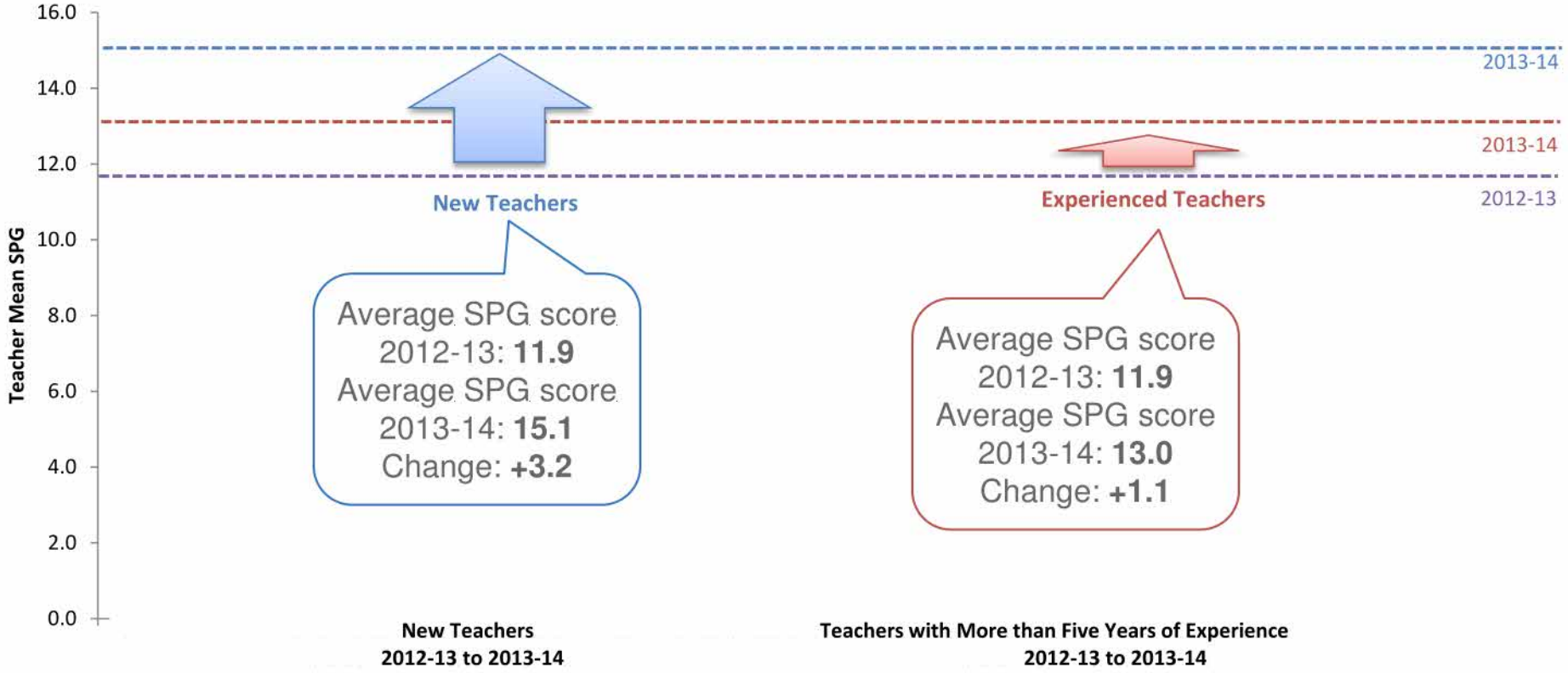
Teachers who were **not highly qualified** and teaching grades 4-8 math or ELA had *slightly higher impact* on student learning based on 2013-14 State-provided growth ratings.

State-Provided Growth Rating	Not Highly Qualified Teachers (n=955)	Highly Qualified Teachers (n=32,246)
Highly Effective or Effective	88%	84%
Developing or Ineffective	12%	16%

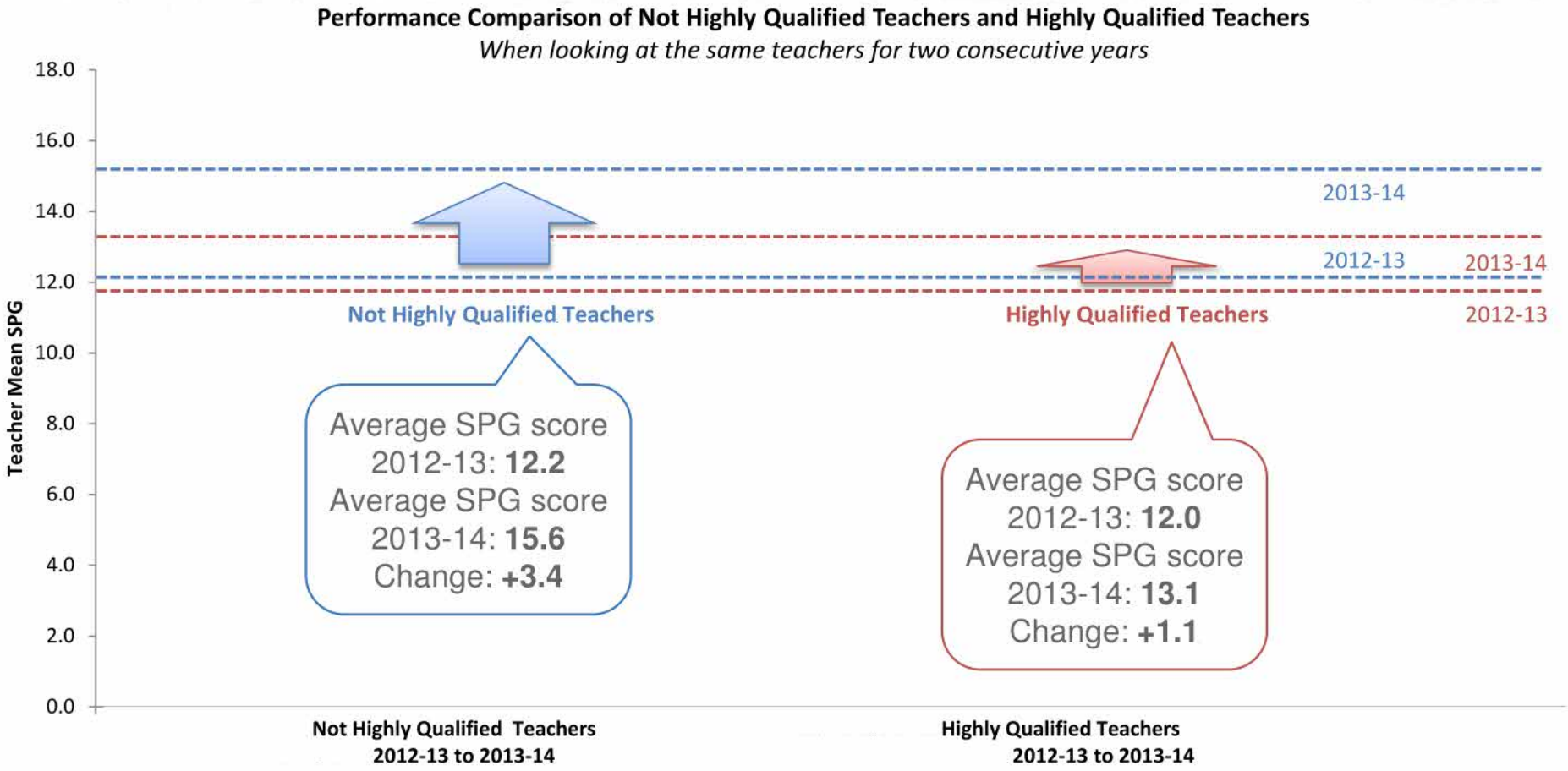
Combining both the traditional measures of equity with more nuanced metrics of educator effectiveness is important. Although first year teachers and those who have more than 5 years of experience show improvement over time, the average new teacher shows more improvement in State-provided growth than the average experienced teacher in one year.

