



TRADITION OF EXCELLENCE SINCE 1867

Professional Learning Plan

2022 - 2026

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Professional Learning Plan Steering Committee

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Chad Bongiovani	Director, Student Support Services
Brett Muscarella	Director, Special Education
Maureen Kessler	Coordinator, Special Education
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Professional Learning Plan Advisory Committee

Kate Benson, Principal Bush Elementary
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 Amy Vezina, Teacher Bush Elementary
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District Mission, Vision, Values, and Goals

The Professional Learning Plan of the Jamestown City School District is developed to support and advance the District's Goals for continuous improvement. The Professional Learning Plan, in conjunction with the goals, is aligned to the District's mission, vision, core values and beliefs.

District Mission:

We are committed to provide our students high-quality, 21st century learning experiences within and beyond our classrooms so that our graduates are prepared to excel in college, career, and life.

District Vision:

We see every child learning every day!

Core Values & Beliefs:

1. *Students must always come first.*
 - a. We believe it is essential to place the interests of students above all others in every decision we make.
 - b. We believe that the core work of the District is supporting student learning.
 - c. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of challenges or circumstance must be supported and expected to achieve at his or her highest level.
2. *High-quality teaching and learning are key to student success.*
 - a. We believe in high expectations for all students and staff built on a culture that includes fair treatment, honesty, openness and respect.
 - b. We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to high standards, measurable outcomes, appropriate professional development and equitable access to educational opportunities.
 - c. We believe that we will need to operate in perpetual learning mode, seeing professional growth as an ongoing responsibility for all.
3. *This effort requires us all to work together.*
 - a. We must effectively partner with parents and community resources.
 - b. We believe students are far more likely to be successful in school when their families share in the commitment to that school success.
 - c. We believe that teachers and other staff must maintain a collaborative spirit and be willing to share both resources and ideas.
 - d. We believe positive relationships are key to accomplishing our goals. This includes relationships between and among staff, between teachers and students, between administrators and

teachers, and between school staff and parents/guardians.

4. *Positive social, emotional, and behavioral growth provides a sturdy foundation for academics.*
 - a. We believe schools are the heart of our communities and are committed to providing healthy and safe school environments.
 - b. We believe structured opportunities outside of the classroom can provide rich experiences that foster positive social/emotional development and responsible behavioral choices.
5. *Strong leadership, effective systems and reliable measures will be required to accomplish our goals.*
 - a. We believe that leadership is essential. It should be developed and distributed within every constituency and throughout the organization.
 - b. We believe that routine review of how we do business will help us to maintain effective and efficient systems that support our core business of teaching and learning.
 - c. We believe that a continuous improvement cycle can most effectively be maintained by the routine collection and analysis of data.
 - d. We believe that data should help us refine our approaches within our classrooms and in the systems that support those classrooms.

District Goals:

- Attendance
- Behavior
- Core Courses-Academics

Principles & Standards for Professional Learning

Research consistently indicates that teacher quality is the single most influential factor on student achievement. It is therefore essential that teachers are provided with ongoing, high quality professional learning to sustain and enhance their practice. Further, professional learning needs of other members of the school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.

The **New York State Professional Development Standards** provide clarity and guidance as a foundation for high quality professional development planning, design, delivery and assessment.

Guiding Principles for Professional Development

Effective professional development:

- fosters a culture of continuous improvement for all engaged in the learning endeavor.
- improves the learning of all students, including those with different educational needs, learning styles, abilities, cultural and linguistic backgrounds.
- aligns to clear research-based expectations for what teachers should know and be able to do to support student learning.
- occurs in professional learning communities that encourage individual and collaborative exploration, practice, and reflection.
- fosters collaborative leadership and shared responsibility for improving teaching and learning.
- provides job-embedded opportunities for learning and application, directly relevant to classroom practice, with time to integrate new learning into the teaching practice and opportunities to reflect and adjust to the changes made.
- occurs when adequate resources are provided.

New York State Standards for Professional Development**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.

