

Coordinators of Teaching and Learning

The Coordinators of Teaching & Learning have assisted our district, since 2004, in working holistically and flexibly. These multifaceted positions allow us to complete tasks that were previously out of reach, resulting in a positive impact on student achievement and improved classroom practice.

Curriculum Alignment and Articulation:

- **Facilitates the Strategic Intents and District Initiatives**
Impact: The district intents are the core of what our district believes in and strives for. Coordinators work directly with the building administrators, CAREs and classroom teachers to study data, identify best practice strategies and complete program evaluations to move the district to meeting these goals.
Classroom Impact: Classroom instruction is driven by the district's Strategic Intents.
- **Contributes to Literacy Initiative.**
Impact: This work directly impacts the district-wide Literacy Initiative by providing expertise and training to teachers in the areas of reading/writing strategies, vocabulary, and reading comprehension development to content area teachers.
Classroom Impact: The reinforcement of the importance of writing and reading in all disciplines brings literacy instruction to the forefront in K-12 classrooms.
- **Facilitates Program Evaluations**
Impact: A consistent process driven procedure has been developed for departments to review assessment data and benchmark HF-L's progress against other similar and nationally recognized districts. The Coordinators gather data for the teachers to analyze, facilitate the groups, and assist in the organization the written product.
Classroom Impact: Program evaluations are worthwhile staff development opportunities that evoke change in instruction. Once completed, the program evaluations recommend changes that improve classroom teaching and learning in every classroom related to that evaluation.
- **Serves as turn key communicator. Coordinates consistent communication on curriculum and assessment.**
Impact: Curriculum initiatives are studied from a K-12 perspective. Individual sites, departments, and/or grade levels are informed of their roles and responsibilities in addressing an issue. The flow of ideas, common experiences, resources and suggestions move efficiently between teachers and administration.
Classroom Impact: Students and teachers are prepared for the on-going changes to state assessments, data, curriculum content, and best practice.
- **Analyzes data for SED Assessments.**
Impact: Teachers have testing information available throughout the year to make curriculum decisions. Curriculum and staff development funds are reserved for teacher contact time rather than initial data organization/analysis.
Classroom Impact: Quicker turn-around time of data to teachers, counselors, and administration results in improved instructional support data and placement information.
- **Plans, Trains and Acclimates Teachers New to HF-L.**
Impact: This training directly impacts district-wide instruction. New teachers become immersed in the district Strategic Intents, best practice, and curriculum of our district.
Classroom Impact: The reinforcement of district priorities, exemplars for instruction, and specific curriculum information impacts K-12 teaching and learning with high quality instruction, consistent strategy implementation, and appropriate content.
- **Facilitates monthly meetings with CARE representatives.**
Impact: Open the lines of communication, sharing of best practice, dissemination of materials, problem solving, share staff development opportunities, make curricular decisions and form goals to support school, district, and state initiatives.

Classroom Impact: Information shared with CAREs is coordinated and allows for more immediate impact in classroom instruction. Monthly meetings ensure this as a continuous conversation throughout the year.

- **Facilitates summer curriculum mapping.**

Impact: Curriculum management funds will be used to develop curriculum maps in house, rather than having to pay an extra teacher or outside trainer for facilitation of the mapping process. Consistency of process and format will be met for all departments.

Classroom Impact: Updated curriculum maps serve as the expectation for what all students should be learning in a particular class, no matter who the teacher may be. This builds consistency from classroom to classroom.

Staff Development:

- **Conducts walk-through observations, formal observations, model lessons, writing folder reviews, and feedback on new learning in classrooms throughout the district.**

Impact: No added district funds needed to support one-on-one staff development.

Classroom Impact: Teachers can receive immediate feedback on how to improve their delivery of instruction.

- **Teaches Staff Development Courses.**

Both Coordinators facilitate year-round workshops in the areas of curriculum writing, literacy, inquiry, diversity, and strategy instruction.

Impact: No outside trainer is needed, reducing costs.

Classroom Impact: Teachers can receive up to date training on how to improve their delivery of instruction.

- **Facilitates Staff Development Follow Through.**

Impact: No added district funds needed to support teachers building upon initial staff development. Coordinators meet with small groups or individual teachers and building level administrators to answer questions, and provide materials, resources, and feedback as teachers develop skills in the target area.

Classroom Impact: Teachers have support and continual feedback as they implement new strategies and resources.

- **Organizes and Presents Sessions at Superintendent's Conference Days.**

Impact: Few outside trainers are needed and sessions are focused on developmental and instructional needs.

Classroom Impact: Sessions focus on meeting the goals of the Strategic Plan, school goals, and department/grade level goals for on-going, job-embedded, just in time training.

- **Disseminates materials from NYS Education Department (SED) and other professional literature.**

Impact: Coordinators focus on the SED mandates and informative literature of value to teachers that impacts classroom instruction.

Classroom Impact: Teachers are aware of upcoming changes in curriculum and are briefed on latest educational research.

Organizational Support:

Classroom Impact: Prepare teachers for upcoming changes in curriculum and are briefed on latest educational research.

- **Assists principals / assistant principals with administration of SED assessments and make ups**

Impact: Support in the organization, communication, documentation, and administration of SED testing.

Classroom Impact: No substitutes are hired to cover state scheduled make-ups. Teachers stay in classroom, continuing instruction. Greater consistency in administration of tests has been achieved.

- **Analysis of individual students SED testing results for parents.**

Impact: Working in conjunction with the counselors, the coordinators can enhance parental understanding of the content and use of the SED assessments. Coordinators are able to offer suggestions for student support based on the student's results.

Classroom Impact: Quicker turn-around time of data to teachers, counselors, and administration result in improved instructional support data and placement information. Stronger communication with parents and better understanding of assessment information leads to better home support of students.

- **Covers sets/classes so teachers can attend staff development opportunities.**

Coordinators can cover classrooms for brief periods to enable teacher to teacher classroom visits, staff development opportunities, and mentor visits.

Impact: No substitute teachers need to be hired for these brief sessions.

Classroom Impact: Students are given the most up to date curriculum and delivery of best practice strategies and teachers are coached within their teaching duties with their own students.

- **Covers buildings for building level administrators**

Impact: Administrators familiar with the running of the sites (staff and students) are able to step up when principals and assistant principals are absent due to illness, jury duty, or training. No cost to the district is incurred.

Classroom Impact: Consistency in the building can be maintained.

- **Assists Principals with selection of high quality staff.**

Impact: Participation in recruitment and interviews of new staff provides additional hands, expertise, and viewpoints to the process.

Classroom Impact: Highly qualified candidates can be identified, interviewed, and hired sooner, resulting in stronger staffing.

- **Writes recommendation letters and completes reference checks.**

Impact: Principals have less paperwork and there is a quicker turnaround time.

Classroom Impact: Principals are freed up to spend more time with higher impact needs of their buildings.

- **Attends SED Regional Forums, BOCES workshops, curriculum and assessment workshops.**

Impact: Information sharing is enhanced by efficient turn key communications with building administration, CAREs, and teachers. Building administrators need to leave sites less often.