Performance Comparison of New Teachers and Experienced Teachers

When looking at the same teachers for two consecutive years



Similarly, after one year, the average teacher not considered to be highly qualified shows more of an improvement in State-provided growth than the average teacher who is considered to be highly qualified.



The Equitable Distribution of Teacher Effectiveness

The following slides explore student access to teachers based on effectiveness. The analyses present this information by race/ethnic group and Needs Resource Classification.

The analyses presented in these slides use a data set based on:

- State-provided growth ratings for teachers for 2012-13
- Teacher-student enrollment linkages in math or ELA for 2013-14

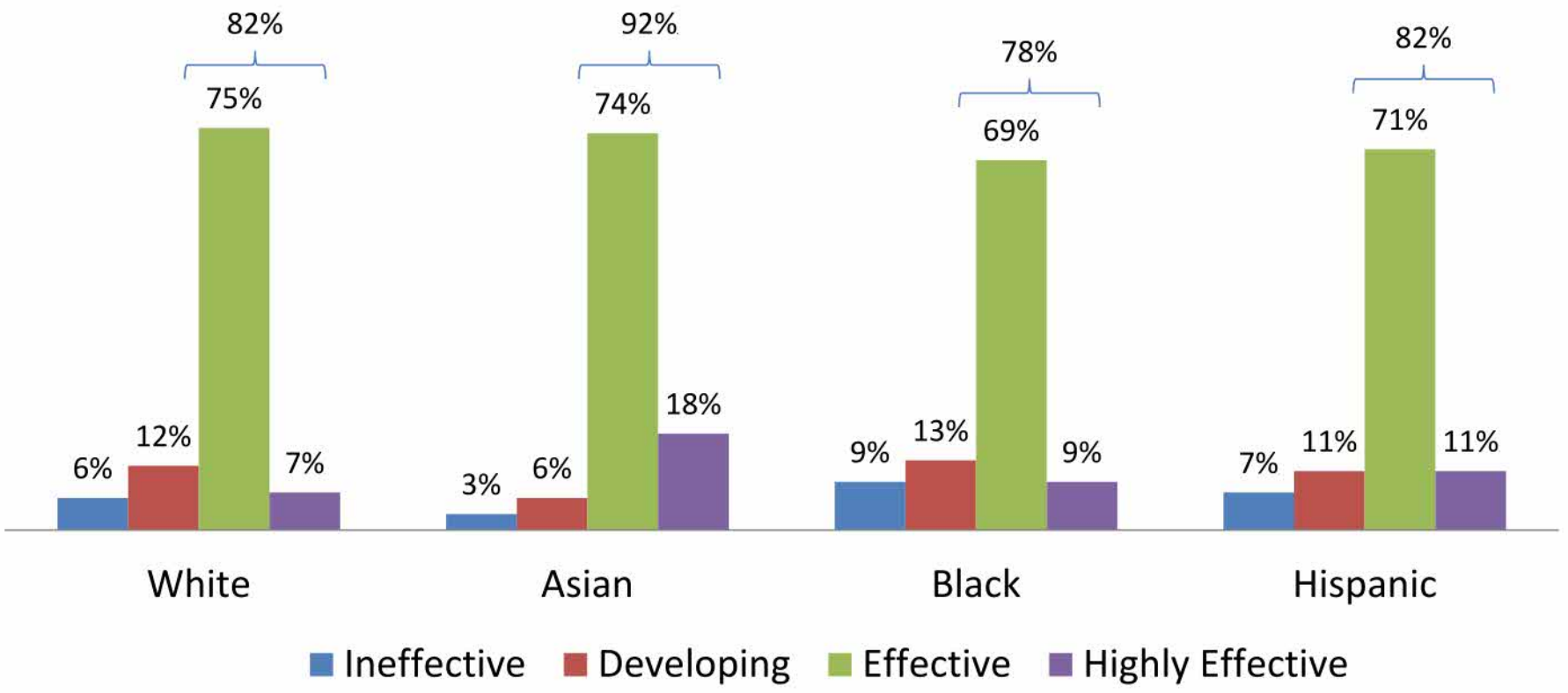
As a reminder, LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Results in Math

The following analyses are supplemental to the information found in the "Examining Educator Excellence" presentation.

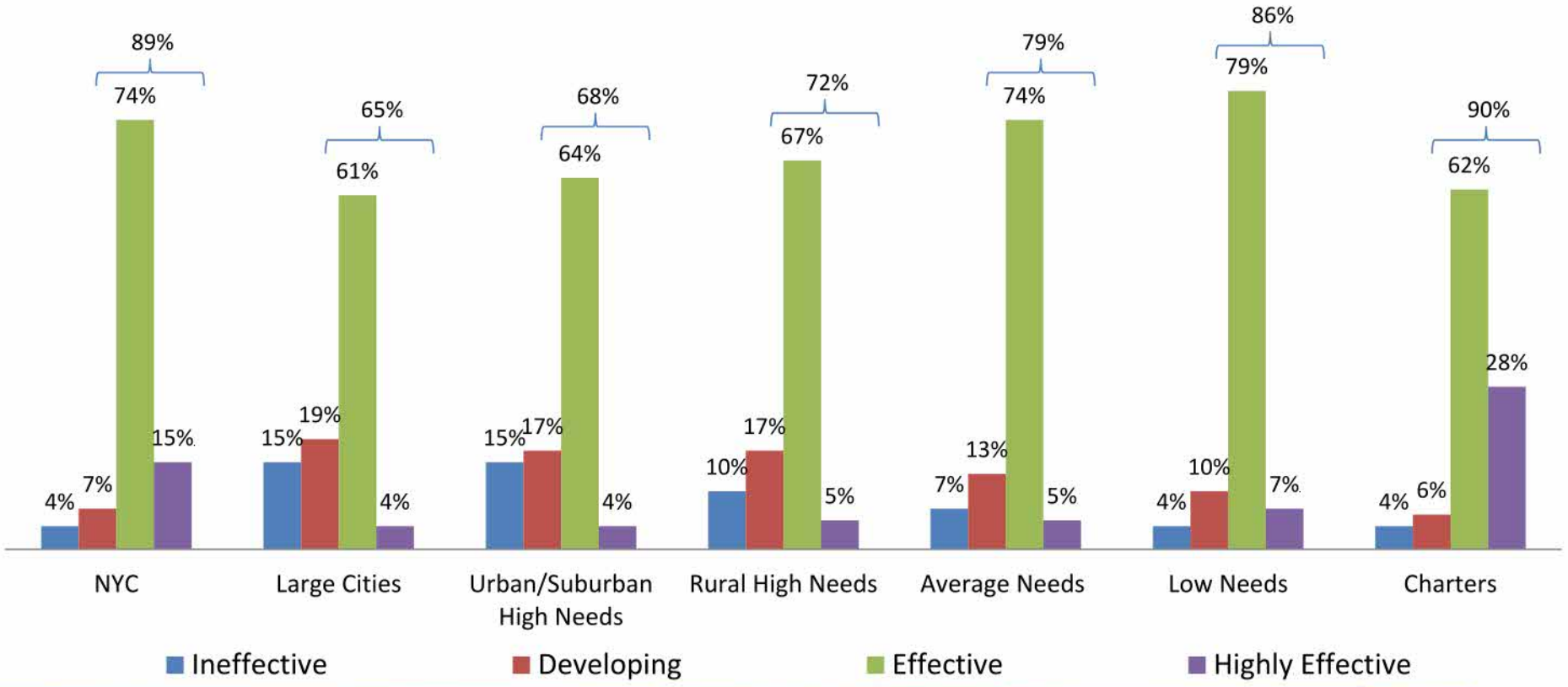
Inequities in access to teachers who are rated Effective or Highly Effective exist across student race/ethnicity subgroups. Asian students are more likely to be placed with a teacher who was rated Effective or Highly Effective. Black students have the lowest likelihood of being placed with a teacher who was rated Effective or Highly Effective.