Opportunities for Professional Learning

The District recognizes that professional learning is an ongoing and continuous process that ideally occurs in a variety of venues, most importantly within the context of one's daily work, and must be supported by a model of collaborative leadership and support. To this end, the District recognizes and supports the following opportunities for professional learning:

- Superintendent's Conference Days and Faculty In-service
- District-Sponsored Workshops and Institutes
- Regional Conferences and Workshops
- Book Studies and Collegial Circles
- Online Courses and Learning Resources
- Faculty and Department Meetings
- Professional Learning Communities
- Peer Coaching and Mentoring
- Personalized Professional Development Plans

Superintendent's Conference Days and Faculty In-service

Professional learning needs and priorities may vary by building, level and content. The District has adopted a calendar that includes regular and frequent opportunities for professional learning to be planned and facilitated. In addition to the Opening Staff Convocation In-service days, the District calendar includes a total of six district-wide in-service days. These days enable the facilitation of professional learning activities according to the needs identified within the school or district.

Working in conjunction with the school leadership team and district personnel, leaders can design professional learning opportunities to enable staff to work within and across grades and subjects in order to foster collaboration and collegial support aligned to the needs of the district community.

District and Regional Workshops

The District has adopted a budget for professional learning that allocates substantial resources for professional development workshops. In an effort to ensure that all staff members have access to foundational learning opportunities, the District will plan and schedule workshop opportunities to occur throughout the summer and regular school year, with stipends or released-time provided as needed to maximize staff participation.

The District also maintains an active collaboration with the Erie 2-Chautauqua-Cattaraugus BOCES, as well as other educational partners, to support teachers' participation in regional learning opportunities. Whenever possible, the District sponsors and supports educators to attend or participate in regional workshops, seminars, and collegial circles to benefit from collaboration with educators from other schools and districts. The District also seeks opportunities to host regional events, inviting participants from other districts to benefit from the learning experiences made available to our staff.

Online Courses and Learning Resources

The District seeks to increase opportunities for differentiated professional learning that are aligned to individual needs and goals, and that allow for professional learning to occur over time and at the convenience of individual schedules. Further, we recognize that the workshop model of professional development allows for limited opportunity for the ongoing practice, reflection, and collaboration that may be afforded by the structure and schedule of online professional development courses.

To support an expanded menu of professional learning options, learning is available through synchronous and asynchronous options. Building leaders are encouraged to guide their staff to select content that aligns to their professional goals, and to establish communities of practice to reflect and support collegial learning.

Additionally, the District will continue to support and expand the options for online courses available from established professional learning organizations, to develop and extend educators' knowledge and skill. Online courses will be scheduled in a cohort model, to include face-to-face sessions as well as virtual communities to promote collaboration and accountability for learning.

Faculty and Department Meetings

The District recognizes that effective professional learning occurs within the context of professional practice, with regular and frequent opportunities for collaboration, application, and reflection. Faculty and department meetings afford this opportunity, to the extent that the agenda is intentionally planned to promote learning and engagement among staff members.

The District encourages and expects that professional meetings will afford such opportunities for professional learning, aligned to the needs identified by the building or curriculum leader.

Professional Learning Communities

The District promotes and supports Professional Learning Communities as a model of collaborative goal-setting and action research based on student learning data. Educators will be encouraged to be a member of a job-alike team that meets regularly to establish and monitor measurable goals for improved student achievement. Teams are expected to address four critical questions focused on student learning:

- What are the most essential learning targets that all students must know and be able to do?
- How will we measure and monitor student learning of these targets?
- How will we respond when students have not met the intended learning targets?
- How will we enrich and extend the learning of students who have met the intended targets?

Through regular and frequent collaboration, review of student learning data, and shared strategies and practices, the Professional Learning Community model affords a job-embedded opportunity for professional learning. The District will continue to sustain this model through ongoing professional development and support to ensure that the work of the team is focused on measurable gains in student learning.

