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Introduction and Need for Project: Build, Retain and Sustain Effective and Highly Effective teachers in the Bronx, New York to dramatically increase student achievement

Educating 1.3 million students representing every corner of the globe, the New York City Department of Education (NYCDOE) is the largest and most diverse school district in the country. We serve students with many different needs: 75% qualify for free or reduced lunch, 40% speak a language other than English at home, and 20% have special learning needs. We believe each of these students deserves access to a high-quality education with prepared, effective, and diverse teachers.

Many national research studies have concluded that the “teaching quality gap explains much of the student achievement gap.”¹ Having access to highly-prepared, high-quality teachers every year is imperative for students to achieve academic success. Under the leadership of New York City Mayor Bill de Blasio and NYC Schools Chancellor Carmen Fariña, the NYCDOE introduced an *Equity and Excellence for All* agenda² to ensure that all New York City students are college and career ready. The Teacher and School Leader (TSL) grant resources will reinforce and expand NYCDOE’s commitment to equity, and ensure all students have access to high- quality teachers.

Of New York City’s five boroughs, the Bronx lags behind the rest of the city on many key measures of teacher recruitment, retention and student achievement. While student achievement (as measured by NY State 3-8 Math and Reading scores as well as High School graduation rates and a college ready index) in the Bronx has been steadily increasing, there remains a persistent gap relative to its surrounding boroughs (See Figure 1 below). Contributing to these conditions are the concentration of students with specialized needs in the Bronx. The Bronx has a high number of students with disabilities (21.5%) and English Language Learners (15.8%). These

needs, coupled with geographic challenges in recruiting and retaining educators (Figure 2, page 4), demand increased resources to ensure students in the Bronx have equitable access to well-prepared new hires and experienced educators. Additionally, of the 88 Priority schools in New York State, 43 (almost half) are located in the Bronx.³

The Bronx is divided into six geographic districts, with an additional district that supports all Bronx high schools and another that supports all schools for students that need specialized educational services. TSL funds will go to investing in the teacher human capital continuum in each of these 8 Bronx districts.

[Redacted]

[Redacted]

We propose, through funds from TSL, to expand our current efforts in the Bronx by **building** a highly prepared and committed teaching force, **retaining** Effective and Highly

Effective⁴ teachers where our students need them most and **sustaining** educator talent in schools through comprehensive and strategic supports at the geographic district level.

Building the Pipeline: Teaching Academies, Mentoring and Diversity Recruitment

The need to build a pipeline of educators is evident in the Bronx. Currently, the highest percentage of low-performing teachers, [REDACTED] [REDACTED] are in the Bronx. Moreover, we have an increasing demand for high-quality educators in this borough that is not currently met by our applicant pool. Last year, only 14% of teacher applicants in New York City indicated that they preferred to teach in the Bronx, while 30% of overall hires were in the Bronx.

To combat these problems, our first approach to **build** a more Effective and Highly Effective teaching force is the creation of 73 Teaching Academies in the highest-performing, High Needs Schools in each Bronx district (see schools list in Appendix B). The Teaching Academy model is a unique innovation that will take best practices from high-cost teacher residency models and expand the element of robust clinical preparation alongside university partners. This approach to clinical preparation is based on a cadre of national research, as well as NYCDOE's five years of experience with residency models, which both affirm that in-service, job-embedded training of pre-service educators is most effective for teachers to be best prepared for their role.⁵ The ultimate goal of the Teaching Academies is to train 50%, or 850, of the 1,700 teachers needed in the Bronx each year.

As a recent report from The Brookings Institution described, there is a positive student achievement impact when teachers reflect the racial make-up of their students.⁶ [REDACTED] [REDACTED] Research shows that students benefit from teachers who not only create productive classroom

environments and support their socio-emotional growth; they also benefit from educators with similar life experiences. In order to provide this reality to students in the Bronx, we need to close this gap. Therefore, our second approach to **build** a more effective teaching force in the Bronx is to recruit a highly diversified workforce. In addition to the creating Teaching Academies to better prepare, we will expand on our current diversity recruitment efforts, including: 1) the Mayor's NYC Men Teach Initiative to increase the number of men of color in teaching; 2) a paraprofessional-to-teaching pathway program; and 3) partnered recruitment with local community-based organizations. These expanded pathways will recruit new teacher candidates for New York City. The goal of this work is to increase the diversity of Bronx teachers to 60% people of color by the 2021-2022 school year.

[REDACTED]

[REDACTED]

Acutely aware that a teacher's experience in their first year has a lasting impact on their career, TSL will provide funding for release time for experienced teachers to mentor all first-year teachers in the Bronx. [REDACTED]

[REDACTED]

[REDACTED] New York State currently mandates the mentorship of all first-year teachers, however to date there is inconsistent training for mentors and no targeted funding for release time for purposeful mentorship. Many Bronx schools are part of a current NYCDOE contract with the *New Teacher Center (NTC)*, a

nationally recognized organization that supports the training of mentors. In districts in the Bronx that do not have NTC support, the Teacher Team Leader (TTL) (description of role on page 6 below) will ensure the training of the mentors. The goal of this work will be that 80% of 3rd year teachers in the Bronx will choose to remain in their school by the 2021-2022 school year.

Retain talent: Teacher Leadership Roles

[REDACTED]

[REDACTED] High turnover rates disproportionately affect high-poverty schools and seriously compromise a school's capacity to ensure that all students have access to skilled teaching.⁷ We will **retain** teachers rated as Effective and Highly Effective in the Bronx, measured by our HCMS, through funded teacher leadership roles. We will identify 40% of schools in each Bronx geographical district that have the largest challenges with teacher retention (see school list in Appendix B) and fund them to have a team of two teacher leader roles—one *Model Teacher* and one *Peer Collaborative Teacher*—in each school (description of roles on page 19). By providing career ladder roles to Effective and Highly Effective educators in schools in the Bronx with high teacher retention, we will increase teacher leader retention and support the entire school by elevating teachers to model instructional practices and collaborate with teaching colleagues. This will ultimately drive instructional improvements that will impact every classroom in the school. The goals of the teacher leadership roles will be to 1) increase the 5 year school-based retention rate in the Bronx from 49% to 70% and 2) increase the collaboration of all teachers in schools with funded teacher leaders (measured by a school quality index, the Quality Review).

