

PROFESSIONAL DEVELOPMENT PLAN
NEW YORK MILLS UNION FREE SCHOOL
DISTRICT

2016-18 SCHOOL YEARs

BEDS CODE: 411504020000

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Introduction & New York State Regulations and Requirements

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

National Staff Development Council Staff Development Standards

Context Standards:

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards:

Data-driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards:

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

Quality teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

The Ten Standards for High Quality Professional Development

from the NYSED Professional Development website:

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 skill 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 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

District Professional Development Committee

The Professional Education Committee (PEC) has been chosen in compliance with New York Mills Teachers' Union contractual requirements to advise the Superintendent on professional development needs and concerns of the teaching staff. The K-12 committee plans and designs the program for regularly scheduled Superintendent Conference Days to meet the requirements of a District Professional Development Plan (PDP) as it pertains to the Regents Reform Agenda and Core Curriculum Learning Standards implementation. Notwithstanding this function of the PEC, current approval procedures will remain intact for local in-service credit, teacher center credit, credit hours, sabbatical leaves, and other types of curriculum and staff development. In addition, this team is in charge of conducting an annual needs assessment and evaluation review of provided professional development to inform each annual Professional Development Plan's updates and foci to provide quality ongoing professional development that improves teaching and student learning.

Professional Education Committee (PEC):

Jennifer Goodfriend, Grade 2 Teacher

Stephanie Sacco, Grade 6 Teacher

Michelle Hall, Jr.-Sr. High School Special Education Teacher

Jeanne Marley, Special Education Teacher

Steve Shrey, Music Teacher

Steve Marcus, Interim K-12 Principal

Michael Spost, K-12 Executive Principal

Kathy Houghton, Superintendent of Schools

Needs Assessment Process:

- The district is currently a Focus District under the New York State Accountability system, and a District-Led DTSDE Review identified the following professional development needs: development of units of curriculum, development and use of learning targets/essential questions, use of daily formative assessment, differentiation (including homework), and development of data-driven instruction and systems. Therefore, professional development and coaching support will be included for all staff members during the next three years in order to have consistency and improved teaching and learning at mastery levels in all subject areas.

- The PEC will analyze multiple measures of student data annually and make recommendations for targeted professional development. The PEC will use this data to survey staff on professional development areas that will improve student achievement. This survey data will be used to expand or focus the PD in (1.) and/or to tailor PD to specific subject areas or individuals.

Multiple Measures of Data to examine in needs assessment:

New York State Report Card

NYS and District Assessments (3-8 testing, Regents, Advanced Placement)

VADIR/DASA Reports

RtI (Student Support Team) Team Data

Data Dashboard- attendance and discipline reports

Benchmark Reading Assessments-unit tests- Journeys, K-1-engageNY

STAR, grades 2-8

DIBELS

Fontas and Pinnell Leveled Reading Inventory

Quarterly Report Cards

Surveys

BEDS Data

Teacher Retention and Turnover Rates

Annual Professional Performance Reviews(walk-throughs) observations and evaluations

Program Evaluation

SED Regulations and Mandates

Mentor Program

Student attendance rates

Graduation and drop-out rates

Longitudinal data

Teacher surveys

Community involvement opportunities

- The PEC will use the Needs Assessment and the NYS Professional Development Standards to determine a 3-5 year Professional Development Plan that is updated and adapted annually but which provides a targeted approach for implementation and building of internal instructional capacity. All teachers, those now employed and those who will be hired in the future will be affected by the NYS Education Department Regulations. Teachers employed by the district after February 2, 2004 will be required to complete 175 clock hours of professional development every five years. Teachers already employed by the district are encouraged to complete at least 18 clock hours of professional development each year. In order to maintain a high level of competence, teachers must constantly extend their professional knowledge and skills.

- The superintendent's days will be used for all staff professional development, and additionally, per NYMTA contract, \$22.00/hour. There is an approved professional development application form to be filled out by the individual teacher and submitted to the building administration and superintendent for approval.
- The building administration will identify specific building, grade or department specialized and targeted PD that may be necessitated at the building level for improved instruction and student achievement.
- New teachers will receive orientation which includes provision of professional development which the whole school has had and is implementing toward mastery levels in order to bring them up to speed with district instructional practices.
- The school leaders will include in APPR evaluations, a discussion with each teacher about PD needs specific to improving their instruction/professional fluencies.