Personalized Professional Development Plans

The District encourages educators to apply and extend their professional learning by creating personalized professional development plans. Educators are invited to develop a proposal that reflects their individual needs and professional learning goals, with the opportunity to develop a plan that allows for time, support, and collaboration with colleagues to deepen their content knowledge or pedagogical practice. Project proposals are reviewed by a committee of administrators and teacher leaders to ensure alignment to professional development standards. A rubric is used to assess the degree to which the proposal thoroughly defines the learning outcomes and activities proposed.

Instructional Coaching and Mentoring

New York State regulations provide for the establishment of a mentoring program for new classroom teachers in order to ease the transition from teacher preparation to practice, and to increase the skills of new teachers in order to improve student achievement. The regulations also require that annual professional performance reviews be a significant factor in teacher development, including but not limited to coaching, induction support, and differentiated professional development.

The Jamestown City School District has established career ladder positions for Teacher Leaders to provide a high level of support for teachers new to the profession, as well as experienced teachers who require improvement to reach higher standards of effective professional practice. Through careful selection, training, and assignment of highly qualified Instructional Coaches and Mentor Teachers, the District aims to provide individual feedback and support to promote the professional growth of both novice and veteran teachers.

Teachers are selected to provide collegial support in one of two roles:

- **Instructional Coach:**

Full-release teachers on special assignments provide support for colleagues working to improve their practice. Instructional Coaches will provide additional support in buildings where there is a great level of need.

Coaching support will address three key priorities:

- Lesson observation and feedback aligned to the Framework for Teaching
- Planning and instructional practice aligned to Next Generation Learning Standards and curricula in ELA/Literacy and Mathematics
- Data analysis to plan effective and strategic interventions designed to improve student learning

- **Mentor Teacher:**

Full-time practicing teachers will assist individual probationary teachers in need of formative assistance in developing sound pedagogical skills. Mentor Teachers may engage in the following activities to support professional growth:

- Schedule individual conferences as needed with novice or experienced teachers to discuss and develop solutions to problems of practice.

- o Conduct non-evaluative lesson observations with verbal and written feedback, using video observation where available.

Refer to *Appendix C* for a detailed description of the Mentoring Program.

Continuing Teacher and Leader Education (CTLE)

Pursuant to 8 NYCRR 80-6, educators issued a Professional Certificate must complete 100 hours of acceptable continuing education from a State-approved provider every five years in order to maintain a valid certificate. The professional development cycle coincides with the educator's certificate registration period. It is recommended that teachers work toward fulfilling this requirement by completing approximately 20 hours of approved professional development per year.

For all Professional Certificate holders, a minimum of 15 percent of the required CTLE clock hours must be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English learners.

Those who hold a Professional Certificate title in English for Speakers of Other Languages (ESOL) or a bilingual extension are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English learners.

The District offers, at minimum, the equivalent of at least two Superintendent's Conference Days per year, for which up to 12 CTLE clock hours may be awarded for activities that meet the criteria for acceptable CTLE. These will be separate from any main gathering and will offer a certificate of completion as below. In choosing professional development activities beyond District-sponsored inservice opportunities, educators are expected to select professional learning opportunities from NYSED-approved sponsors that are in the content area of the certificate, pedagogy, or language acquisition for English Language learners.

The Office of Professional Learning will maintain records per NYS reporting requirements detailing educator participation in professional development. This includes issuing a [Certificate of Completion](#) for acceptable CTLE activities completed in the district that includes all information required by the NYS Office of Teaching Initiatives. It is the professional responsibility of educators to seek professional learning opportunities, maintain documentation of completed CTLE, and report completed hours and/or documentation as required to the NYS Office of Teaching.

School Violence Prevention and Intervention

All applicants for a teaching certificate on or after February 2, 2001, are required to complete two clock hours of coursework or training in school violence prevention and intervention, child abuse recognition, the needs of children with autism, and the Dignity for All Students Act (DASA) in accordance with section 3004 of the Education Law. Training in school violence prevention and intervention is available through registered teacher education programs at New York State colleges and universities, Coordinated School Health Network Centers located at certain BOCES, and other service providers approved by the State Education Department.

