
Pittsford Schools

Professional Development Plan

2017-2018

**Pittsford Central School District
Board of Education approval:
July 11, 2017**

Acknowledgment:

The District acknowledges the efforts of the following Professional Development Committee Members:

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Goal: The goal of the District's Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional learning in order that they remain current with their profession and meet the needs of their students.

Guiding Principles: The District is committed to supporting ongoing professional learning for all faculty and staff that is:

- Aligned with district, building, and individual initiatives
- Based on Common Core Learning Standards and content-specific standards
- Job-embedded
- Supported by multiple forms of data
- Driven by student learning
- Focused on Next Generation student skills

Beliefs: Pittsford Central School District believes that exemplary professional learning is **research based** and

- focuses on the knowledge and skills that are directly linked to the improvement of student learning.
- commits to continuous, sustained learning which includes follow up and support and the opportunity to explore new perspectives.
- involves staff in the identification and development of their learning experiences with opportunities for collaboration and reflection.
- allocates sufficient time, resources and support to maximize professional learning opportunities across grade levels.
- uses multiple sources of data to determine learning priorities, monitor progress, sustain continuous improvement and evaluate impact on student learning.
- provides a focus on instructional repertoire, content-specific skills and knowledge of student development.
- allows for differentiation which addresses each stage of a professional's development from induction through leadership as well as each person's unique role.
- requires skillful school and district leaders, both formal and informal, to guide continuous instructional improvement.

Professional Learning Expectations for certificated staff

The Board of Education and the Pittsford District Teachers' Association are committed to supporting ongoing professional learning for all faculty and staff that is aligned with district, building and individual goals, is standards-based, job embedded, supported by data, driven by student learning and focused on Next Generation student skills. The District is committed to a collaborative culture where all staff work together to improve student achievement.

Contractual professional learning requirements

All teachers are required to participate in twelve hours of professional learning annually. The twelve hours must occur outside the regular school day, and be designated as district or building learning opportunities or related to professional plans and approved by the building principal.

Additional Professional learning requirements for those teachers now holding the NYS "Professional Certificate"

(Note: this section does not apply to teachers who hold Permanent Certification)

Holders of Professional Certificates must complete 100 hours of professional learning (development) every five years in order to continue to hold the certificate and teach in New York State and register with NYSED through the TEACH system. The learning activities will align with the Professional Development Plan. Therefore, the activities will be responsive to student data, shaped by staff needs as evidenced by Annual Professional Performance Reviews (APPR), be dynamic, be evaluated, be site-based and connected to daily school experiences (job-embedded) as well as research based.

Objectives of the Pittsford Central School District Professional Development Plan

- **Objective #1: Analyze student needs, building needs and individual staff needs in order to provide relevant professional learning.**
- **Objective #2: Identify district professional learning activities aligned to district initiatives and building comprehensive action plans based on needs analysis as identified by the process described in Objective # 1.**
- **Objective #3: Evaluate the impact of professional development on student learning.**
- **Objective #4: Provide Induction which accelerates new teacher development through high quality professional learning and support which maximizes student academic performance and personal growth.**

A detailed explanation of each objective follows.

Objective #1: Analyze student needs, building needs and individual staff needs in order to provide relevant professional learning opportunities.

Strategies:

I. Analyze student data to develop district and building learning initiatives through examination of:

- State Assessments
- Locally developed common assessments
- School Report Card
- Universal Screening data
- RtI feedback
- Perceptual survey data
- AP results
- SAT / ACT results
- AIS data
- ELL needs
- Student demographic data
- Student work
- Social / emotional surveys
- Youth Risk Behavior Survey
- Other sources of data

II. Analyze professional staff data to develop district and building initiatives through examination of:

- Teacher Center needs assessment
- Teacher demographic data
- ELL student data
- New teacher needs (self-identified in reflection)
- New teacher needs (identified by supervisor)
- Department / grade level anecdotal data collection
- Data Teams/Student Success Teams/Professional Learning Communities feedback
- Curricular needs
- Mentor / Mentee Survey data

III. Analyze external data to develop building and district initiatives through examination of research and best practice regarding:

- Next Generation skills
- Pedagogy
- Technology
- Professional learning
- Brain research
- Universal Design for Learning
- Global economic, political and cultural influences
- Post high-school outcomes
- Outstanding State, National and International School programs

Process:

The ILC, building ILTs, PDLT, Standards Leaders, Departments, and Collaborative Inquiry Teams are charged with identifying gaps, strengths, and weaknesses; and analyzing student performance data, staff needs, and external research.

