

Red Creek CSD
Professional Development Plan
2020-2022

TABLE OF CONTENTS

1. Vision and Introduction.....p.3-4

2. Membership.....p.4

3. NYSED Regulations and Requirements.....p.5

4. Philosophy.....p.5-6

5. Organization-wide Goals.....p.7

6. Action Plan.....p.8-14

7. Provisions for Mentoring.....p.15-16

8. Provisions for
 School Violence Prevention.....p.17

9. Provisions for Teachers Certified in
 Bilingual and ELL Education.....p.18

10. Appendix A: PD Offerings.....p.19

Vision

The primary mission of the Red Creek Central School District, based on the belief that each student can learn, is to teach, with equity, all students to master fundamental skills. We further accept the responsibility to challenge students to attain higher levels of achievement. We, the Red Creek Central School District, will provide the whole child the opportunity, environment, and encouragement to meet these goals.

Mission Statement

The Red Creek Central School District will create a safe and supportive learning environment for all of our students, in order to prepare them with the fundamental skills and knowledge to responsibly contribute to society.

Introduction

As part of the ongoing professional development planning cycle, the Red Creek Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

State Reported Data

- State benchmarks for NYS assessments for student academic performance (grade 3-8 and Regents assessments).
- Disaggregated Student Achievement Data
- NYS School/District Report Cards
- Longitudinal Trend data, which shows student progress over time.
- Student attendance, dropout, and graduation rates.
- BEDs and VADIR data

Local Assessment Data:

- FAST, Star Renaissance, DIBELS, Fountas and Pinnell Benchmark Reading Assessments and classroom formative and summative assessments.
- Student attendance reports
- Student behavioral referrals
- Academic Intervention and RTI records
- Special Education Identifications and Annual Reviews
- College Placement Rates
- Graduation and dropout rates

Additional Data Sources:

- Program evaluation: Curriculum mapping and development, Mentor Program Evaluations
- Professional Performance Reviews and Observations/Evaluations (Danielson's Framework for Teaching)

- SED Regulations and Mandates
- Data regarding program usage (i.e. myON, Front Row, Castle Learning, Number Worlds, Compass Learning, etc.)
- Professional Development Interests and Feedback Surveys

Professional Development Committee Membership

Name	Title
Cynthia Hay	Director of Curriculum
Molly Smith	English LEAD Teacher, Parent
Joseph Bonanno	Science LEAD Teacher
Kimberly Rice	Math LEAD Teacher
Matt Strauss	Specialist LEAD Teacher
Rick Durocher	Special Area LEAD Teacher
Cheryl Howell	Elementary LEAD Teacher
Amy Fink	Elementary LEAD Teacher

Melissa Urburu	Elementary LEAD Teacher, Parent
Matthew VanOrman	HS/MS Principal
Julia Herbst	Director of Special Education
Dennis Taylor	Elementary Principal
	NYSDOE

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Red Creek CSD, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Red Creek CSD's professional development plan is being supported in part by BOCES, RBE-RN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student

learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Learning Goals

Goal 1: New Staff Induction and Teacher Retention

- *Mentoring - Required Elements:*
 - *Procedure for selection*
 - *Role of*
 - *Preparation*
 - *Mentoring activities*
 - *Time allotted to work with mentees*
- *New Teacher Orientation*

Goal 2: Support for English Language Learners and Students with Disabilities

Goal 3: School Violence Prevention and Intervention

- *Promoting mental health and wellness*
 - *Addressing warning signs*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*

Goal 4: Instructional Capacity

- *Pedagogy*
 - *Curriculum*
 - *Assessment*

Red Creek Professional Learning Plan 2020-2022

- *Content knowledge*

**it is assumed that technology and data driven instruction could be embedded in the above bullets*

Goal 1: New Staff Induction and Teacher Retention

- **Mentoring - Required Elements**
 - *Procedure for selection*
 - *Role of*
 - *Preparation*
 - *Mentoring activities*
 - *Time allotted to work with mentees*
- **New Teacher Orientation**

<p>Objective: It is the mission of the Red Creek Central School District Mentoring Program to provide information, support, and encouragement for the success of educators in the District and to retain new teachers.</p>		
<p>Activities and Strategies:</p>		
Activities/Strategies	Responsibility	Timeline
New Teacher Orientation	RCCSD Director of Curriculum, Google Certified Teacher, and Technology Coordinator	August of new school year
Mentor Training	RCCSD Director of Curriculum, district Turnkey Trainers	August of new school year
Bi-Monthly New Teacher Meetings	RCCSD Director of Curriculum	September, November, January, March, and May
New Teacher/Mentor Celebration and Reflection	RCCSD Director of Curriculum and Principals	June