The District will provide for the training of employees holding a teaching certificate or license issued prior to February 2, 2001, in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention on an as-needed basis. As these are mandatory trainings required for certification, these will not be awarded CTLE credit.

PROFESSIONAL LEARNING NEEDS ASSESSMENT

The purpose for the Professional Learning Plan of the Jamestown City School District is to improve the quality of teaching and learning in our schools and classrooms by ensuring that educators participate in professional learning experiences that are directly related to student learning needs.

Because the primary goal of professional learning is to improve student learning, this professional learning plan was established by first identifying the student outcomes that are most in need of improvement, based on the review of data from the New York State School District Report Card, and other sources of student learning data.

Based on the needs identified, the committee established broad goals for improved student learning that will be achieved as a result of improved professional practice. These goals have been aligned to focus standards for professional learning, with metrics established for each goal to measure the impact of professional learning on the intended student outcomes.

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING

ACHIEVEMENT IN ENGLISH LANGUAGE ARTS

Needs Identified:

- 2019 Performance Index for ELA 3-8 was 94.2 out of 250.
- The district was identified as a level 1 in ELA and Math Academic Progress on the 2019 ESSA accountability report.
- 3 of 8 schools were identified as a level 1 in ELA and Math Academic Progress on the 2019 ESSA accountability report.
- The Spring 2022 NWEA MAP Reading assessment results for grades K-4 indicate that 34% of students achieved at/above the grade level norm, with 59% of students achieving below the 40th percentile.
- The Spring 2022 NWEA MAP Reading assessment results for grades 5-8 indicate that 37% of students achieved at/above the grade level norm, with 53% of students achieving below the 40th percentile.

ACHIEVEMENT IN MATHEMATICS

Needs Identified:

- 2019 Performance Index for Math 3-8 was 90.4 out of 250
- The district was identified as a progress rating of a level 1 in ELA and Math Academic Progress on the 2019 ESSA accountability report.
- 3 of 8 schools were identified as a progress rating of a level 1 in ELA and Math Academic Progress on the 2019 ESSA accountability report.
- The Spring 2022 NWEA MAP Math assessment results for grades K-4 indicate that 37% of students achieved at/above the grade level norm, with 54% of students achieving below the 40th percentile.
- The Spring 2022 NWEA MAP Math assessment results for grades 5-8 indicate that 35% of students achieved at/above the grade level norm, with 61% of students achieving below the 40th percentile.

GOAL 1: Professional learning will result in improved student achievement in English Language Arts and Mathematics.**METRICS:**

- By June 2027, the percentage of students in grades K-4 achieving at/above the grade level norm on the NWEA MAP Reading assessment will increase from 34% to 43%.
- By June 2027, the percentage of students in grades 5-8 achieving at/above the grade level norm on the NWEA MAP Reading assessment will increase from 37% to 46%.
- By June 2027, the percentage of students in grades K-4 achieving at/above the grade level norm on the NWEA MAP Math assessment will increase from 37% to 46%.
- By June 2027, the percentage of students in grades 5-8 achieving at/above the grade level norm on the NWEA MAP Math assessment will increase from 35% to 44%.

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING

COLLEGE & CAREER READINESS**Needs Identified:**

- The percentage of the total cohort receiving an Advanced Regents Diploma has stayed at 30% from 2016 to 2019.
- The ESSA 2019 College, Career, and Civic Readiness index was 113.2 out of 200, which is a progress rating of a level 1.
- The ESSA 2019 Graduation Rate (4 year) was 73.4 percent, with a progress rating of a level 1.
- The ESSA 2019 high school Accountability Cohort for English Language Arts has an annual outcome of 172.8 which is a level 1 progress rating. Mathematics annual outcome was 139.6 with a progress rating covered by safe harbor. Social Studies annual outcome was 197.1 which is a level 1 progress rating.
- Less than 50% of students at JHS complete an additional Regents-level course in math or science, beyond the minimum requirement.
- The ESSA 2019 Science achievement index was 178.6 out of 250, with a progress rating of level 1.
- In 2019, the percentage of students achieving level 3 or higher on NYS assessments grades 3-8 was 29% (ELA) and 26% (Math)