Objective #2: Identify district professional learning activities aligned to district initiatives and building comprehensive action plans based on needs analysis as identified by the data collected in Objective # 1.

Strategies:

I. Design and implement professional learning opportunities to satisfy the following *professional learning initiatives*:

- District Strategic Initiative
- Common Core Learning Standards
- Danielson Framework for Effective Teaching
- Assessment
- Analysis of data and student work
- Using technology to support instruction as it relates to other initiatives
- Dignity for All Students Act/Social Emotional Learning
- English Language Learners
- Disciplinary Literacy – reading, writing, and vocabulary
- Co-teaching
- Response to Intervention and Instructional Support Teams
- Next Generation Skills
- Universal Design for Learning

Process:

- The Assistant Superintendent for Instruction, in conjunction with building administrators and directors, will develop a program of professional learning opportunities based on district and building initiatives and goals.
- The Pittsford District Teachers' Association will be involved in the development of building and district initiatives through participation on Instructional Leadership Teams, the District Planning Team, the Instructional Leadership Council, and in cooperation with District Standards Leaders.
- Professional development offerings will be advertised through the Pittsford Teacher Center Catalog and made available to all staff through an electronic registration system. The offerings will include:
 - Summer learning opportunities
 - Summer learning opportunities with follow up during the school year
 - Opportunities during the year
- The Director of the Teacher Center will align course offerings to the district initiatives for professional learning. The Professional Development Plan Committee will meet at least annually to review the professional learning offerings to insure they satisfy the initiatives.

- Principals will annually present the process for completing the 12 hour requirement and the related offerings at faculty meetings. Presentations will include discussion of the philosophy and characteristics of effective professional learning, the list of professional learning initiatives and the process for completing and tracking the required hours.
- WinCap PD will track teachers' attendance at professional learning opportunities. Reports will be available to teachers and supervisors regarding individual professional development histories.

II. Design a mechanism to provide *individual professional learning opportunities* based on individual teacher professional plans which may be determined by teacher and principal collaboration.

Process:

The teacher and building principal or supervisor will develop a mutually agreed upon plan to meet learning needs related to identified targets. Teachers will complete the individual initiative form and submit it to their supervisor for approval. If approved, supervisors will forward the form to the Teacher Center for inclusion in WinCap PD.

Objective #3: Evaluate the impact of professional development on student learning.

Strategy:

Analyze appropriate data using *Five Levels of Professional Development Evaluation* by Thomas Guskey:

Level 1: Examine participants' reactions to the experience through:

- Professional Learning evaluation form
- Teacher Center Needs Assessment

Level 2: Identify change in participant's learning from the experience through:

- Teacher reflections
- Peer review
- Professional Plans
- Summative evaluation

Level 3: Identify evidence of changes in organizational support and practice through:

- Instructional Leadership Council review
- Supervision process
- Anecdotal evidence, including classroom visits and targeted walk-throughs

Level 4: Identify use of new knowledge by participants through:

- Collegial circle reports
- Teacher observations and summative evaluations
- Peer review
- Lesson study
- Analysis of student work

Level 5: Measure changes in student achievement through:

- Cohort to cohort data
- Longitudinal data
- Disaggregated data

Process:

Thomas Guskey posits that the process of evaluation of professional development actually is part of the planning process for professional learning offerings. Professional learning opportunities should be “planned backwards” starting with expected student learning outcomes, moving backward through the five levels of evaluation. Decisions about the evidence to be collected for evaluation should be planned at the same time that the professional development offering is planned.

Objective #4: Provide induction that accelerates new teacher development through high quality professional learning and support.