Sustain: Teacher Team Leader role and Principal's Academy

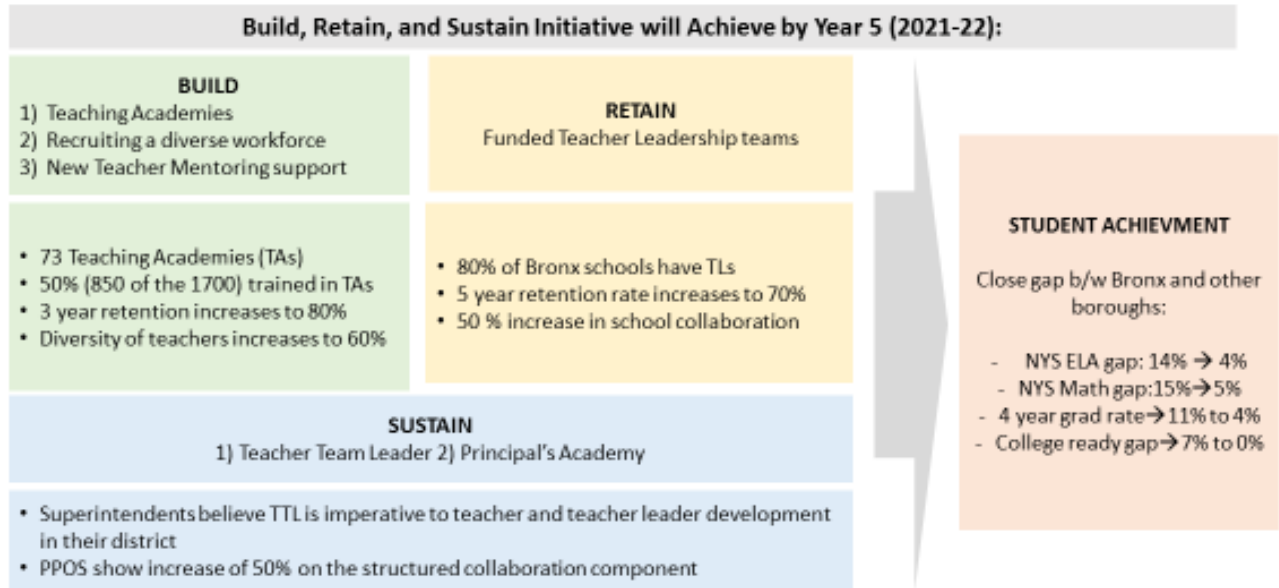
In the NYCDOE's experience with large-scale initiatives, we have learned that the involvement of key stakeholders is crucial to the lasting impact of the work. Therefore, we will **sustain** this work by providing each superintendent a staff person, a Teacher Team Leader (TTL), and create a Principal's Academy to train principals on teacher human capital.

Each Bronx superintendent is responsible for the support and evaluation of their subset of NYCDOE principals. Through our TIF 4 grant, we piloted the TTL role and all stakeholders (teacher leaders, teachers, principals and superintendents) have consistently reported that this role is foundational to the success of formalized teacher leadership roles. TTLs support teacher leaders with sustained, job-embedded training and development targeted specifically to teacher leadership development (see more on TTL role on page 20). With TSL resources, we will expand the TTL role to support new teacher mentors (not being trained by NTC), better align the HCMS professional development with localized teacher needs, and align the Teaching Academy curriculum. We will evaluate the success of the TTL role through surveys of Superintendents to assess the impact of the TTL role on achievement and teacher collaboration in their district.

Through our TIF 4 grant and through review of national research, we recognize the importance of supporting and engaging principals in order to impact school change through human capital management. Therefore, we will create a comprehensive year-long Principal's Academy that will provide leadership training for Bronx school leaders. [REDACTED] Bronx schools will be offered this resource and those receiving funding for a Teaching Academy or teacher leadership roles will be required to attend. The Principal's Academy will help new and developing principals 1) gain the necessary skills to recruit the strongest teachers to their building, 2) support new teachers (and new teacher mentors) and 3) share best practices on

distributive leadership to support the sustained growth of teacher leadership. The success of the Principal’s Academy will be measured by an increase on current Principal Performance Observations (PPO) in the areas that measure teacher recruitment and retention efforts.

Figure 3: Overview of Strategies and Goals



As the largest school district in the country, we have the immense responsibility to be innovative in our approach to ensuring all of our students are college and career ready. Effective and Highly Effective teachers are the vital lever to realizing our goal of improved student achievement in the Bronx. TSL will provide essential resources to deepen and scale our current investments in order to make significant improvements for each of the 200,000 students in the Bronx. The opportunity to participate in TSL will allow NYCDOE to concentrate our investments in the Bronx to **build, retain, and sustain** teacher quality and retention in order to improve the outcomes for all of our students. The ultimate goal of our work is to close the achievement gap between the Bronx and the rest of NYCDOE. [REDACTED]

[REDACTED]

[REDACTED]

Table 1: Project alignment with gaps, opportunities, and current investments

Current	Gaps and Opportunities	Proposed solution with TSL
<i>Building the Pipeline: Teaching Academies, Mentoring and Diversity Recruitment</i>		
17 Teaching Academies (TA) preparing 170 teachers in the Bronx	NYCDOE hires 1,700 new teachers annually in the Bronx	73 TAs preparing ~850 teachers, 50% of new teachers needed annually in the Bronx.
Enrollment in teacher education programs in NY State has decreased 45% since 2010 ⁸	National enrollment in teacher education is down 38% since 2010 ⁹	Build on early success via NYC Men Teach to grow pipeline through CBOs, partnered recruitment and para-to-teacher pipeline
New York State requirement for mentoring ¹⁰	████████████████████ ████████████████████ ████████	Dedicated funding for release time for mentors and training for high-quality mentoring for all Bronx new hires
<i>Retain talent: Teacher Leadership Roles</i>		
155 schools (40%) in the Bronx have staffed teacher leaders	238 schools (60%) in the Bronx do not have staffed teacher leaders	Funding for teams of TLs in 153 additional schools (80% of schools Bronx will have funded TL roles).
<i>Sustain: Teacher Team Leader role and Principal's Academy</i>		
TTLs support some teacher leaders in the Bronx in role development	Superintendents in the Bronx need support with all aspects of teacher human capital	Expanded TTL role will give districts additional support align and deepen the human capital work in each district

We provide broad support for only new principals in the Bronx on a range of leadership topics	All principals need specific skill development for teacher human capital management.	Principal's Academy will ensure all principals have the mindset and skills needed to support TL roles as well as recruitment and new teacher support
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HIGH- NEEDS SCHOOL LIST (Appendix B)

The NYCDOE defines and measures its highest needs schools on the Poverty School Index, which exceeds the bar set by the USDOE to be a High- Needs school. According to this Index, 95% of schools in the Bronx are high-poverty schools. The highest concentration of the city's high-poverty schools are located in the Bronx: 373 of 393 schools have a poverty indicator above 70%, while 252 schools have a poverty indicator above 90%. The school list in Appendix B includes the 30% of highest-performing High Needs Schools per Bronx district, as measured by NY State 3-8 Math and Reading or High School Regents scores.

Although we will be identifying 20% of schools in each district for the Teaching Academies, we are including the 30% of eligible schools and will do principal interviews and site visits to ensure the schools and teacher leaders are culture fits for training pre-service teachers. The other set of schools on the list are the 40% of schools in each Bronx district that have the lowest teacher retention and where we propose funding for teams of teacher leaders to increase teacher retention and overall school performance.

HUMAN CAPITAL MANAGEMENT SYSTEM

NYCDOE HCMS for teachers, *Advance* (Absolute Priority 1)

The NYCDOE has a strong history of and commitment to building robust Human Capital Management Systems (HCMS) inclusive of a Performance Based Compensation System (PBCS)

for both principals and teachers. At the core of our HCMS is the *Advance* teacher evaluation system (see Appendix I for more details on *Advance*). From 2010-2013 with funding from the Federal *Race to the Top* grant and the creation of NY State law 3012c¹¹, the NYCDOE piloted a more nuanced teacher evaluation system for three years in a subset of schools. The evaluation system included substantial input from NYCDOE teachers and school leaders via focus groups and surveys.