EARLY CHILDHOOD DEVELOPMENT**Needs Identified:**

- In Spring 2022, 59% of students in grades K-2 scored at or below the 40th percentile on the NWEA MAP Reading Assessment.
- In Spring 2022, 51% of students in grades K-2 scored at or below the 40th percentile on the NWEA MAP Math Assessment.
- In 2019, the percentage of students who achieved a proficient score (levels 3 or 4) on the NYS Assessment in Grade 3 ELA (40%) and the percentage of students who scored well-below proficient (29%)
- In 2019, the percentage of students who achieved a proficient score on the NYS Assessment in Grade 3 Mathematics (40%) and the percentage of students who scored well-below proficient (29%)

GOAL 2: Professional learning will result in improved academic readiness at all levels of education, from early childhood to post-secondary preparation.**METRICS:**

- By June 2027, the percentage of students in grades K-2 achieving at/above the grade level norm on the NWEA MAP Reading assessment will increase from 33% to 41%.
- By June 2027, the percentage of students in grades K-2 achieving at/above the grade level norm on the NWEA MAP Math assessment will increase from 40% to 50%.
- By June 2027, the percentage of students in grade 3-8 that score at level 3 or higher on the NYS assessment for ELA will increase from 29% to 36% and Math will increase from 26% to 33%.
- By June 2027, the four-year graduation rate for students receiving Advanced Regents diplomas will increase from 30% to at least 40%.

STANDARD: EFFECTIVE TEACHERS AND LEADERS

Needs identified:

- Annual observation data indicates that the majority of teachers receive an effective rating, though approximately 10% of ratings assigned in Domain 1 (Planning & Preparation) and Domain 3 (Instruction) were Developing or Ineffective indicating that improvement is still needed in these areas.
- Annual observation data indicates that the components where teachers were least likely to receive a rating of Highly Effective include: 1F Designing Student Assessments (3%), 3B Using Questioning and Discussion Techniques (6%), and 3E Demonstrating Flexibility and Responsiveness (4%)

Goal 3: Professional learning will result in the improved effectiveness of teachers and leaders.**METRICS:**

- By June 2027, at least 96% of teachers will receive an annual observation rating of Effective or higher in framework components 1F Designing Student Assessments, 3B Using Questioning and Discussion Techniques, and 3C Engaging Students in Learning.

STANDARD: DIVERSE LEARNERS

ACHIEVEMENT OF DIVERSE LEARNERS**Needs Identified:**

- The district's current status is Targeted Support and Improvement for Hispanic students in Gr 3-8. The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1.
- The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1 for Hispanic students in 3 of 8 schools..
- The graduation rate for Hispanic students in 2019 was 68% which is 6% below the district average for all students.
- The district's current status is Targeted Support and Improvement for English Language Learners in Gr 3-8. The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1.

- The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1 for English Language Learners in 3 of 8 schools.
- The graduation rate for English Language Learners in 2019 was 38% which is 36% below the district average for all students.
- The district's current status is Targeted Support and Improvement for Economically Disadvantaged students in Gr 3-8. The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 2.
- The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1 for Economically Disadvantaged students in 1 of 8 schools.
- The graduation rate for Economically Disadvantaged students in 2019 was 69% which is 5% below the district average for all students.
- The district's current status is Targeted Support and Improvement for Students with Disabilities in Gr 3-8. The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 2.
- The 2019 ESSA Combined Composite Performance and Growth Rate is a progress rating of level 1 for Students with Disabilities in 3 of 8 schools..
- The graduation rate for Students with Disabilities in 2019 was 48% which is 26% below the district average for all students.

GOAL 4: Professional learning will result in closing student achievement gaps for diverse learners.

METRICS:

- By June 2027, the graduation rate for Hispanic students will increase from 68% to at least the district average.
- By June 2027, the graduation rate for English Language Learners will increase from 38% to at least 57%.
- By June 2027, the four-year graduation rate for students with disabilities will increase from 48% to at least 60%.