State-Provided Growth Ratings of Teachers by Student Subgroup, Math



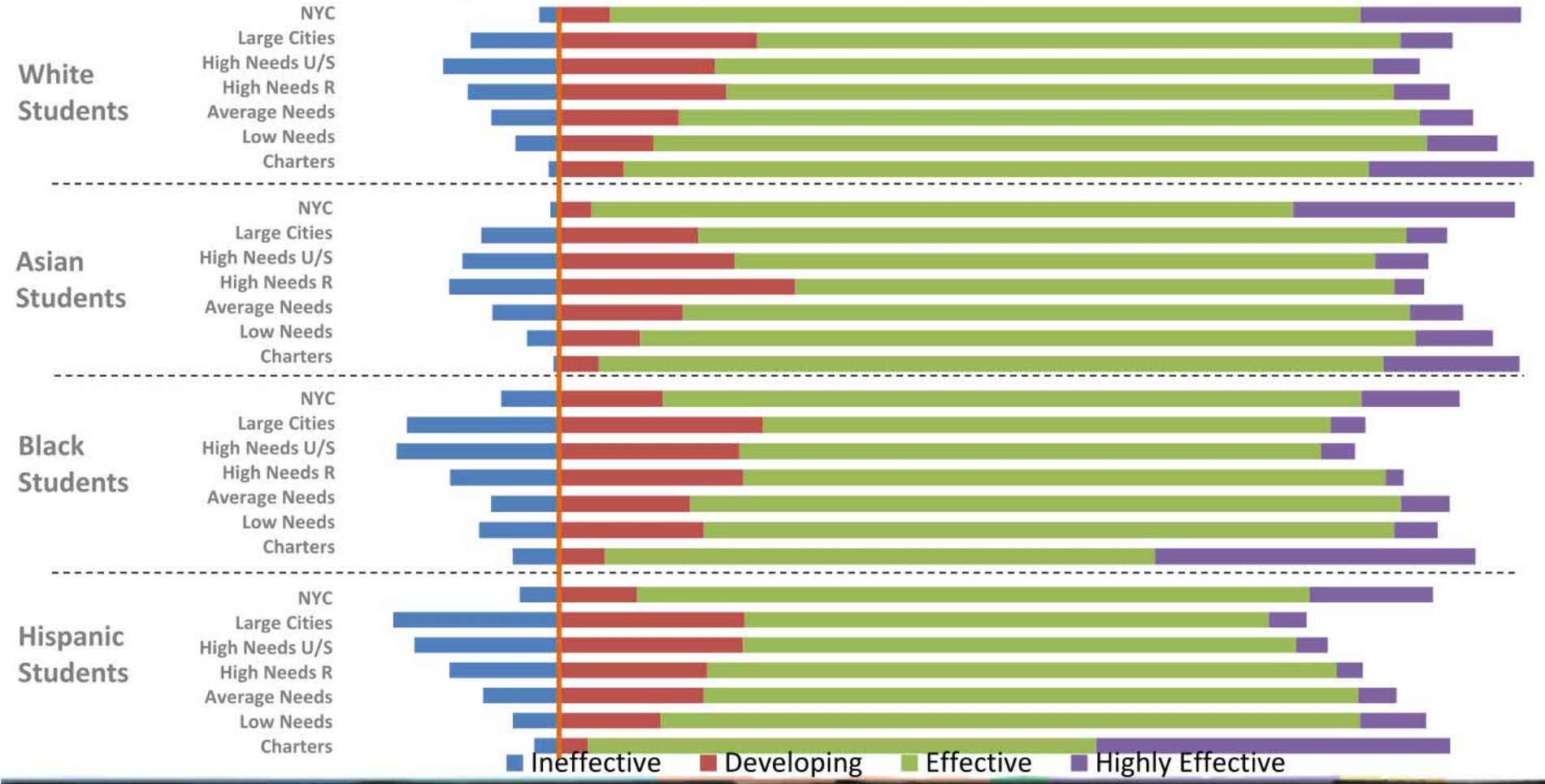
The distribution of teacher effectiveness varies across Needs Resource categories, making it less likely students in certain types of districts will be assigned to teachers who were rated Effective or Highly Effective.

State-Provided Growth Ratings for Teachers by Needs Resource Category, Math



Within subgroups of race and ethnicity, access to the most effective educators varies dependent on Needs Resource category. Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math



* This slide is a duplicate of slide 8; the data to accompany this chart can be found on the next slide.

State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, Math

Race/Ethnic Group	Needs Resource Category	Teacher State-Provided Growth Rating			
		Ineffective	Developing	Effective	Highly Effective
White	NYC	2%	5%	76%	16%
	Large Cities	9%	20%	66%	5%
	High Needs Urban/Suburban	12%	16%	67%	5%
	High Needs Rural	9%	17%	68%	6%
	Average Needs	7%	12%	75%	5%
	Low Needs	4%	10%	79%	7%
	Charters	1%	7%	76%	17%
Asian	NYC	1%	3%	73%	23%
	Large Cities	8%	14%	73%	4%
	High Needs Urban/Suburban	10%	18%	66%	5%
	High Needs Rural	11%	24%	62%	3%
	Average Needs	7%	13%	75%	6%
	Low Needs	3%	8%	80%	8%
	Charters	1%	4%	81%	14%
Black	NYC	6%	11%	73%	10%
	Large Cities	16%	21%	59%	4%
	High Needs Urban/Suburban	17%	19%	61%	4%
	High Needs Rural	12%	19%	67%	2%
	Average Needs	7%	14%	74%	5%
	Low Needs	9%	15%	72%	5%
	Charters	5%	5%	57%	33%
Hispanic	NYC	5%	8%	74%	14%
	Large Cities	18%	20%	57%	4%
	High Needs Urban/Suburban	16%	20%	61%	3%
	High Needs Rural	12%	16%	69%	3%
	Average Needs	9%	16%	72%	4%
	Low Needs	5%	11%	77%	7%
	Charters	3%	3%	56%	39%