Red Creek Professional Learning Plan 2020-2022

Mentoring/Coaching for New Teachers	Mentors	Minimum 15 hours per year
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Goal 2: Support for English Language Learners and Students with Disabilities

<p>Objective: To create an educational environment for English Language Learners (ELLs) and Students with Disabilities (SWDs) which engages everyone in meaningful teaching and learning.</p>		
<p>Activities and Strategies:</p>		
Activities/Strategies	Responsibility	Timeline
<p>Trainings for ENL teacher (and co-teaching partners as appropriate) such as:</p> <ul style="list-style-type: none"> ● ENL Basics ● ELL Identification Process ● NYSITELL Training ● Engaging Parents of ELLs ● Reading Strategies for ELLs ● Co-Teaching Strategies for ELLs ● Technical Assistance 	<p>BOCES, local Wayne County ENL collaborative group</p>	<p>Ongoing</p>

Red Creek Professional Learning Plan 2020-2022

<p>Trainings for SpEd teachers (and co-teaching partners as appropriate) such as:</p> <ul style="list-style-type: none"> ● Co-Teaching Strategies ● Specially Designed Instr. ● Special Education Law ● IEP Requirements ● Modifications and Accommodations ● Autism Awareness 	<p>Anne McGinnis, Attorney from Harris Beach Donna Brooks, SESIS from WFL BOCES RCCSD Director of Special Education</p>	<p>Ongoing</p>
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<p>Trainings for classroom teachers of ELL students</p>	<p>RCCSD ENL Teacher</p>	<p>Ongoing</p>
<p>Trainings for classroom teachers of SWDs, particularly with regard to Assistive Technology</p>	<p>Director of Special Education or designee</p>	<p>Ongoing</p>

Goal 3: School Violence Prevention and Intervention

- *Required Drills (Lockdown and Evacuation)*
- *Promoting mental health and wellness*
- *Addressing warning signs*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*

Objective: To prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

Activities and Strategies:		
Activities/Strategies	Responsibility	Timeline
TCIS (Therapeutic Crisis Intervention for Schools)	Andrew Rupert, TCIS trainer and RCCSD teacher WFL BOCES trainers	3 day trainings offered multiple times Various dates offered by WFL BOCES
Youth Mental Health First Aid	Rochester Regional Health (through Wayne County Rural Health Network)	8 hour trainings offered at multiple locations/multiple dates
Multi-Tiered Systems of Supports (MTSS) and Trauma Informed	RCCSD Director of Curriculum, Building Level Administrators, PBIS Committee members, and Restorative Practices Leaders	Ongoing

Practices, including dealing with trauma, illness, and grief	Counseling staff: school psychologists, counselors and the school social worker	Ongoing
School Safety Plan and Procedures, Standard Safety Response Protocol	Administrative team	Ongoing
School Safety Drills (8 evacuation/fire drills and 4 lockdown drills)	Administrative team (Partner with local/state law enforcement for lock down drills)	Ongoing

Goal 4: Instructional Capacity

- *Pedagogy*
- *Curriculum*
- *Assessment*
- *Content knowledge*

**it is assumed that technology and data driven instruction could be embedded in the above bullets*

Objective: To teach all students, including those with diverse needs, in reaching and achieving their highest learning potential.		
Activities and Strategies:		
Activities/Strategies	Responsibility	Timeline
Monthly Lead Teacher Team Meetings (PLCs)	RCCSD Director of Curriculum and RCCSD Lead Teachers	Monthly
MTSS/Restorative Practices	RCCSD Director of Curriculum/ Restorative Practice Leaders/ PBIS Coaches/ building level Administrators	Ongoing

Red Creek Professional Learning Plan 2020-2022

<p>Technology Integration</p>	<p>Representatives from software companies</p> <p>RCCSD Director of Curriculum</p> <p>RCCSD Technology Coordinator</p> <p>RCCSD Google Certified Educators</p> <p>WFL BOCES Staff Developers</p>	<p>Ongoing</p>
<p>Literacy Instruction</p>	<p>LETRS</p> <p>RCCSD Director of Curriculum</p>	<p>Ongoing</p>
<p>Use of Data</p>	<p>RCCSD Principles</p> <p>RCCSD Director of Curriculum</p>	<p>Ongoing</p>

Curriculum Mapping and Standards Alignment, Use of Data	RCCSD Director of Curriculum & MTSS Coordinator	Conference Days and Job-embedded support throughout the 2018-19 school year
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Provisions for Mentoring Program