Professional Development Plan Goals and Action Steps

Goal 1: By June 2018, 100% of all teachers will have developed electronic scope and sequenced curriculum units aligned with CCLS/NYSCS and research-based strategies in order for students to receive rigorous instruction in all classrooms, preparing them for College and Career Readiness.		
Objective: By June 2017, 100% of all English language arts and mathematics teachers will have developed district curriculum maps and units that are written and aligned with CCLS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction.		
Activity	Start/End Dates & Provider(s)	Measurable Evidence (Indicators)
BOCES instructional specialist develops a plan and templates/protocols for consistent curriculum work in the district.	September 2016/October 2016	Plan for curriculum writing and templates
BOCES instructional specialist facilitates writing of ELA and mathematics curriculum maps and units that are CCLS aligned.	October 2016/June 1, 2017	Electronically written curriculum for ELA and mathematics K-12
ELA and mathematics K-12 curricula will be BOE approved.	June 1-June 30, 2017	BOE minutes and curriculum electronically accessible through district website
Plan and schedule for writing science, social studies and other curricula established.	April 1, 2017/May 1, 2017	Schedule for 2017-18 curriculum work

Goal 1: By June 2018, 100% of all teachers will have developed electronic scope and sequenced curriculum units aligned with CCLS/NYSCS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction in all classrooms.		
Objective: By June 2018, 100% of all science, social studies and content areas other than English language arts and mathematics will have developed district curriculum maps and units that are written and aligned with CCLS and research-based strategies in order for students to receive rigorous and College and Career Readiness instruction.		
Activity	Start/End Dates & Provider(s)	Measurable Evidence

		(Indicators)
The BOCES instructional specialist and the principals will share the schedule for curriculum work with the teachers.	June 15-31, 2017	Curriculum Schedule
The BOCES instructional specialist will facilitate the curriculum mapping and unit development in order for electronic scope and sequenced curricula to be written in all subject areas, K-12.	June 2017-July 1, 2018	Electronically written curriculum in science, social studies and all remaining curriculum areas.
BOE will approve all curricula mapping and unit development to complete the K-12 Common Core Learning Standard and New York State Learning Standard alignment of district curriculum.	June 1-June 30, 2018	BOE minutes and curricula accessible through district website

Goal 2: By June 2018, 100% of teaching staff will implement research-based differentiated instruction in their classrooms and will use data-driven instructional protocols to inform and improve daily teaching and student learning/achievement.		
Objective: By June 2017, 100% of teachers in grades K-12 will have pedagogical research-based awareness level instruction in differentiated instruction (to include its purpose and what it looks when used effectively in the classroom to improve student engagement, student learning and student ownership of the learning process) and the use of data-driven instructional strategies and protocols.		
Activity	Start/End Dates/Provider	Measurable Evidence
The BOCES instructional coach, SESIS coordinator and data specialist will establish a calendar and roles/responsibilities for providing research-based professional development on differentiated and data-driven instruction.	September-November 2016- Amy Lamitie (BOCES Instructional Specialist), Barbara Walls (SEIS), Becky Nugent (BOCES data specialist)	Calendar and daily logs

The BOCES consultants will provide initial awareness level professional development to 100% of the staff during superintendent's days and scheduled PD days during the year	October, December, March superintendent's days, and some interim PD days	Superintendent's Day Agendas Consultants' PowerPoints and PD materials
The BOCES data consultant will meet with all grade level and departments in order to provide data-driven instruction protocols, to model, facilitate and provide feedback regarding expected data meetings so teachers can build internal capacity to run these meetings.	Feb. 1- June 25, 2017	DDI Protocols Schedule and log of PD and facilitation of meetings and departments Coaching Log
During Curriculum Unit Writing with the BOCES Instructional Specialist, 100% of all ELA and mathematics teachers will receive formative assessment professional development and will implement formative assessments within all units in order to adjust instruction and curriculum for maximized student learning.	Jan. 1, 2017-June 1, 2017	PowerPoints and Materials Formative Assessments