** Due to rounding, total may be greater or less than 100%*

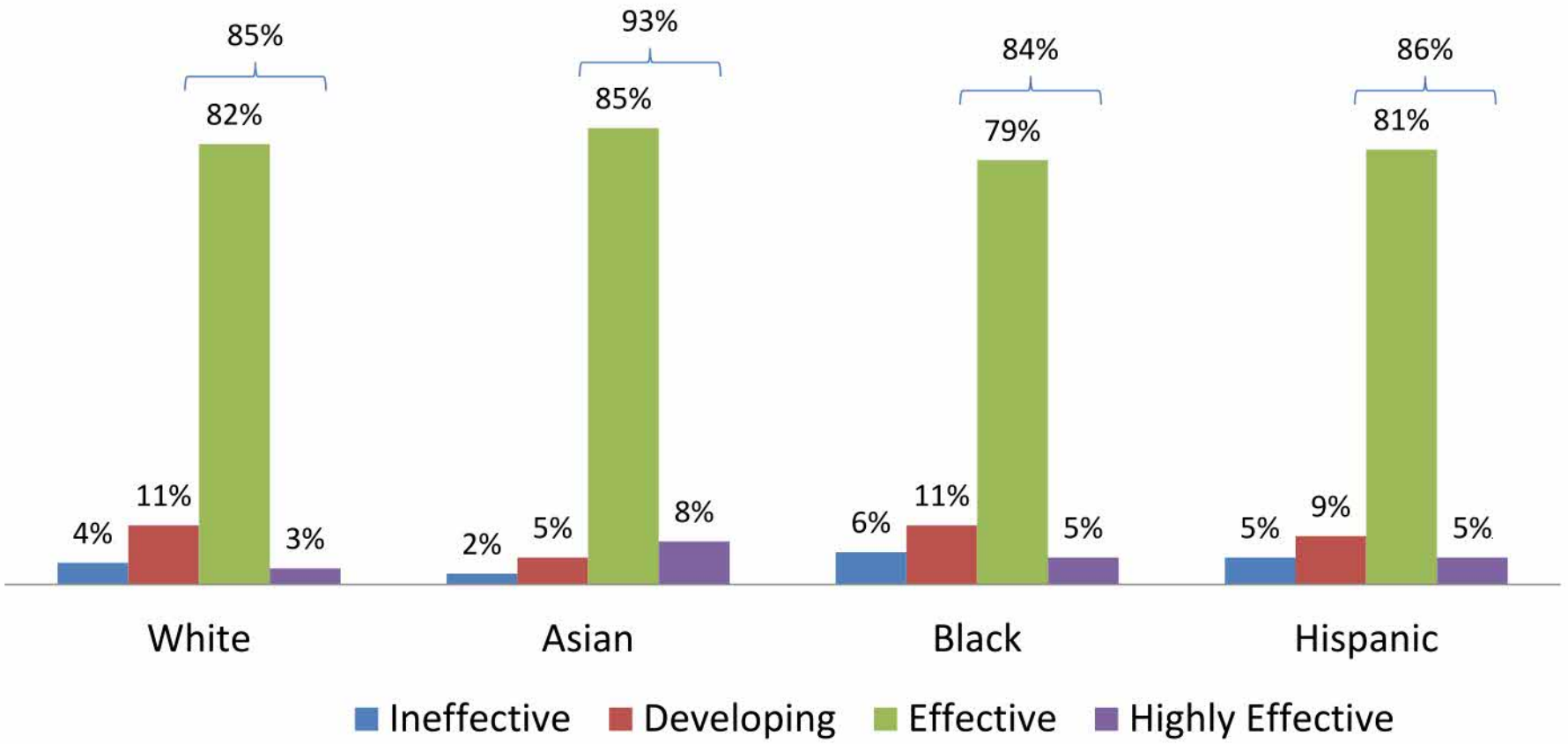
* This slide provides data to accompany the chart on the previous slide.

Results in ELA

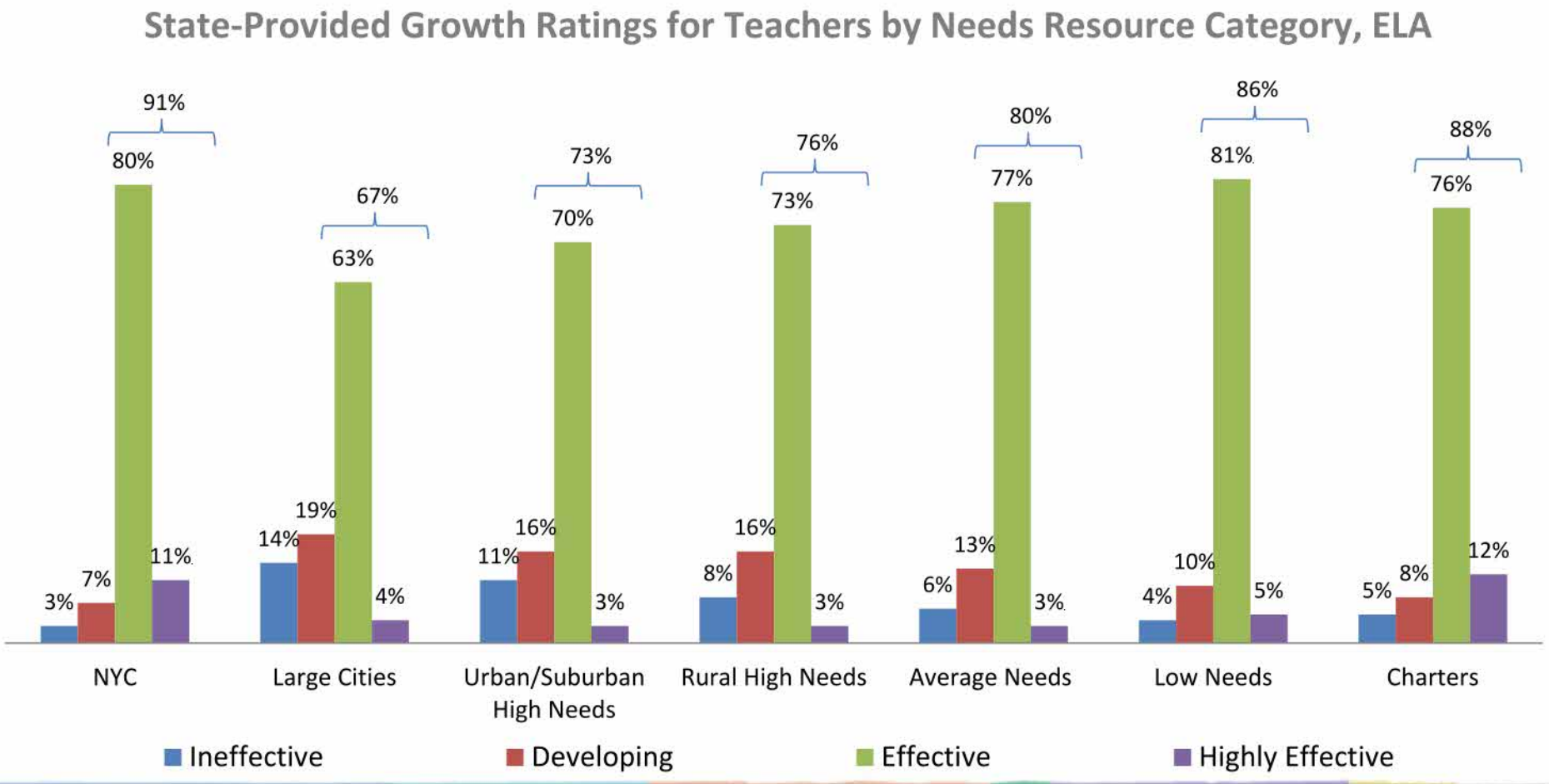
The following slides parallel the analyses derived from teacher-student linkage in math.

Inequities in access to teachers who are rated Effective or Highly Effective exist across student racial subgroups. Asian students are more likely to be placed with a teacher who was rated Effective or Highly Effective than other groups. Black students have the least likelihood of being placed with a teacher who was rated Effective or Highly Effective.