Strategies:

- I. Ongoing professional learning opportunities for staff new to Pittsford will be provided to enable new staff to know who we are and what we value, to understand their role within the district and the school, and to utilize standards-based planning and instruction.

Process:

- An Induction Planning Team develops the content for the professional learning based on district initiatives and program assessment.
 - Teachers new to Pittsford will participate in the two year Induction Program which includes summer trainings and ongoing professional learning during the school year.
- II. Mentors provide support for teachers new to Pittsford to improve instruction, transmit the culture and policies of the district, and promote teacher retention.

Process:

- **Definition of a Mentor**

A mentor is an experienced tenured professional capable of assisting a newly hired teacher in making a successful transition to Pittsford Central School District. Mentors act in a collaborative, non-evaluative, advisory role. Mentors collaborate and coach new teachers, providing a range of support strategies and practices, to increase student learning and achievement.

- Applicant obtains and submits application to the Teacher center according to the established timeline [March 31st is standard deadline for applications]. *Attached as Appendix A.*
- The Teacher Center sends the reference form to the applicant's building principal and three (3) colleagues identified by the applicant. *Attached as Appendices B and C.*
- The Mentor Steering Committee meets in late April to review applications.
- All candidates – successful and unsuccessful – receive written communication regarding the Committee's decision.
- Successful candidates are added to the mentor pool pending completion of Mentor Basics Training offered annually in the summer.

Criteria:

- Four (4) years at Pittsford Schools with professional or permanent teacher certification.
- Completion of professional learning contractual requirement in recent years.
- Demonstration of proficient to distinguished ratings in the majority of categories included on the reference sheet. Areas of ratings include demonstration of:
 - Participating in professional inquiry
 - Fostering positive relationships with students

- Promoting positive relationships with colleagues
 - Willingness to assist other educators
 - High standards of honesty, integrity, and confidentiality in professional interactions
 - Commitment to reflective practice and continuous improvement
 - Extensive knowledge of designing instructional outcomes, effective pedagogical approaches, understanding of how student learn, and management tools
 - Openness to receiving feedback from supervisors or colleagues
 - Effective communication with families and students.
- **Training for Mentors**
 - **Mentor basics:** (12 hour course) required prior to becoming a mentor
 - **Mentor Refreshers:** in order to remain active in the mentor pool, all mentors must participate in a minimum of 4 hours of training every two years
- **Time Allotment for Mentors**
 - Mentor/New Teacher relationship will be for one year
 - The steering committee will maintain a file of mentors
- **Types of Mentoring Responsibilities**
 - Meet with the mentee a minimum of once every other week
 - Observe the mentee a minimum of five times per year
 - Attend required mentor meetings throughout the year – including a minimum of two meetings of the Induction Institute and two meetings for assigned mentors
 - Participate in New Staff Orientation
 - Maintain a confidential, non-evaluative relationship with the mentee
 - Complete a Mentor Log throughout the year and submit it to the Teacher Center quarterly
 - Facilitate the growth and development of the mentee
 - Assist the mentee as needed – including sharing of ideas, problem solving, promoting reflective practice and modeling collegiality
- **Evaluation**
 - **Mentee Evaluations** – active mentors will be evaluated by their mentees a minimum of three times during the year utilizing the Mentor Evaluation Survey (at 6 weeks, mid-year and at the end of the year.
 - **Mentor Responsibilities** – active mentors will be expected to successfully complete their mentor duties throughout the year, including submission of mentor logs, attendance at required mentor meetings and provision of adequate support to the mentee.
 - **Professional Learning Records** – all approved mentors are expected to comply with the contractual requirements for professional learning each year and to participate in the 4 hours of Mentor Refresher workshops every two years.

- **Evaluation data** – will be compiled annually for review by the Mentor Steering Committee. Mentors will be rated as “meeting the standards” or “Not meeting the standards” based on this data. Mentors who are identified as “not meeting the standards” will be given details that specifically identify areas in need of improvement. Mentors who have two consecutive assignments in which they do not meet the standards may be removed from the Mentor pool.