In the 2013-2014 school year, the NYCDOE implemented its approach to teacher development and evaluation citywide. The *Advance* teacher development and evaluation system draws upon multiple measures (e.g. teacher practice as observed in the classroom, and student learning as demonstrated on specific assessments). It provides teachers with targeted, personalized feedback based on a modified version of the 2013 Danielson *Framework for Teaching* tied to four rating categories (Highly Effective, Effective, Developing, and Ineffective), rather than simply providing teachers with a Satisfactory or Unsatisfactory rating, as they received in the past. *Advance* helps teachers self-identify areas of growth and measures their progress over the course of the year. It also ensures that teachers receive meaningful feedback and support from principals, who are partners in their professional growth, through the observation and feedback cycle which occurs at a minimum of three times over the course of the school year. The NYCDOE involves teachers and school leaders in adaptations and evolutions of its HCMS to maximize its benefits for educator improvement through monthly focus groups and our annual school survey, with over 60,000 educators taking it annually.

NYCDOE's HCMS provides support and feedback for improvement

Currently there are many avenues for teachers to receive support based on their ongoing observations and individualized *Advance* rating. There are 7 Field Support Centers (FSC) across

the city. The FSC has key staff to support teachers’ ongoing development, including staff who support the implementation of *Advance* as well as Borough Instructional Leads who provide targeted trainings on a wide array of topics. All FSCs have a key contact on each superintendent’s team, a FSC Support Liaison, who is responsible for working with the district to ensure teachers are attending the professional development that best meets their individual needs as demonstrated by their *Advance* rating. Additionally, all districts have a Teacher Development and Evaluation Coach who supports principals and does norming to ensure inter-rater reliability throughout the city. Finally, NYCDOE has developed *WeTeachNYC*, an online space where educators can find professional development resources aligned to their unique needs based on their HCMS rating.

Links educator with student achievement data

All classroom teachers are evaluated annually on a 4-point rating scale (Highly Effective, Effective, Developing, Ineffective). Approximately 50% of a teacher’s evaluation is based on measures of teacher practice (MOTP), including multiple classroom observations using a research-based rubric of teacher practice.

Approximately 50% of a teacher’s evaluation is based on measures of student learning (MOSL) based on assessments of students in a given teacher’s classroom. The MOTP and MOSL ratings are combined using the State-mandated matrix shown in Figure 4.

Figure 4: Advance Score Calculation

		Observations (MOTP)			
		H	E	D	I
Student Performance (MOSL)	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

Use of HCMS data to inform human capital decisions

Teachers who receive Effective and Highly Effective ratings are eligible for salary increases and teacher leadership opportunities. Our robust teacher career pathways program – made possible in large part through the work funded by TIF 4 – offers talented educators the opportunity to stay in the classroom and take on a variety of leadership roles. Additionally our HCMS is a key consideration in decisions about teacher tenure: teachers with Developing or Ineffective ratings have tenure decisions that are extended (delayed for an additional year). *Advance* also provides structures to dismiss educators who have not been able to demonstrate effective teaching practice. Educators rated Developing or Ineffective are given supports to help them improve, while teachers who receive Ineffective ratings two years in a row are eligible for an expedited removal process.

We also recognize Effective and Highly Effective educators through our Big Apple Awards and Teachers of Tomorrow (TOT) Grant. The Big Apple Awards is a citywide recognition program that engages families, teachers, and local superintendents to identify high-performing teachers. With thousands of nominations each year, more than 100 finalists are observed using our *Advance* rubric and up to 25 recipients receive leadership coaching and participate in the NYC Schools Chancellor’s Teacher Advisory Group. The TOT Grant is a New York State grant that provides \$3,400 a year for 4 years for new recruits who are Effective and Highly Effective working at our neediest schools (as defined by state and NYCDOE metrics).

Enhancement of HCMS with TSL funds (Absolute Priority 2)

While the NYCDOE has a robust HCMS system-wide, the gaps in our HCMS for high-need schools in the Bronx are threefold: 1) schools lack the access to high-quality recruits well versed in our district expectations and experiences serving high-need students, 2) our teachers need more personalized support aligned to the specific needs of the Bronx context and 3) at the

leadership level within the district more capacity is needed to create coherence and identify teacher development needs across the district to support instructional goals.

Building the Pipeline: Teaching Academies, Mentoring and Diversity Recruitment

TSL will significantly extend the reach of our HCMS to pre-service educators. The creation of Teaching Academies will give teachers from multiple pathways (alternative certification, traditional, paraprofessional-to-teacher) the opportunity to participate in a coherent, clinical preparation experience with talented and experienced NYCDOE educators. Participants will engage in extended school-based experiences, with feedback cycles using the Danielson *Framework for Teaching*. In turn, priority hiring will be provided to candidates that meet NYCDOE’s criteria for high-quality teaching. By our ambitious goal of having 50% of Bronx new hires go through a Teaching Academy model, we will provide principals with even more information about potential candidates to inform their hiring decisions and create meaningful entry points for school leaders to guide preparation. In addition, the partnership with schools of education via these academies will support better integration of the district’s HCMS from early in a teacher’s training.

Retain Talent: Teacher Leadership Roles

The NYCDOE’s Performance Based Compensation System (PBCS) is connected to our HCMS – a connection that will be enriched through TSL. Teachers who receive Effective and Highly Effective ratings are eligible for salary increases through teacher leadership opportunities. More than 1,200 educators are currently in teacher leader roles, which totals to a yearly investment of nearly \$10 million in additional compensation across more than 400 schools. TSL will allow NYCDOE to expand its PBCS and further integrate the HCMS in individual districts and schools in the Bronx. The growth of the *Model Teacher* and *Peer Collaborative Teacher*

leader positions will provide even more opportunities for Effective and Highly Effective educators to be recognized and compensated. The creation of the Emerging Teacher Leader Program, a teacher leadership developmental pathway, will allow experienced educators to get *Advance*-aligned feedback and reinforce *Advance* as a tool for improvement and promotion.

Sustain: Principal’s Academy and Teacher Team Leader

The addition of the TTL will ensure that aspects of human capital teacher management are aligned to each other, and that the HCMS will enable the district to make smarter, localized talent decisions across the continuum of *Advance*. With these added supports, the Superintendent will lead an enhanced strategy of teaching and learning driven by local needs.

QUALITY OF THE PROJECT PLAN

The rationale for the proposed program is described by our Theory of Action: If we **build** a diverse and clinically trained pipeline with robust supports for first-year teachers, **retain** effective teachers through teacher leadership roles, and **sustain** these initiatives through district-based embedded coaching and school leader development, then we will increase the effectiveness and collaboration of the Bronx teacher workforce and improve academic outcomes for Bronx students.