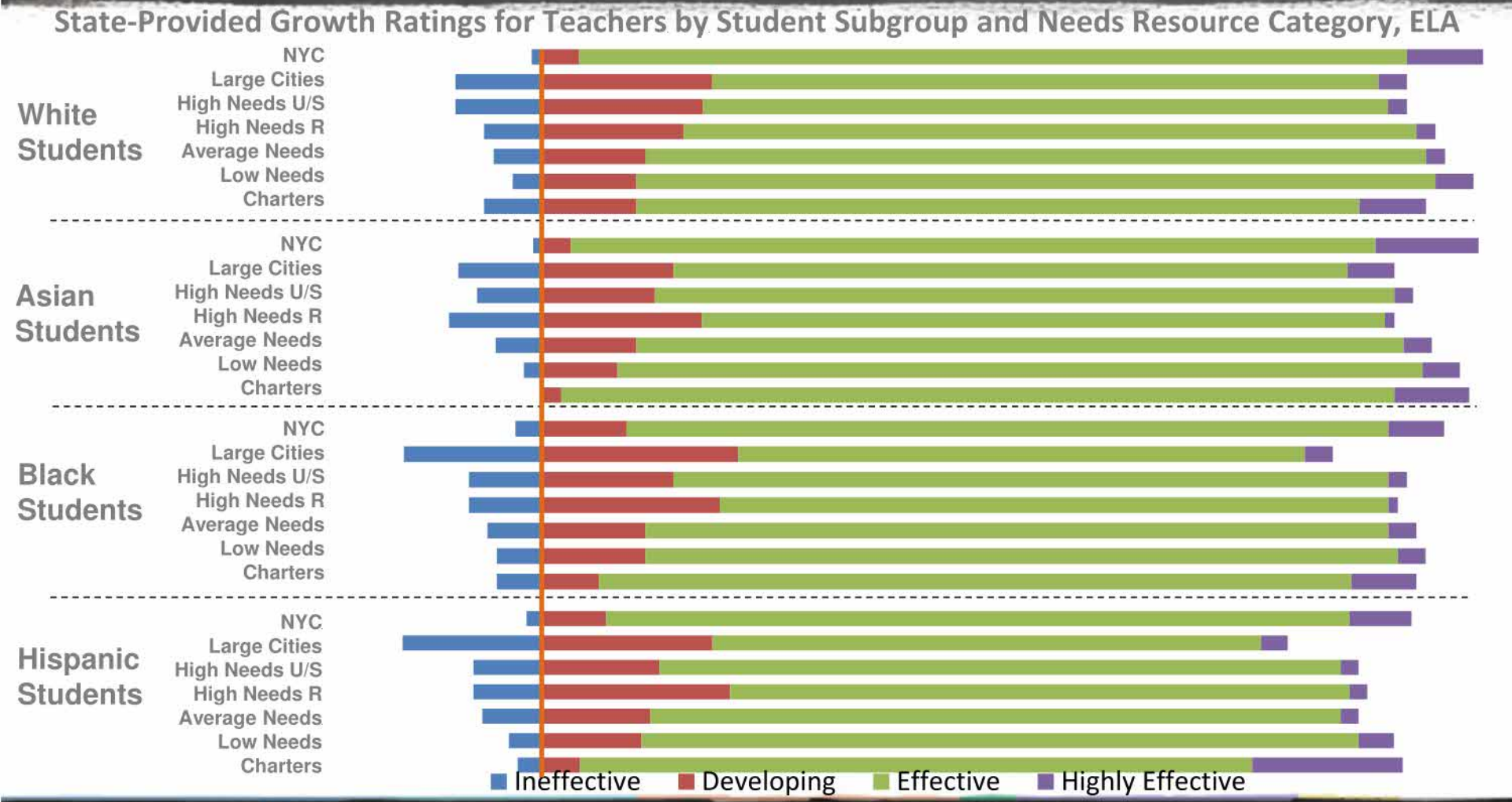
State-Provided Growth Ratings of Teachers by Student Subgroup, ELA



Teacher effectiveness distribution varies across Needs Resource categories, making it less likely that students in certain types of districts will be assigned to teachers who were rated Effective or Highly Effective.



Asian students are more likely to be placed with teachers who were rated Effective or Highly Effective across most Needs Resource categories. Black and Hispanic students are more likely to be assigned to teachers who were rated Ineffective in most Needs Resource categories.



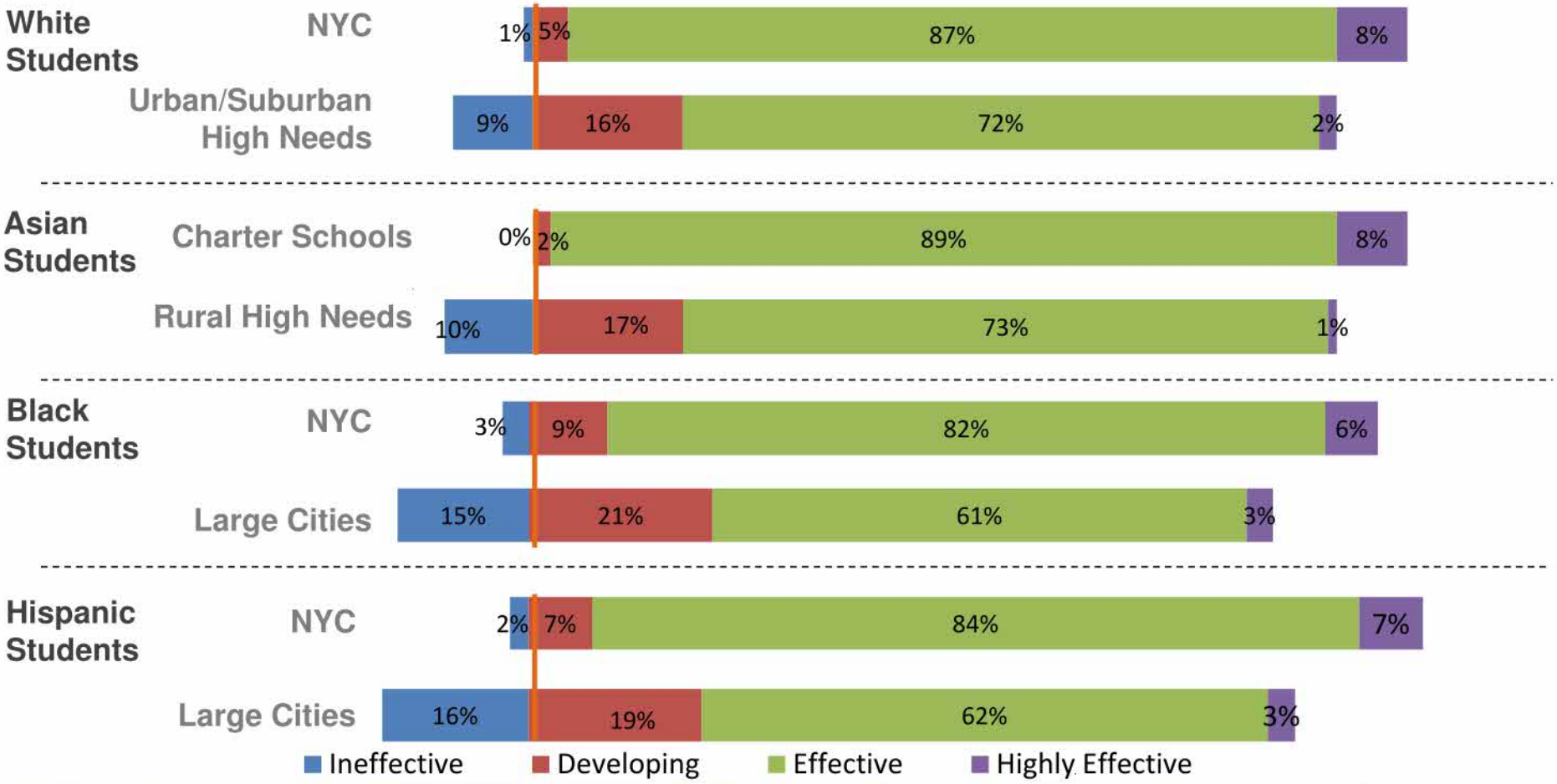
State-Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, ELA

Race/Ethnic Group	Needs Resource Category	Teacher State-Provided Growth Rating			
		Ineffective	Developing	Effective	Highly Effective
White	NYC	1%	4%	87%	8%
	Large Cities	9%	18%	70%	3%
	High Needs Urban/Suburban	9%	17%	72%	2%
	High Needs Rural	6%	15%	77%	2%
	Average Needs	5%	11%	82%	2%
	Low Needs	3%	10%	84%	4%
	Charters	6%	10%	76%	7%
Asian	NYC	1%	3%	86%	11%
	Large Cities	9%	14%	72%	5%
	High Needs Urban/Suburban	7%	12%	79%	2%
	High Needs Rural	10%	17%	73%	1%
	Average Needs	5%	10%	82%	3%
	Low Needs	2%	8%	86%	4%
	Charters	0%	2%	89%	8%
Black	NYC	3%	9%	82%	6%
	Large Cities	15%	21%	61%	3%
	High Needs Urban/Suburban	8%	14%	77%	2%
	High Needs Rural	8%	19%	72%	1%
	Average Needs	6%	11%	80%	3%
	Low Needs	5%	11%	81%	3%
	Charters	5%	6%	81%	7%
Hispanic	NYC	2%	7%	84%	7%
	Large Cities	16%	19%	62%	3%
	High Needs Urban/Suburban	8%	13%	77%	2%
	High Needs Rural	8%	21%	70%	2%
	Average Needs	7%	12%	78%	2%
	Low Needs	4%	11%	81%	4%
	Charters	3%	4%	76%	17%

** Due to rounding, total may be greater or less than 100%*

The uniqueness of equity analyses is revealed when you examine the Needs Resource category with the greatest and least percentage of teachers rated Ineffective by racial subgroup. Black, Hispanic and White students are least likely to be placed with teachers rated Ineffective in New York City.