Goal 2: By June 2018, 100% of teaching staff will implement research-based differentiated instruction in their classrooms and will use data-driven instructional protocols to inform and improve daily teaching and student learning/achievement. to build consistency of language and research-based instructional support for further professional development in these areas in order to improve teaching and student learning/achievement.		
Objective: By June 2018, 100% of teachers in grades K-12 will implement differentiated instruction have pedagogical research-based awareness level instruction for analysis and use of data and how it is used to inform classroom curriculum and instruction.		
Activity	Start/End Dates/Provider	Measurable Evidence
The superintendent and school leaders will identify professional development days	April 2017	PD Calendar for Summer 20q7 and School Year 2017-2018

for summer 2017 and for the 2017-2018 school year		
The BOCES consultants will schedule and deliver the scope of professional development in differentiation and data-driven instruction in order for all teachers to have in-depth knowledge for implementing these initiatives effectively with follow-up classroom visitations and feedback regarding implementation	April 1, 2017-June 1, 2017	Internal school PD schedule for PD and then classroom visitations for feedback (to be shared with all teaching staff) PD PowerPoints, handouts Coaching Feedback Teacher Self-Reflection
School leaders will develop a system for reviewing classroom achievement data quarterly in order to track effectiveness of PD and also student achievement levels.	June 1, 2017-June 30, 2017	Quarterly written system and timeline for review of student data Structure with mechanism to use walk-throughs, evaluation, and teacher self-reflection within system for measuring effectiveness of data
School leaders, coaches and teachers will quarterly review data and evaluate effectiveness of differentiation and data-driven instruction in meeting student needs in order to make changes and adaptations to improve teaching and learning.	September 2017, November 2017, January 2018, April 2018, June 2018	Written analyses and next steps to improve teaching and learning in the areas of differentiation and DDI PD and Coaches provided in differentiated manner for new teachers or those requiring additional support

Goal 3: In addition to the above professional development that will be provided to 100% of all teachers, administrators, and service providers will have opportunities for professional development to meet their individualized needs to improve practice.

Objective: By February 1, 2017 and 2018 and then again, in June 1, 2017-September 1, 2017 and June 1, 2018-September 1, 2018, school leaders will identify BOCES and other research-based PD opportunities available for specialized staff, as well as initiate the process for teachers to apply for specialized professional development in order to improve their craft/instructional practice.

Objective for School Leaders: Commencing January 1, 2017, school leaders will be afforded regular and expected opportunities to improve their leadership and instructional capacity in order to support the school, district and staff in improving teaching and

learning so as to achieve the district vision and mission for all staff and students.		
Activity	Start/End Dates/Provider	Measurable Evidence
The school leaders will share the BOCES PD opportunities and/or identified PD opportunities that will improve school performance/ teaching and learning as events are known with the expectation that participants return and turnkey train additional staff as appropriate.	January 2017-ongoing	Written Notifications SCEP identified initiatives Attendance Certificate Turnkey training agendas and materials
School staff will submit to school leader and superintendent the professional development need (ie. Guidance- scheduling; nurses-current diagnoses and treatments of students within schools, social workers- SEDH) and application for approval (pending coverage/expense, timing, etc.)	September 1, 2016-September 1, 2018	Applications for PD
All staff will be able to submit requests to work collaboratively as a teacher group for compensated \$22.00/hr. compensation for a project submitted that integrates differentiated instruction or formative/DDI assessment into instruction	June 1, 2017-September 1, 2018	Submissions Work created during collaborative meeting/schedule
The school leaders will implement the school contractual process by which teachers may request and apply for specialized PD.	January 1, 2017-ongoing	Written Application/Request Approval List of PD aligned with DCIP/SCEP initiatives and district vision, mission and core beliefs
School leaders will attend all BOCES and NYS regionally sponsored professional development in order for them to be aware of all NYS requirements and initiatives as well as being part of a	January 1, 2017-ongoing monthly meetings.	Agendas Information shared with staff Committee and Collegial sharing/work

collaborative support and networking organization		
School leaders will submit requests to attend state and national conferences that will improve their craft and leadership in the building/district	January 1, 2017 for budget and ongoing after this/opportunity for at least 1 yearly conference	Agenda Materials Information shared with colleagues and teaching staff