Build: Rationale for Teaching Academies, Mentoring and Diversity Recruitment, and how it addresses the needs of the targeted population or other identified needs

NYCDOE will address the need for Effective and Highly Effective teachers in the Bronx by building a pipeline of diverse, prepared educators with robust first-year support. Our Teaching Academy model will leverage the expertise of experienced and high-quality Bronx educators to develop the knowledge, dispositions and hands-on skills for pre-service teacher candidates for the Bronx. The concept of Teaching Academies is based on five years of learnings

from the New York City Teaching Collaborative teacher residency program, as well as national research demonstrating the need for clinical preparation for teachers.¹² Substantiating clinical preparation, a large base of research on professional development schools and urban teacher residencies indicates higher retention rates and greater teacher efficacy among new teachers prepared in these intensive clinically-based programs.¹³ Through the expansion of our recruitment efforts, NYCDOE plans to recruit high-potential, uncertified candidates from under-represented communities. These recruits will become a pipeline of new teachers for our university partners (we have multiple University Partners, see letters of support Appendix E), who will ensure they are enrolled in appropriate certification programs that align with NYCDOE projected needs.

In each Teaching Academy, two cohorts of five to six pre-service *Partner Teachers* will work in the spring and fall semesters alongside Effective or Highly Effective educators, known as *Collaborative Coaches*. We know from research that choosing effective teachers as mentors strengthens the likelihood that candidates will emerge profession-ready from their preparation experience.¹⁴ *Collaborative Coaches* will be selected based on their teacher performance, their ability to model best practices, their openness to feedback, and their commitment to continuous growth. The pre-service teachers, *Partner Teachers*, are individually developed with essential skills in teaching their subject area and will receive targeted, ongoing feedback and coaching that allow for a gradual increase in teaching time and responsibility. This intensive training will include three “benchmark evaluations” to measure skill development along the way. One *Lead Collaborative Coach* will be selected in each Teaching Academy to provide coaching support to *Collaborative Coaches* and norm on expectations for *Partner Teacher* performance. There will be four Site Managers (each managing 12-16 Teaching Academies) that will select the *Lead*

Collaborative Coaches, design trainings, ensure performance expectations of *Partner Teachers*, and provide data on teacher performance for universities (see Appendix F for more on Teaching Academy roles).

To ensure a robust clinical training, Teaching Academies will provide a student teaching experience far beyond the state requirement of 40 days. Student teachers will be fully integrated into their school community – serving the length of each school day, every day of the school week working consistently with the same *Collaborative Coach*. Through a gradual increase of responsibilities (see Appendix F for details on the gradual release model), *Partner Teachers* will ultimately plan and implement at least two full weeks of teaching before the end of their student teaching. This approach meets the recommendations for successful clinical training set forth by Linda Darling-Hammond in *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*.¹⁵

In addition to performance, Teaching Academies will be selected based on high levels of student achievement and teacher performance, as well as a commitment to continuous learning and an eagerness to train our next generation of teachers. Each semester, we will recruit an increasing number of *Partner Teachers* who are committed to teaching in the Bronx and to teaching high-need subject areas. The Bronx currently serves the highest percentage of English Language Learners (15.8% of students), and the highest percentage (30%) of new hires citywide in the Bronx are special education teachers. New hires who train in Bronx Teaching Academies will be best prepared to serve this population, better fit to serve Bronx students' needs, and ultimately stay in their schools longer (see Management Plan on page 30 for goals).

Supporting new teachers is key to retaining them in the profession.¹⁶ New York State currently has a mandate that all new teachers must receive mentoring. [REDACTED]

[REDACTED]

[REDACTED] A report by the New Teacher Center (NTC)¹⁷ specifically recommends the need for “sanctioned time.” This investment “pays off” with increased teacher retention and greater student achievement outcomes.¹⁸ [REDACTED]

[REDACTED] Additionally, we will provide frameworks for coaching and mentoring as well as strong training focused on working with adult learners. NTC and the TTL will ensure mentors are trained to support new teachers in implementing rigorous academic standards for students (see Appendix J for NTC’s 2 year mentor training sequence).

To ensure students in the Bronx have a diverse group of teachers, we will expand our current recruitment efforts through the NYC Men Teach. Research identifies three rationales for increasing minority teacher representation among teachers, particularly among students sharing their background: 1) more effective role modeling; 2) higher expectations for learning and their future; and 3) fewer cultural differences to effectively teach. Recent rigorous empirical evidence has substantiated the theory that bias may influence teachers and students in significant ways.¹⁹ We will increase the diversity of our pre-service teachers through 1) our new paraprofessional-to-teacher pipeline program; 2) a community-based organization (CBO) partnership program; and 3) expanding our *Educator’s Rising* programs (see Appendix F for overview of pipelines). These diverse teacher candidates will become the pipeline for our local universities partnering with Teaching Academies.

Retain: Rationale for Teacher Leader Roles and how it addresses the needs of the targeted population

As presented in Figure 2 on page 4, the Bronx trails the rest of the city on 5 year teacher retention. Career ladder roles provide opportunities for Effective and Highly Effective educators to remain in the classroom while earning increased pay and influence. National research substantiates the importance of teacher leadership as a human capital strategy²⁰ and that high turnover rates disproportionately affect high-poverty schools and compromise the capacity to ensure that all students have access to skilled teaching.²¹ Teacher leaders model instructional practices, encourage the sharing of best practices, and collaborate with teaching colleagues. Therefore growing the number of teacher leadership roles in the Bronx will ultimately ameliorate the Bronx's persistently low five-year teacher retention rates and increase access for Bronx students to high-quality teachers (Competitive Preference Priority 1).

The 2014 UFT-NYCDOE teacher contract created three formalized career pathway roles- *Model Teacher*, *Peer Collaborative Teacher*, and *Master Teacher*. The two teacher leader roles proposed to be funded in each school are outlined in Figure 5. The contract established three sets of criteria for educators to be eligible to apply for a teacher leadership role: (1) full-time educator; (2) tenured; and (3) receive an *Advance* rating of Highly Effective, Effective, or Satisfactory if applicable. After meeting these requirements, teachers must complete a rigorous online application and interview by a UFT-NYCDOE committee to gain entrance into the teacher leadership pool. Then principals can select them into a teacher leadership role. An analysis of TIF teacher leaders' *Advance* scores found that the teacher leaders were statistically significantly more Effective and Highly Effective than all other teachers in the NYCDOE. This finding proves that our robust selection process identifies the most qualified teachers to take on the teacher leader roles.

Studies suggest that in schools where teachers work in teacher leadership teams to develop goals, curricula, instructional strategies, budgets, and staff development programs, students achieve at higher levels.²² Longitudinal survey results from our teacher leaders find that teacher leadership is most impactful when there are teams in a school. In survey responses, teachers in schools with small teams reported experiencing greater impact from teacher leadership, feeling more valued by their colleagues and school leaders, and being more involved in school decisions. Therefore we will fund teams of two teacher leaders – one *Model Teacher* and one *Peer Collaborative Teacher* (see Appendix G for more complete survey results).