State Provided Growth Ratings for Teachers by Student Subgroup and Needs Resource Category, ELA



Additional Student Demographics

The following slides present statewide analyses of how economically-disadvantaged students, English language learners, students with disabilities, and the lowest performing students are placed with teachers of varying effectiveness ratings.

Additionally, graduation rates for the highest poverty and minority quartile schools are shown.

As a reminder, LEAs should examine their data locally to determine the characteristics of their own educators and identify potential areas of concern.

Statewide, in math, economically-disadvantaged students and English language learners were more likely to be assigned to teachers who had been rated Highly Effective in the previous year.

Percentage of Grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, Math

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Economically-disadvantaged	7%	11%	71%	11%
Not economically-disadvantaged	6%	11%	75%	7%
English language learners	6%	10%	71%	13%
English proficient	7%	11%	73%	9%

Economically-disadvantaged students were **4 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

English language learners were **4 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

Similarly, in ELA, economically-disadvantaged students and English language learners were more likely to be assigned to teachers who had been rated Highly Effective in the previous year.

Percentage of grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, ELA

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Economically-disadvantaged	5%	10%	81%	5%
Not economically-disadvantaged	4%	10%	83%	4%
English language learners	5%	8%	80%	7%
English proficient	4%	10%	82%	4%

Economically-disadvantaged students were **1 percentage point more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

English language learners were **3 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

In math, students with disabilities were as likely as their counterparts to be assigned to teachers who had been rated Highly Effective in the previous year, whereas the lowest performing students were less likely than their counterparts to be assigned to teachers previously rated Highly Effective.

Percentage of Grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, Math

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Students with disabilities	6%	11%	75%	9%
General education students	7%	11%	73%	9%
Lowest performing students	7%	12%	74%	7%
Highest performing students	6%	10%	72%	12%

Students with disabilities were **as likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year compared to general education students.

Students who scored in the **lowest performing** quintile in 2012-13 were **5 percentage points less likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

In ELA, students with disabilities were more likely than their counterparts to be assigned to teachers who had been rated Highly Effective in the previous year, whereas the lowest performing students were less likely than their counterparts to be assigned to teachers previously rated Highly Effective.

Percentage of grades 4-8 Students Assigned to Teachers in 2013-14, by 2012-13 Teacher State-Provided Growth Rating and Student Characteristics, ELA

	2012-13 State-Provided Growth Rating			
	Ineffective	Developing	Effective	Highly Effective
Student Characteristics				
Students with disabilities	4%	9%	81%	6%
General education students	5%	10%	81%	4%
Lowest performing students	5%	10%	81%	4%
Highest performing students	4%	9%	82%	5%

Students with disabilities were **2 percentage points more likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year compared to general education students.

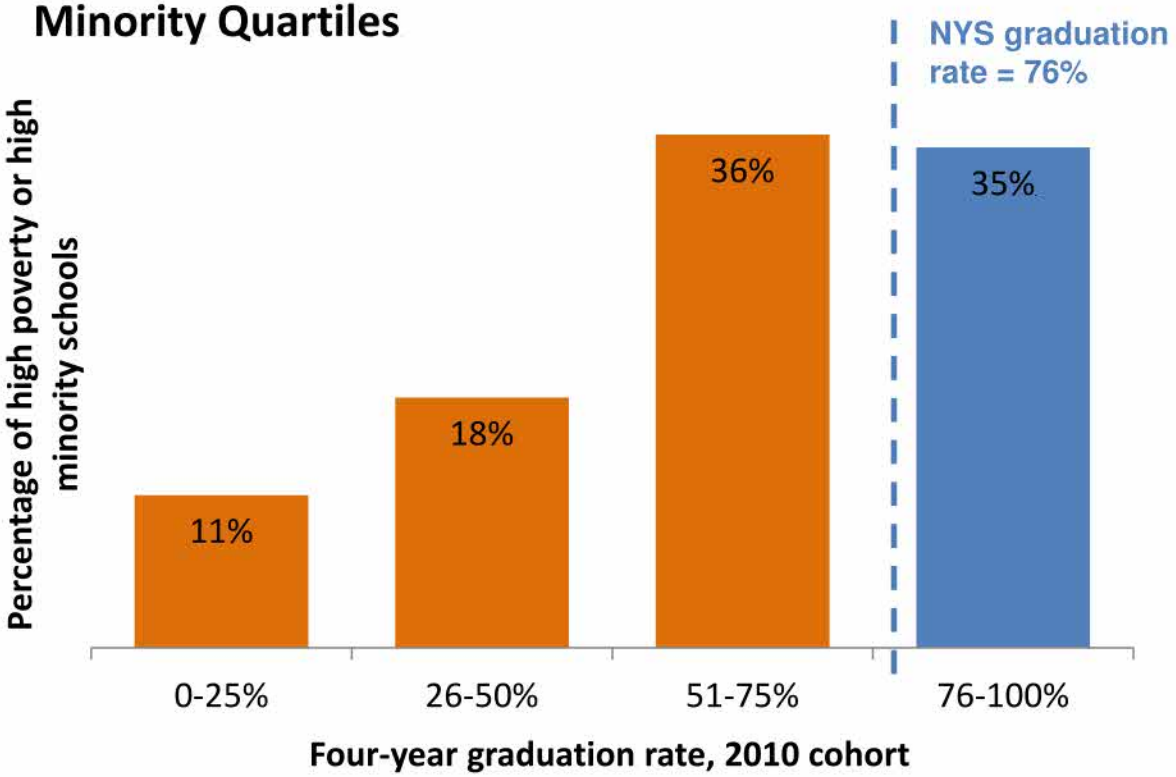
Students who scored in the **lowest performing** quintile in 2012-13 were **1 percentage point less likely** to be assigned, in 2013-14, to a teacher who had been rated **Highly Effective** in the previous year.

State-provided growth only considers the impact of educators in grades 4-8 ELA and Math. To get a sense of the impact of educators at the high school level, we examined graduation rates and found that the majority of schools in the highest poverty and minority quartiles within NYS have a graduation rate below the State average graduation rate of 76%.

65% of all schools in the highest poverty and minority quartiles graduate less than 76% of their students within four years.

About 30% graduate only half of their students or less within four years.

Graduation Rates of Schools in the Highest Poverty and Minority Quartiles



Talent Management

The following slides present promising practices associated with a comprehensive approach to talent management.

LEAs should examine their own talent management systems to address barriers to student achievement and equal education opportunity.