Goal 3: Commencing in September 2016, induct, train and support new teachers and staff and then provide continued support in order for them to be successful educators and contributors to the school system.		
Objective: Commencing upon appointment within the district, all personnel will be provided orientation and/or mentoring in order to make a smooth transition, build internal capacity and to support individual success.		
Activity	Start/End Dates/Provider	Measurable Evidence
School leaders will establish orientation schedules and professional development for all new hires, meeting with them regularly thereafter to support their success.	August 1, 2017 and 2018 7 ongoing support	New staff orientation agenda, PowerPoint, materials provided Schedule of follow-up meetings for support
School leaders will identify and implement the district New Teacher Mentoring Program as district policy prescribed below.	September 1, 2016-September 1, 2018	Mentoring Assignments Mentoring Data

New York Mills School District New Teacher Mentoring Program

Program Goal

The goal of the mentoring program is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment. This program provides

mentorship to teachers certified after February 2, 2004, with less than two years of teaching and initial or transitional certification.

Mentor Selection Procedure

This procedure has been developed in collaboration with Teacher Association representatives and district administration through their Professional Education Committee. This program is included in the Professional Development Plan, which is published and available to district staff and the public upon request.

All certified and tenured New York Mills teachers will be offered the opportunity to apply to be a mentor. Administrators will conduct interviews of all interested teachers to select appropriate mentor candidates. Selected mentor candidates will be recommended by the Superintendent to the Board of Education for approval on a yearly basis.

Criteria for selection of mentors are:

- A history of outstanding evaluations and participation in staff development programs.
- Demonstrated mastery of effective teaching strategies and content area knowledge if applicable
- Demonstrated ability to provide an environment conducive to learning (i.e., classroom management)
- Evidence of excellent interpersonal relationship skills
- Demonstrated ability to be a positive role model

Based on the goals of the program, it is imperative that a positive relationship is formed between the mentor and the new teacher. It is also understood that the performance of the mentor is critical to the success of the new teacher. As a result, the following guidelines will be used to oversee the mentoring process:

The Superintendent or his/her designee will notify mentors of their approval in writing.

Assignment of a mentor will be on an annual basis for each school year. Selection one year as a mentor does not guarantee selection as a mentor during subsequent years.

Mentors may request to leave the program at any time; however, their release from mentoring duties will be based on the approval of the superintendent.

A teacher in the mentoring program may request a change in mentors by submitting a written request, including reason(s) to their principal, who will present that request to the Superintendent.

Compensation for the mentor will cease immediately upon termination of mentoring duties. The Superintendent may remove a mentor at any time during the school year if the action taken is based upon rationale such as attendance, performance, etc.

Mentor Training and Preparation

Mentors will be trained before working with any new teacher. The local BOCES Professional Development Division will provide the training, which will be held after school and/or during the summer months. Topics include but are not limited to:

- Goals for the mentoring program
- Mentor's responsibilities
- Communications skills
- The needs of a new teacher
- Stages of teacher development
- Observation techniques
- The mentoring relationship
- Coaching techniques
- Classroom management techniques
- Trouble-shooting issues
- Creating mentorship outline

Follow-up training will be held for mentors throughout the year to assess their plan, help with implementation, provide support for the mentors in their new role and provide continuing professional development.

Role of the Mentor

The mentor's role is one of guidance and support, and shall include but not be limited to:

- encouraging and assisting in the orientation of a beginning teacher
- developing a written mentorship outline to submit to the building principal at the conclusion of the mentorship training program
- reviewing district, building, and program policies and procedures with the new teacher.
- sponsoring the beginning teacher organizationally and professionally
- guiding the new teacher in the development of short- and long-term goals
- providing opportunities for the new teacher to observe the mentor teacher in a classroom setting
- observing the new teacher in a classroom setting and providing feedback
- coaching the new teacher on the art of reflection
- suggesting appropriate professional opportunities
- acting as a positive role model
- providing emotional support to the new teacher by listening and promoting open communication
- serving as a professional resource for the new teacher
- supporting the new teacher in reaching his/her professional goals
- participating in ongoing mentor training
- maintaining confidentiality

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character. In addition, participation in the teacher

mentoring program shall in no way interfere with the right of school administration to evaluate the teaching performance of the new teacher or mentor.