Figure 5: Teacher Leader Roles

<p>Model Teachers</p> <ul style="list-style-type: none"> • Offer their classroom as a laboratory from which other teachers can learn. • 2 additional hours per month; 2 additional summer days • Relieved of all professional periods and at least 1 teaching period if teaching in a 7 period per day elementary school or 2 periods if in an 8 period per day elementary school • Receive an extra \$7,500 per year for their duties. 	<p>Peer Collaborative Teachers</p> <ul style="list-style-type: none"> • In addition to offering their classroom for observation to other teachers, assist other teachers in the building through coaching, inter-visitations, and designing opportunities of growth within the school. • 5 hours per month; 5 additional school days • Relieved of at least one teacher period per day (20% release time) and all professional periods. • Receive \$12,500 in addition to their salary per year.
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Teacher leadership has made school-level collaborative impacts as well. The Quality Review is an annual assessment of every NYCDOE school conducted by qualified reviewers and divided into 10 indicators, measured on a 4-point scale from *Underdeveloped* to *Developing* to *Proficient* to *Well Developed*. Quality Review indicator 4.2 assesses the extent to which schools engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Schools with teacher leadership roles funded through the TIF 4 grant earned a *Developing* rating (analogous to a 2 on a 4-point scale) on the collaboration indicator prior to having teacher leadership roles were more likely than comparison

schools to improve their score one level. These results are reinforced by principals' survey responses over a 4-year period that indicate increased instructional capacity through teacher leadership work and a belief that teacher leadership is helping them retain their best educators.

During the 2015-2016 school year, NYCDOE launched the Emerging Teacher Leader Program (ETLP) in partnership with *Teaching Matters* (see letter of support, Appendix E). ETLP is a developmental pathway for a teacher to gain the skills and knowledge to become a teacher leader and is intended to create a bench of high-quality teacher leaders who are better prepared for the role. We collaboratively designed a rigorous competency-based professional learning program that prepares educators with key gateway teacher leadership skills. We will continue to build the pipeline of teacher leaders in the Bronx (with a partner based on a RFP process) through in-person as well as online coaching and feedback opportunities aligned to four micro-credentials: 1) strategizing for assessment; 2) analyzing student work; 3) planning professional learning; and 4) stepping into a TL role (see Appendix G for specifics on each module goals and objectives).

Sustain: Rationale for the Teacher Team Leader and Principal's Academy

Superintendents hold schools and school leaders accountable for the improvement of teaching and learning and are the leaders ultimately held accountable to the NYC Schools Chancellor for the implementation of rigorous academic standards for students. School- and community- level information gathering and consequential alignment in support structures can be essential in grounding and expanding ambitious school improvement efforts.²³

A central learning from the implementation of the TIF 4 grant is that teacher leaders need support to be effective in their new role. Simply placing a qualified teacher in a role of leadership does not necessarily mean they have developed competence in leading adults as learners or in

leading systemic change in their schools.²⁴ Therefore, the *Teacher Team Leader* (TTL) allows for sustained, intentional training and development targeted specifically to leadership development. The TTL currently provides school-based, job-embedded professional development and coaching for every TIF teacher leader. The TTL enhances teacher leadership skills and creates ongoing opportunities within and among schools to practice distributive leadership and lead effective, reflective conversations to improve teaching and learning. Each bi-weekly visit from a TTL is structured around planned cycles of learning in four areas of instructional leadership that was built and informed from the national Teacher Leader Model Standards²⁵ (see appendix H for teacher leadership developmental scope and sequence). Building upon these learnings, the TTL role in the TSL grant will expand to provide each district: 1) job-embedded, school-based training to all *Model Teacher* and *Peer Collaborative Teachers*; 2) support new teacher mentors; 3) ensure alignment of Teaching Academy work to needs of the Bronx; and 4) work with Superintendents to further align professional development to meet HCMS needs of each geographic district.

After teacher quality, principal quality is the most important school-based factor for student achievement gains.²⁶ Research shows that for a principal to maximize their effectiveness, they must harness the talents and expertise of teachers.²⁷ This requires training principals to understand the role of teacher leaders, as well as best practices around onboarding new teachers. The Principal's Academy will allow leaders across the borough to come together to learn about providing supportive structures and resources for teacher leadership and new teachers to thrive in their school communities (see Appendix H for overview of the Principal's Academy). A key partner in this work will be the NYCDOE's Office of Leadership that currently manages the support of new principals (see Budget Narrative- matching funds). We will collaborate with this

office, as well as a partner organization, to expand the program and train all principals in the Bronx with the skills and mindsets for all aspects of teacher human capital work.

The extent to which the grant activities will be evaluated, monitored and reported to the public

NYCDOE plans for a thoughtful, ongoing monitoring against project objectives, including analysis of both quantitative and qualitative data. An external evaluator (chosen in accordance with NYCDOE procurement regulations) with experience conducting quantitative and qualitative evaluations of teacher preparation and leadership programs will work closely with the TSL Project Director to implement a transparent evaluation process that is directly connected to the Logic Model (Appendix C). To understand the effects on the core initiatives being implemented, we will work with the external evaluator in designing and executing:

- **Longitudinal Survey Administration:** All teachers, external partners, and school leaders who are a part of the project investments will be surveyed each year to assess the progress and quality of support in achieving the goals of each initiative.
- **Year-to-year Teacher, School, and District-level Impact:** Statistical analysis on short-term and long-term goals (see Management Plan, page 30) will be analyzed in all schools that will be implementing teacher leadership roles and Teaching Academies. We will analyze teacher, teacher leader, school, and district-level data to assess impact of teacher leadership roles and the pipeline of new teachers brought through the Teaching Academies. The external evaluation will seek to assess the impact of individual investments and the project as a whole on (1) student growth and student success; and (2) educator effectiveness and retention.
- **Teacher and School Leader Focus Groups:** The external evaluator will conduct year-to-year quarterly focus groups with groups of teachers and school leaders involved with any of the project investments. The external evaluator and the NYCDOE will partner in designing

questions that will assess educator and school leader engagement, feedback, and assessment of project initiatives. They will then make reports on recommendations and a summation of focus group feedback to make proper adjustments to the project.

A summary of yearly survey, focus group, and impact results, including incorporated changes in structure and implementation based on findings, will be communicated with stakeholders through quarterly reports. Year 1 will be treated as a “baseline year” to collect the information needed and as such, we will set more specific quantitative targets in Year 2 (see Management Plan for more details on year-by-year metrics).

EVIDENCE OF SUPPORT

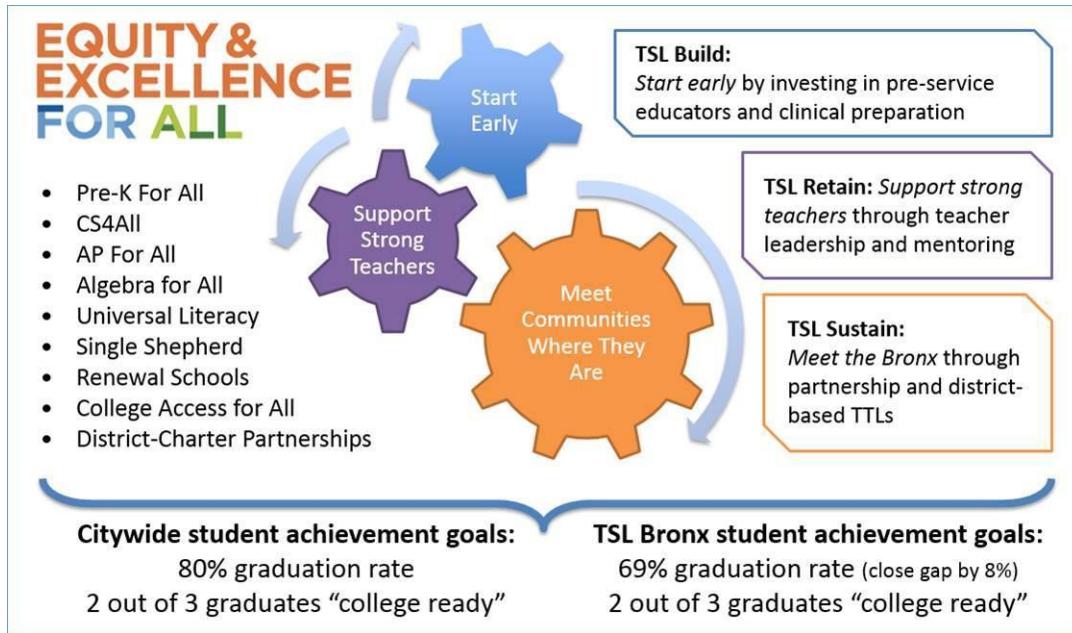
The NYCDOE TSL grant is part of a comprehensive effort within the NYCDOE to improve teaching and learning and support rigorous academic standards for students