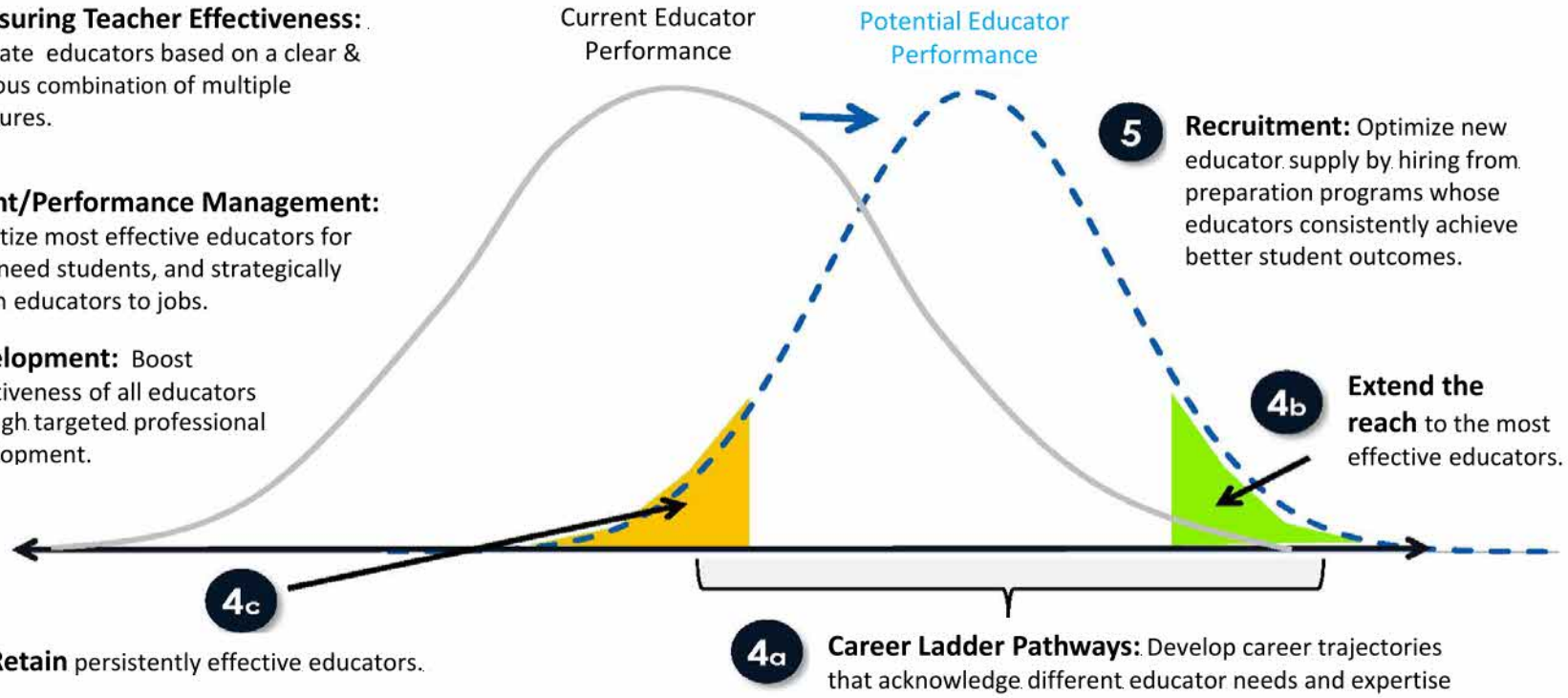
Aspects of a Comprehensive Talent Management System

ADDRESSING STUDENT NEEDS AND IMPROVING OUTCOMES THROUGH A STRATEGICALLY-PLANNED TALENT MANAGEMENT SYSTEM

1. **Measuring Teacher Effectiveness:** Evaluate educators based on a clear & rigorous combination of multiple measures.

2. **Talent/Performance Management:** Prioritize most effective educators for high-need students, and strategically assign educators to jobs.

3. **Development:** Boost effectiveness of all educators through targeted professional development.



Source: Slide adapted from The New Teacher Project's "School Leader's Toolbox," http://schoolleaderstoolbox.org.

Using the TLE continuum as a framework, LEAs across NYS are utilizing their evaluation results to plan and implement systems to address their student and talent management needs.

The Department will continue to provide support and resources so that all LEAs can successfully design and implement a comprehensive talent management strategy. Three key components are at the root of this work:

Key Component 1: Educator Preparation

- Improvements to access and entry into the profession, such as the redesign of teacher and principal preparation programs through performance-based assessments, clinically-grounded instruction, and innovative new educator certification pathways.

Key Component 2: Educator Evaluation

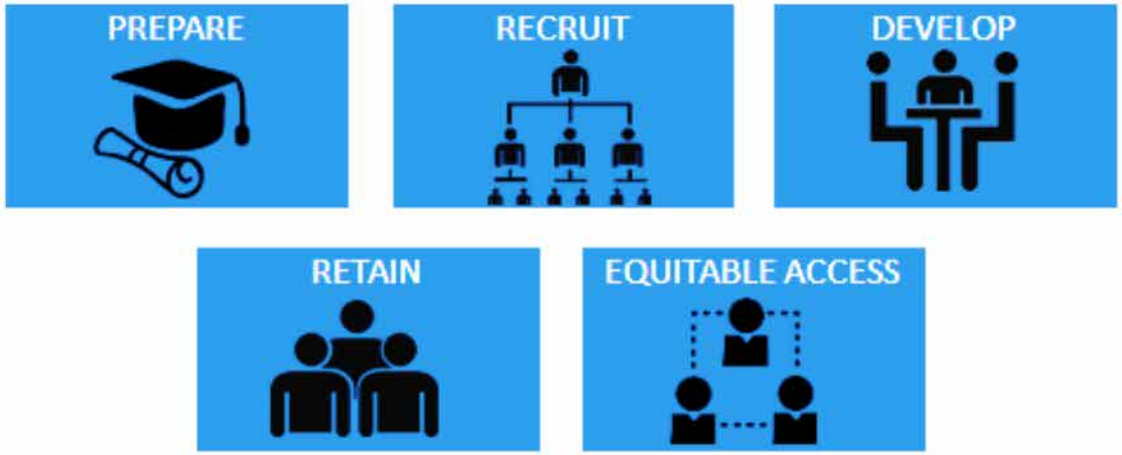
- Teacher and principal evaluation systems that meaningfully differentiate the effectiveness of educators and are linked to employment decisions.

Key Component 3: The TLE Continuum

- Use of evaluation results by LEAs in the design and implementation of robust career ladder pathways as part of their systemic use of the TLE continuum.

Strengthening Teacher and Leader Effectiveness (STLE) grant recipients provide examples of LEAs that are successfully leveraging the TLE Continuum to increase equitable access despite having school buildings with some of the highest levels of poverty and high concentrations of minority students.

NYS has identified five common talent needs faced by LEAs.



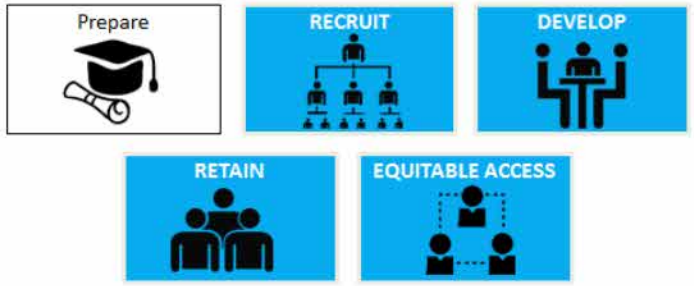
The following STLE districts are examples of districts who have shown promising practice in addressing these five talent management needs to ensure students have equitable educational opportunities and graduate college and career ready.

- **Greece Central Schoo/ District**
- **Huntington Union Free School District**
- **North Tonawanda City School District**

Greece Central School District

Total Grant Amount of ~$3.5M through STLE Cohorts 1, 2 and D

The career ladder pathways in Greece CSD address four out of the five talent management challenges to positively impact both student learning and teacher practice.



Initial Student Impact

- Strategies developed using the Public Education Leadership Project (PELP) Coherence Framework coupled with the district's strategic plan for improved performance have contributed to increased student performance:
  - Increased number of students meeting proficiency in Grades 3-8 Math by 4% from 2012-13 to 2013-14.
  - Reduced the number of student subgroups, by measure, where the district did not meet AYP from 11 in 2011-12 to 4 in 2012-13.
- Credits recovered through blended online learning opportunities have increased by 60% in the first quarter of 2014-15 from the previous year.