The Red Creek CSD Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Red Creek CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	In the Fall of 2019 mentors were solicited from the general teacher population. Mentors are matched with mentees not from the same department or grade level. If a second year of mentoring is needed mentors are selected based on the needs of the mentee with a mentor that has that strength (if possible).
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Red Creek Professional Learning Plan 2020-2022

<p>Role of the Mentors</p>	<p>The district uses The 21st Century Mentor’s Handbook as guidance for the mentor program. This includes:</p> <ol style="list-style-type: none">1. Develop a collegial/professional relationship. Maintain confidentiality in the professional relationship (sharing information with administration and other colleagues is discouraged, except when legally required).2. Orient the new teacher to the district, to his/her school(s), and to building procedures. Clarify the teacher’s responsibilities and expectations in the school district as needed.3. Attend the new teacher orientation prior to the start of the school year to socialize with new teachers over lunch.4. Help the new teacher to gather necessary resources such as Curriculum guides, Handbooks, Schedules, and Assessments (being an advocate for them, connecting them with the proper personnel, etc.).
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15

	<ol style="list-style-type: none">5. Offer to help arrange for observations by the new teacher of teachers in the district, including the mentor’s classroom. Offer to informally observe the new teacher if they have concerns or would like specific feedback (non-evaluative).6. Establish a system of on-going communication with the new teacher. Keep a log of me spent in the mentor role. This information will be used to enhance the mentoring program.7. Provide professional contacts as needed for the new teacher to meet content specific and teaching strategy needs, including sharing information regarding professional development opportunities.8. Aend mentor/new teacher in-service meengs and other professional development opportunities pertinent to the role of mentor as appropriate.9. Reflect on the year together and offer suggestions to improve the Red Creek Central School District’s Mentoring Program.
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14

Red Creek Professional Learning Plan 2020-2022

Preparation of Mentors	All mentors have attended formal mentor training. District Turnkey trainers and the RCCSD Director of Curriculum train mentors using The 21st Century Mentor's Handbook as guidance.
Types of Mentoring Activities	A checklist of suggested discussion topics related to school procedures, district organization, teaching styles & techniques, and professional growth will be reviewed with mentors (from The 21st Century Mentor's Handbook). New Teachers will fill out a Needs Assessment at their orientation to be shared with their mentors in order to help individualize the mentoring experience.
Time Allowed for Mentoring	Mentors are expected to meet for a minimum of 15 hours per year with their new teacher partners. They will keep a log of such meetings to be turned in at the end of the school year. Upon request, substitutes may be provided for mentoring experiences such as observing each other, observing other teachers together, or instructional planning and reflection activities.

Provisions for School Violence Prevention and Intervention Training

Red Creek CSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Red Creek CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Red Creek CSD will also utilize the interpersonal violence prevention education package provided by the State

Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades PK through 12.

Objectives: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

- PK-12 Assemblies to discuss pertinent issues
- Interventions by teachers, counselors, psychologists, aides and monitors, and administrators
- Group setting discussions by psychologist (anger management groups)
- Character Education for all students Grades PK-12 incorporated into the curriculum.
- Special events, grades PK-12 for character education
- Beginning of school year assembly to encourage students to report threats, sexual harassment, bullying, or other potential violent incidents to an adult, including a Tip Line on the district webpage.
- Newsletter articles and posters encouraging students to report incidents to adults (See Something, Say Something).
- Professional Development for staff
- Ongoing assembly/programs for anti-bullying.
- At a minimum, eight evacuation drills (fire drills) and four lockdown drills will be conducted each school year. 17

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)

Red Creek CSD meets and will apply for an exemption from the professional development requirements in language acquisition for ELLs. Red Creek CSD will provide CTLE certificate holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District is granted the exemption. **There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Red Creek CSD total student population as of such date as established by the commissioner.*

Teachers possessing a Professional certificate in the certificate title of English to Speakers of Other Languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Red Creek CSD teachers may utilize the expertise and training provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

Appendix A

List of anticipated workshop topics, training, and consultants to be offered and/or utilized during the school year which will be available across the Red Creek CSD organization where CTLE credit will be awarded (not already mentioned in this document).

Topic	Organization/Consultant Provider
COVID training	BOCES/RCCSD School Nurse
Technology Training	Staff Experts/Vendors
LETRS	LETRS Certified Trainer
Heggerty	Literacy Resources
MTSS/Restorative Practices	PBIS Coaches/Restorative Practices Leaders/Finger Lakes resilience group, Mid-West PBIS
DASA, other state-mandated requirements	Harris Beach team members

Red Creek Professional Learning Plan 2020-2022