The TSL grant will augment New York City’s ambitious *Equity and Excellence for All* agenda. This agenda has yielded a range of policies and programs (Figure 6) to dramatically impact students who need the most support and with the goal of an 80% graduation rate, with two out of three graduates meeting our high “college-ready” bar by 2026. The TSL grant activities align closely with our three core *Equity and Excellence for All* strategies:

1. Start Early: Our **Build** strategies invest in pre-service educators and their clinical preparation because of a shared district belief in starting earlier to develop our students and teachers.
2. Support Strong Teachers and Curriculum: Our **Retain** strategies recognize great teacher leaders who collaborate and mentor because of a shared district understanding that quality instruction is the strongest influence on student achievement.
3. Meet Communities Where They Are: Our **Sustain** strategies prioritize district-embedded, localized work within the community because of a shared district belief that we will only be

as successful as the strength of our partnerships in the communities we are serving.

Figure 6: TSL enhancement to current NYC DOE Equity and Excellence Agenda



The NYCDOE’s *Equity and Excellence for All* agenda and the TSL grant activities are evidence-based approaches to improve teaching and learning. Our programs and accountability systems are grounded in research by the Chicago Consortium on School Research, which identifies the organizational features that will predict substantial improvement.²⁸

Additionally, national research in improving teaching and learning – as well as our own experience as a district – has reinforced the importance of pre-service educators and talented teacher leaders as part of a comprehensive effort to transform school communities. As described above (Quality of Project Design, page 14), high-quality teacher preparation correlates with teacher retention²⁹ and studies point to clinical preparation as a component most likely to lead to positive effects on student outcomes.³⁰ Teacher leadership has also been well-documented to be a powerful lever for increasing the number of high-quality teachers in a school.³¹ Together, we believe our citywide work and our TSL grant activities will combine to create a powerful agenda of support for the Bronx. From early childhood initiatives like Pre-K for All and Universal

Literacy to college readiness work like providing College Access for All and AP For All, having strong teachers is at the core of our work to achieve these initiatives and the larger mission of equity and excellence.

NYCDOE has also received national recognition in its work around recruiting, supporting and developing teachers and teacher leaders. The National Center on Teacher Quality (NCTQ) recently named the NYCDOE to be one of 7 school districts nationally to be a *Great Districts for Great Teachers* (see letter of support, Appendix E).

Collaboration of Appropriate Partners to Maximize Project Effectiveness

The TSL grant brings together many partners, including district and school-based leaders, higher education, and experts in teacher preparation and retention, to create a collaborative effort to meet the challenges of the Bronx. We are proud to have letters of support from many partners and supporters (see Appendix E) to work together to effectively implement our proposed project.

Key Partners to Building the Pipeline: Teaching Academies, Mentoring and Diversity

Recruitment

- **Universities** (see Appendix E): We will create a *University Partners Implementation Group* to improve the quality of teacher preparation in the Bronx. We have already identified five universities based on their proximity to the Bronx, their subject-area alignment with the needs of the Bronx, and their willingness to partner with the district. Through current and expanded recruitment initiatives, the NYCDOE will identify diverse candidates for the universities to enroll in alignment with the Teaching Academy model.
- **National Council on Teacher Residencies (NCTR)** (see Appendix E): NCTR is a national network of teacher residencies; we have been a member of the network since launching our Teaching Collaborative model in 2010. We contribute to and benefit from their national lens

on teacher preparation – and we are proud to be a Partner Site as part of a \$6.8 million Teacher Preparation Transformation Center grant from the Bill & Melinda Gates Foundation.

- **New Teacher Center (NTC)** (see Appendix E): NTC is a national non-profit organization dedicated to coaching and mentoring educators and they have significant expertise and proven success in supporting new teachers. NTC has developed a series of results-oriented programs that align with district learning goals and provide teacher induction and instructional coaching. NYCDOE has a strong collaboration with NTC to support Bronx schools and is also participating with them as part of an i3 scale-up grant.
- **Educators Rising** (see Appendix E): In the last two years, we launched a partnership with this national organization that is focused on cultivating high school students for the teaching profession through hands-on experiences and learning. We collaborate with Educators Rising in our Brooklyn schools and during the grant period we will expand to the Bronx.

Key Partners to Retaining Top talent: Teacher Leadership Roles

- **Teaching Matters** (see Appendix E): Teaching Matters is a non-profit professional development organization that we have collaborated with to prepare aspiring teacher leaders. Together we built the Emerging Teacher Leader Program (ETLP) that launched in 2015-16 through our TIF4 grant, to provide a rigorous competency-based professional learning program that prepares educators with key gateway skills for teachers (see Appendix G for overview of ETLP program modules)
- **National Board of Certified Teachers (NBCT)** (see Appendix E): The National Board’s highly sought-after professional certification provides talented educators with the opportunity to distinguish themselves through a rigorous and reflective portfolio-based process – recognized around the country and in NYCDOE’s HCMS. The NYCDOE will partner with

NBCT to support a cohort of Highly Effective teachers in the Bronx who will train and support fellow Bronx educators to earn their National Board Certification.

Key Partners to Sustaining the Work: UFT, Superintendents, and Stakeholders

- **United Federation of Teachers** (see Appendix E- letter of support from UFT President, Michael Mulgrew): The collaboration with the UFT has been integral to the success of the dedicated educators working in New York City. From supporting pre-service educators to negotiating our career ladder, we collaborate to recruit, recognize, and retain great teaching. NYCDOE and UFT leadership meets twice a month for on-going implementation and planning meetings.
- **Superintendents** (see Appendix E- letters of support from Bronx Superintendents Elisa Alvarez and Carron Staple): District Superintendents are leaders of each geographic district and are key to project implementation. We have collaborated closely with Bronx Superintendents on recruitment and retention, including piloting TTLs in two Bronx districts and implementing a Bronx Early Hire program. During the proposed grant, we will deepen and expand these partnerships to all Bronx Superintendents.
- **Principals, teachers, and pre-service** (see Appendix E letters of support from teacher leaders and principals): Initiatives will have a sustained and lasting impact on schools with principals and teachers being key partners along the way. We have invested significant time and resources into collaborating with principals and teachers, including in the development of the TSL grant theory of action. This will continue through regular focus groups and surveys to refine and improve our work and approach.