Role of the New Teacher

The new teacher will participate in a collaborative relationship with a highly regarded and experienced mentor. Their role will include, but not be limited to:

- assuming responsibility for becoming a highly skilled teacher
- developing short- and long-term goals focused on professional growth and achievement
- reviewing district, building, and program policies and procedures with their mentor
- attending training workshops and other appropriate professional development opportunities
- actively participating in mentor program activities
- observing lessons presented by the mentor and other highly skilled teachers
- being observed by the mentor

Mentoring Activities

Mentors and beginning teachers may take part in the activities listed below. Other mentoring activities will be considered and approved on an individual basis by the building principal and/or superintendent of schools.

- Attending professional development workshops
- Creating appropriate learning opportunities for the beginning teacher
- Modeling instruction for the beginning teacher
- Observation/Visitations for the beginning teacher
- Planning instruction with the beginning teacher
- Orientation of the beginning teacher to building and district policies and procedures
- District/BOCES mentor/new teacher meetings or training sessions
- Providing verbal and written feedback toward goals by the mentor and new teacher
- Sharing materials and resources
- Implementing the mentorship outline.

Time Allotted for Mentoring Activities

The New York Mills School District recognizes the time to work on mentoring activities is necessary and desirable. Such hours should not be confused with the normal planning time required to be a successful educator. The District will provide mentoring time in the following manner:

- Time allotted during Superintendent's Conference Days at the discretion of the building principal
- Release time for training, staff development, and visitations as approved by the building principal.
- One day of release time every other month for mentors and beginning teachers for planning, curriculum work, and orientation activities during the school year
- Four hours per month outside the school day at the Board of Education approved hourly remuneration rate

- Summer work at the discretion of the building principal per Board of Education approved hourly remuneration rate.

Remuneration for Mentors

The New York Mills School District supports the concept of mentoring for new teachers.

Therefore, the following payment will be implemented for mentors in our district:

\$500 stipend – This payment shall include all time spent with the mentee during the school day including, but not limited to planning, organizing, and advising. The stipend also includes time for mentor-training.

Additionally, a rate of \$22 per hour will be used for a total of no more than 10 hours outside the school day to be spent with the mentee for long range planning, etc.

The content of the New York Mills Union Free School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

District Resources

The content of the New York Mills Union Free School District's professional development plan is supported by:

Fiscal Resources:

General Fund Budget

Title I – Basic Grant & School Improvement Grant

Title II, Part A – Teacher & Principal Training & Recruitment

Title II, Part D – Enhancing Education through Technology

Staff resources:

BOCES/District Curriculum Specialist and Instructional Coach

Exemplary teachers

Department Coordinators

Independent Consultants

BOCES- Data Analyst

SEIS Special Education School Improvement Specialist

Providers:

Institutions of Higher Education- Utica College, Mohawk Valley Community College, SUNY

Polytechnic Institute

BOCES- RIC, RSE-TASC, RBERN

Community:

Parent-Teacher-Student Organization (PTSO) & Music, Art, and Drama (MAD) Boosters

Marauders Athletic Boosters

School District Foundation

Building Leadership Teams

District Steering Committee

Rotary International

Lions Club (Quest)

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

Statement of Assurances

The superintendent certifies that:

Planning, implementation and evaluation of the professional development plan were conducted by the professional education committee.

The plan focuses on improving student performance and teacher practice as identified through data analysis. It also indicates a process that evaluates the effectiveness of our staff development opportunities.

The plan describes professional development that:

Is aligned with state content and student performance standards;

Is articulated within and across grade levels;

Is continuous and sustained;

Indicates how classroom instruction and teacher practice will be improved and assessed;

Indicates how each teacher in the district will participate;

reflects congruence between student and teacher needs and district goals; and

indicates a process that evaluates the effectiveness of the staff development.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

APPENDIX
New York State Professional Development Standards and Indicators
from the NYSED Professional Development website:

Standard 1: Designing Professional Development

Standard:

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.

Indicators:

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study,

demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning**Standard:**

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments**Standard:**

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice**Standard:**

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.

Indicators:

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from

local, state and national assessments; student work samples and portfolios; school

climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

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

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.