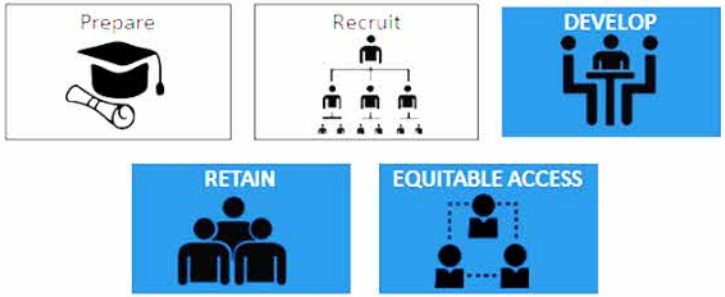
Early Impact on the Talent Management System

- Restructuring of roles increased the percent of Highly Effective and Effective educators working with the highest needs students. Teacher Leaders spend 50% of their time working specifically in high need areas.
- The shift from grade level and department meetings to Professional Learning Communities has increased time spent in evidence-based analysis and action by 30%.
- Embedded professional development (PD) provided by Teacher Leaders has accounted for 50-75% of the PD experiences in schools.
- By creating a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition, 100% of principal and teacher leaders have been retained in leadership roles in the district through Career Ladder Pathways.

Huntington Union Free School District

Total Grant Amount of ~$1M through STLE Cohorts 1 and 2

The career ladder pathways in Huntington UFSD address three of the five talent management challenges.



Initial Student Impact

- Focus Walks provide teachers support as they integrate college and career readiness standards. Since Focus Walks and peer coaching began, the use of targeted strategies has increased by 30%. These initiatives have resulted in:
  - Increased proficiency in Grade 3-8 Math by 3% for English language learners from 2012-13 to 2013-14.
  - Increased proficiency in Grade 3-8 Math by 6% for economically-disadvantaged students from 2012-13 to 2013-14.
- Curriculum developed for the district's STEM magnet school, allocates an uninterrupted hour+ STEM block every day in which inquiry-based instruction and project-based learning experiences are implemented.

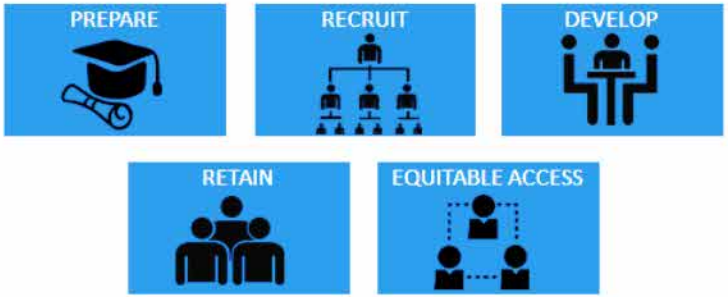
Early Impact on the Talent Management System

- Embedded professional development provided by teacher leaders has saved the district a significant amount, which would have been otherwise spent on consultants for similar work. There has been a 20-25% increase in the amount of professional development provided from within the district.
- This comprehensive support system has led to a 15% increase in teachers rated Effective or Highly Effective in 2013-14, as compared to 2012-13, on State-Provided Growth.
- 100% of principals have targeted annual action plans built around the district's goals and mission. Professional principals serve as mentors to novice principals in more formalized and weekly programming than prior years.

North Tonawanda City School District

Total Grant Amount of ~$400K through STLE Cohorts 3 and D

The career ladder pathways in North Tonawanda CSD address all of the five talent management challenges.



Initial Student Impact

- Instructional coaching and co-teaching has contributed to gains in third grade students' performance in math and ELA as seen through the comparison of September to January district benchmarks.
- Reorganization has increased student access to the most effective teachers. Five Lead Teachers are working with 75 staff to support the top 10% at-risk students through targeted instruction.
- Parent workshops have increased parental involvement for students in grades 3-6 by 50%.

Early Impact on the Talent Management System

- Embedded professional development (PD) has increased elementary teachers' PD time by 24 hours per month.
- The shift from grade level and department meetings to embedded coaching and co-teaching models by Lead Teachers has allowed the district to decrease teacher time out of the classroom by 20%.
- In the 2014-15 school year, 2 Principal Leaders and 17 Teacher Leaders will lead 24 workshops for all 294 teachers, designed to address areas of need using APPR data for teachers, with a specific focus on ELA and math.

For multiple years, STLE districts have been working to successfully implement the TLE Continuum. The goal is to expand this work to non-STLE districts across the state, some of which have already strengthened their talent management systems in a variety of ways.

Some districts across the state have made positive strides toward equity through the effective implementation of talent management systems.

Others have not taken a comprehensive approach to talent management and may struggle to maintain a workforce that will result in all students having equitable access to the most effective teachers and principals.

In addition to STLE, a variety of existing federal and state funding sources include goals that closely align with the strategies outlined in the State's equity plan.

Federal Funds:

- Improving Basic Programs Operated by LEAs (ESEA Title I, Part A)
  (http://www2.ed.gov/programs/titleiparta/index.html)
- Improving Teacher Quality Grants (ESEA Title II, Part A)
  (http://www2.ed.gov/programs/teacherqual/hqt.html)
- English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A)
  (http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html)
- School Improvement Grants (SIG) (ESEA, Title I)
  (http://www2.ed.gov/programs/sif/index.html)
- Individuals with Disabilities Education Act (IDEA, Part B)
  (http://idea.ed.gov/explore/home)

Competitive Programs:

Federal competitive grant programs:

- Teacher/Leader Quality Partnerships (TLQP) (http://www2.ed.gov/programs/tqpartnership/index.html)
- Transition to Teaching (TTT) (http://www2.ed.gov/programs/transitionteach/index.html)
- School Leadership Program (http://www2.ed.gov/programs/leadership/index.html)

New York State competitive grant programs:

- Teacher Opportunity Corps (TOC) (http://www.highered.nysed.gov/tcert/resteachers/toc.html)
- Teachers of Tomorrow (TOT) (http://www.highered.nysed.gov/tcert/resteachers/tot.html

The Teacher Opportunity Corps (TOC) and Teachers of Tomorrow (TOT) programs are evidence of the Department's long-standing dedication to issues of equitable access.

Teacher Opportunity Corps (TOC)

Enacted in Chapter 53 of the Laws of 1987

Purpose: enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at-risk of truancy, academic failure, or dropping out of school; and, to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers

Recent Reach: 8 projects were funded across the state in 2013-14, with 237 participants and 68 graduates

Teachers of Tomorrow (TOT)

Established under an amendment to Education Law, Chapter 62 of the Laws of 2000

Purpose: assist school districts in the recruitment, retention, and certification activities necessary to increase the supply of qualified teachers in school districts experiencing a teacher shortage, especially those with Schools Under Registration Review (SURR) and low performing schools.

Recent Reach: 4,405 people participated during the 2013-14

Persistent achievement gaps among student subgroups and inequitable access to the most effective educators interfere with the goal that all students graduate college and career ready.

- In order to eliminate these gaps and ensure equitable access, LEAs must **use data as a key lever to identify effective educators** as models and peer mentors, to **identify educators who need the most intensive support**, to inform high quality professional development, and **to make strategic staffing decisions**.
- The **framework of the TLE Continuum** will allow LEAs to apply their **data in a meaningful way** through three key components – **educator preparation, educator evaluation, and career ladder pathways.**
- A **systematic approach based on the TLE Continuum** can help ensure that both student and talent management needs are met **and all students have equitable access to the most effective educators.**

Student's full participation in New York State assessments is vital to ensuring they receive a high caliber education regardless of characteristics such as their race, ethnicity, special education status, or other factors.

It is our goal that all students, including:

- students in poverty,
- minority students,
- the lowest achieving students,
- English language learners, and
- students with disabilities

have equal access to the most effective teachers and principals.

The Department, LEAs, and schools need sufficient and accurate information to better identify student strengths and needs and best support student growth and placement.

Families can use assessment results to advocate for, and support, their children.

Information gained from the New York State assessment program allows the Department to continuously refine strategies and policies aimed to ensure all students have equitable access to effective teachers and principals.