Building the Pipeline: Related Efforts to Support Teaching Academies, Mentoring and Diversity Recruitment

The Teaching Academies will build on existing resources to recruit and prepare high-quality educators. NYCDOE has a comprehensive recruitment strategy, which specifically addresses the needs of the Bronx. NYCDOE currently funds the selection, training and partial tuition of 1,200 teachers a year through our alternative-certification programs (550 of which are in the Bronx). [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] These funds support the recruitment of pre-service educators through advertising, supplies, events and marketing. Additionally we provide training stipends to NYC Men Teach participants that are pre-service educators while they are training in our Teaching Academies (see match funding in Budget Narrative).

Retain: Related efforts for Teacher Leadership Roles

Our TSL grant will also build off significant efforts we have made to retain and recognize Effective and Highly Effective educators. We will leverage our New York State Teachers of Tomorrow grant to retain talented early career educators who make a commitment to High-Need schools through an annual stipend. Of the 2,000+ recipients that received funding last year, nearly 60% of these recipients were in the Bronx – an investment of \$4,141,200 (see match funding in Budget Narrative).

[REDACTED]

[REDACTED] Additionally, 40% of schools in the Bronx are using resources from their own budget to fund teacher leaders, which demonstrates school level investment. Finally, the TSL grant will build off of our current efforts to recognize great teaching. Through our Big Apple Awards program, over 7,000 teachers receive recognition from

parents, students and community members. A select group of more than 100 finalists are observed using our *Advance* rubric and up to 25 recipients receive leadership coaching and participate in the NYC Schools Chancellor's Teacher Advisory Group.

Sustain: Related efforts to sustain the work

The TSL grant is part of an overall shift to localize support for schools and teachers. In 2013, NYC Schools Chancellor Fariña ushered a dramatic and beneficial shift in the support structure of our schools to make the superintendent of each district responsible for both the support and accountability of school leaders. With this change, superintendents have greater responsibility than ever before for ensuring that schools are receiving the feedback and resources necessary to achieve the ultimate outcome of improved student achievement. State law now requires that all principals receive a yearly evaluation from their supervisor. This has created opportunities for superintendents to be in school buildings more regularly as part of the evaluation of school leaders on the HCMS. Our resources at the Superintendent level (TTL and the Principal's Academy) will have greater impact due to the alignment and deep relevance of local policy. In addition, over the course of the TSL grant the NYCDOE will seek to further institutionalize critical components of the proposal by codifying the TTL role and *Lead Collaborative Coach* role in the UFT-NYCDOE teachers' contract.

MANAGEMENT PLAN

The TSL project director, to be hired specifically for this role and allocated 100% to the project, will be responsible for overall success of the grant. Key responsibilities of the project director will include maintaining the integrity of the project vision and managing toward project goals; managing partnerships (e.g. NCT, NBCT), and other key partners in the work; ensuring effective budget management; managing and monitoring project plan implementation; and managing an advisory board, including leading quarterly meetings. A TSL advisory board will include the project director, NYCDOE Office of Teacher Recruitment & Quality (TRQ) Executive Director (ED), Career Development Senior Director, Teacher Recruitment Senior Director, a Bronx superintendent, two Bronx principals, one Teaching Academy *Lead Collaborative Coach*, one formalized teacher leader, and one pre-service educator. The group will meet quarterly and notes will be shared with all key stakeholders (in the budget narrative there is more description of the alignment of all resources to key staff and project goals). Additionally, all Bronx superintendents will meet quarterly to discuss progress on goals and learn from each other’s best practices around implementation of TSL and all other initiatives to increase academic gains in the Bronx. See the Budget Narrative for complete breakdown of year by year expenditures, including match funding section for in-kind personnel, and Appendix D for resumes of below listed key personnel.

Key Staff and their Responsibility for Meeting Program Objectives

Person/ Title	Key Responsibilities	%FTE
TRQ ED, Amy Way	Oversees all Teacher Recruitment and Career Development	<i>20%, in-kind</i>

Career Development (CD) Senior Director, Anne Williams	Oversees Big Apple Award to recognize highly effective NYCDOE teachers, and all teacher leadership implementation and operations, and UFT work	50%, <i>in-kind</i>
Teacher Recruitment (TR) Senior Director, Stephanie Hill	Oversees all teacher recruitment strategy and pipeline program development, partnerships with local universities around teacher pipeline and preparation	50%, <i>in-kind</i>
Crystel Harris, Director of Teacher Recruitment	Oversees NYC Men Teach, a city-wide initiative to increase the number of men of color who choose to be teachers	25%, <i>in-kind</i>
TSL Project Director	Will oversee all aspects of TIF grant, manage evaluation associated with grant, and continually manage and track work and key personnel	100%, grant
Teacher Team Leader Director, Michael Murphy	Manages team of 9 Teacher Team Leaders (TTLs), works with superintendents to ensure fit of people to district	100%, grant
TL Operation and Support Director, Riddhi Mehta	Manages team of 3, teacher leadership selection, qualification, and requalification processes, and teacher leadership communications	100%, grant
TL Communications Program Manager	Leads all programmatic and operational communications to key stakeholders, coordinates all logistics and operations for teacher leadership PD	100%, grant
TL Data Program Manager	Conducts teacher leadership data collection and analysis. Manages all human resource systems and structures to link payroll and staffing for teacher leaders	100%, grant

Sustain						
4a	PPOs in all Bronx districts show increase of 50% in teacher development and support Not yet available- will collect in Year 1	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points
4b	Superintendents report (on survey) increasing belief that TTL is imperative to teacher and TL development -will collect in Year 1	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points	Increase of 5 %age points

Key Owners or Each Project Task of Each Work Stream

Key Activities	Responsible Parties	Years				
		1	2	3	4	5
Building the Pipeline						
Deepen recruitment efforts in the Bronx – partnering with CBOs, targeted marketing and in-person community and university recruitment	Director of Recruitment w/ TA Site Managers	x	x	x	x	x

Maintain and deepen university partners, and establish partnerships with strategic, new university partners	Director of Teacher Preparation	x	x	x	x	x
Cultivate new school sites to serve as training academies, lead recruitment and selection of <i>Collaborative Coaches</i> and <i>Lead Collaborative Coaches</i>	Director of Teacher Preparation	x	x	x	x	
Ensure data on student teacher performance and Teaching Academy program is clean and shared with appropriate stakeholders	TSL Project Director	x	x	x	x	x
Design and delivery of training for Collaborative Coaches and Lead Coaches, and related communications	Teaching Academies Site Managers	x	x	x	x	x
Design and delivery of training for student teachers, and implementation of performance management	Teaching Academies Site Managers	x	x	x	x	x
Ensure Teaching Academy “graduates” receive robust hiring support for positions in high-need Bronx schools	Teaching Academies Site Managers	x	x	x	x	x
Retaining Top Talent						
Communications and outreach to all schools that will receive funding	TL Communications Program Manager	x	x	x	x	x

Staffing of all teacher leaders in roles in order to get paid	TL Data Program Manager	x	x	x	x	x
Supporting all teacher leaders in implementation of their role	Teacher Team Leader Director	x	x	x	x	x
Engaging schools to identify Emerging teacher leaders to continue to grow teacher leaders in each Bronx district	TL ETLP Program Associate					
Recruitment and selection of all teacher leaders into their roles	TL Recruitment Program Associate	x	x	x	x	x
Ensuring data on all teacher leadership is clean and shared with appropriate stakeholders	TL Data Program Manager	x	x	x	x	x
Ongoing communications with all stakeholders (teacher leaders, school leaders, and superintendents)	TL Communications Program Manager	x	x	x	x	x
Sustaining the work (involvement of key stakeholders)						
Engaging with Bronx superintendents to start the work	TSL Project Director	x				
Ongoing feedback from and to superintendents about the work	TSL Project Director	x	x	x	x	x
Identify and hire TTL team for each district	Teacher Team Leader Director	x				
Identify key partner/ contractor for Principal's Academy	TSL Project Director with Office of Leadership	x				
Ongoing engagement of Principals for Principal's Academy	TSL Project Director	x	x	x	x	x

ADEQUACY OF RESOURCES

The potential for continued support of the project after Federal funding ends

Each core initiative that the NYCDOE is proposing to scale and strengthen in the Bronx has a strong foundation of capacity and commitment within our district and with partners. NYCDOE has strong leadership, financial and institutional commitment to carry forward the activities beyond the grant along with key partners. Each component of the plan to *build, retain and sustain* includes evergreen elements to institutionalize the work. The grant oversight will be led by a seasoned NYCDOE management team with a strong track record of ensuring the sustainability of efforts (see Resumes Appendix D). Through the work with universities in the Teaching Academy model, the shifts around teacher preparation will reach beyond the pre-service teachers directly involved in the grant. [REDACTED]

[REDACTED]

[REDACTED] As seen in TIF 4, the NYCDOE has the ability to formalize and scale the *retain* work beyond the grant. Through our commitment and partnered efforts with the UFT, our Central Offices and Superintendents, teacher leadership teams scaled from approximately 350 teacher leaders funded via TIF 4 to over 1,200 utilizing multiple funding sources in a four year time period.

We will sustain teacher quality and retention in Bronx schools by strategically investing and partnering with key stakeholders in each Bronx district through the TTL and Principal's Academy. This will allow superintendents to partner and implement core initiatives in the context of their specific district-level goals and needs. This will also establish continued success—and commitment—of the project. With the TTL creating district-specific benchmarks each Bronx district will be able to implement the human capital system in relation to their needs

and more likely be able to achieve their benchmark goals.

The potential for the incorporation of project purposes at the end of the Federal funding

The NYCDOE is committed to continuing the build, retain, and sustain initiatives of the project in the Bronx beyond the end of the Federal funding. The NYCDOE has invested in teacher leadership roles through internal appropriations; there has already been deep-rooted support for the core initiatives of this project. The NYCDOE has also sustainably funded large-scale recruitment efforts such as the NYC Teaching Fellows. The NYCDOE has an incentive to continue the Teaching Academy model with the State’s equity plan supporting the formalized partnership with universities to provide clinical experiences to pre-service teachers. Furthermore, we have planned for teacher leadership to gradually be shifted to a self-funding model, where principals allocate money within their own budgets to pay teacher leader salary additions within their schools. Bronx schools already have the highest number of self-funding teacher leadership roles in the NYCDOE with 154 schools self-funding 213 teacher leaders. We plan to partner with FSCs and budget directors to support schools in using their own resources to fund teacher leader roles.

COMPETITIVE PREFERENCE PRIORITY 1

As explained in the Introduction, the Bronx struggles to recruit and retain top talent and therefore has persistent struggles with student achievement. Our TSL proposal is grounded in increasing the access to Effective and Highly Effective educators in the Bronx. Additionally, our TSL project directly aligns with the New York State approved State Equity Plan and will address the most significant gaps in access to high-quality teachers in the Bronx.

Overview from NY State Equity Plan	Alignment to NYCDOE TSL grant application
1) Preparation	

<p>LEAs have formalized partnerships with IHEs to provide work-based learning experiences for pre-service teachers; gaining the knowledge and skills to address the LEA's unique needs</p>	<p>TAs are formalizing partnerships with universities to prepare teachers in the Bronx; therefore addressing the particular needs of this geographic area; Teaching Academies are using clinical work-based experience model</p>
<p>2) Recruitment and Placement</p>	
<p>Transfer incentives are being offered to educators within a LEA in exchange for specified time commitment to teacher or leader with-in the most high-needs schools;</p>	<p>Teachers of Tomorrow grant provides funding for 1,218 teachers in the Bronx and in order to continue to receive the stipend (██████) you have to remain teaching in your school for 4 year commitment</p>
<p>3) Induction and Mentoring</p>	
<p>The most effective teacher and principals are providing individualized support to new and early career educators through formalized induction and mentoring programs, tailored for individualized needs of the LEA</p>	<p>Following each new teacher, a geographic school district will receive funding to support the mentoring and induction of new teachers; Selection of the mentors will be done by NTC; in other districts TTL will support in designing mentoring criteria</p>
<p>4) Evaluation</p>	
<p>Ongoing training is being provided around the implementation of HCMS components such as meaningful target-setting with SLOs and calibration training on approved teacher and principal practice rubrics</p>	<p>As outlined in the HCMS (see page 9) all geographic districts have a Teacher Development and Evaluation Coach (TDEC) that supports principals with ongoing targeted and aligned training as well and supports principals to ensure calibration</p>
<p>5) Professional Development and Growth</p>	

Team learning walks and peer evaluations are being used to identify trends and patterns in instructional practice in order to inform feedback and growth opportunities	The TTL will support intervisitations between schools and then debrief with teacher leaders; TTLs will share this information with FSC and ensure that future professional development offerings
6) Career Ladder Pathways	
LEAs have coordinated approaches to provide new and sustained leadership opportunities with additional compensation, recognition,	3 formalized TL roles in UFT- NYCDOE teacher's contract that all provide additional compensation and recognition with job-embedded coaching
7) Performance Management	
LEAs are using teacher and principal evaluation results in staffing decisions, as well as to inform decisions for tenure/removal	Teacher evaluation scores is a determinant in which teacher can take on TL roles; Teacher evaluation data is used for tenure and dismissal decisions.

COMPETITIVE PREFERENCE PRIORITY 2

NYCDOE is dedicated to recruiting and retaining a diverse workforce in NYC. This involves targeted and strategic advertising and building new, longer-term pathways that meet candidates where they are, providing guidance to candidates through the certification and hiring process, as well as ongoing mentoring and networking once in the classroom. We source candidates from within our diverse communities, as well as attract and retain great, diverse talent from across the country. The City of New York has further emphasized this commitment to diversity and ensured that we have dedicated resources to build key programs, like our Paraprofessional-to-teaching pathway program, which support candidates in obtaining the education and guidance they need to enter the classroom as a certified teacher. As described throughout the TSL grant proposal, this is one of our central priorities both with and without TSL funds (see specifically pg.4-5, pg.18-19, and pg.29, pg.34)

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