STANDARD: STUDENT LEARNING ENVIRONMENT

SOCIAL EMOTIONAL DEVELOPMENTAL HEALTH

Needs Identified:

- The suspension rate for 2021-2022 (defined as percent of students who have received an out of school suspension at least once) is 5.1%, higher than the NYS average of 4%. The suspension rate for Students with Disabilities is 9.6%, English Language Learners 12%, Latino students 6.3%, and Black/Multiracial students 7.6%.
- Attendance data for 2021-2022 indicate that 61.1% of students were chronically absent (defined as percent of students absent 10% or more days enrolled). The chronic absentee rate is even higher among Students with Disabilities (69.6%), English Language Learners 79.3%, Latino (72.2%), and Black/Multiracial students (67.5%).

GOAL 5: Professional learning will result in improved social emotional developmental health for all students.

METRICS:

- By June 2027, the suspension rate for all students will decrease from 5.1% to no more than 3%.
- By June 2027, the percentage of all students chronically absent will decrease from 61% to no more than 20%.

STANDARD: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILY & COMMUNITY ENGAGEMENT**Needs Identified:**

- The 2018-2019 Parent Survey administered by the district had a response rate of approximately 10%, with the vast majority of families not participating in the survey either online or paper format mailed to the home.
- The findings of the 2019-2020 Cultural Responsiveness Audit, indicate that improvements are needed at both district and school level in order to create and sustain a welcoming environment for families to engage in opportunities to support their child's academic and social-emotional learning.
- The district does have a method for tracking the level or frequency of participation in family engagement events and reciprocal communication with families. Although the district does now have a procedure, school leaders and teachers report that participation is limited, particularly among families from low-income, Hispanic, and limited English families.

GOAL 6: Professional learning will result in improved family and community engagement.

METRICS:

- By June 2027, at least 50% of students will be represented by one or more family members who attend one or more family engagement events per year.

PROFESSIONAL LEARNING GOALS & OBJECTIVES

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING

GOAL 1: Professional learning will result in improved student achievement in English Language Arts and Mathematics.

OBJECTIVE 1.1:

All teachers of English Language Arts and Mathematics will deepen their knowledge and understanding of the Next Generation Learning Standards and instructional practices, in order to effectively plan lessons and assessments that are fully aligned to the standards.

STRATEGIC ACTIONS:

- The district will provide professional development for teachers of ELA and Math to focus on planning lessons based on the Next Generation Learning Standards.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **Communities of Practice** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

OBJECTIVE 1.2:

All teachers of English Language Arts will understand and be able to apply research-based strategies for developing student literacy skills, including small group reading instruction that targets individual skills and strengthens foundational skills, fluency, and comprehension.

STRATEGIC ACTIONS:

- The district will provide professional development in **research-based strategies for developing literacy** to be available to all teachers of English Language Arts. Professional learning opportunities will include LETRS Volume 1 and Volume 2 training for all PreK-6 teachers of reading and may include additional literacy workshops, book study groups, and collegial circles.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, or other teacher leaders.
- The district will provide professional development in research-based strategies for developing literacy to be available to all teachers of social studies, science and technical subjects.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **Communities of Practice** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING

GOAL 2: Professional learning will result in improved academic readiness at all levels of education, from early childhood to post-secondary preparation.

OBJECTIVE 2.1:

All educators will deepen their knowledge of the learning standards applicable to their grade(s) and subject(s), and will be able to design standards-based curriculum units and lessons that enable all students to attain rigorous learning targets with high levels of engagement.

STRATEGIC ACTIONS:

- The district will provide professional development in unit planning, to be available to teachers of science, social studies, and other subjects. Professional learning opportunities may include book study groups and workshops.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **curriculum development** led by district curriculum coordinators, instructional coaches, or other teacher leaders.

OBJECTIVE 2.2:

All educators will understand the principles of differentiated instruction, and will be able to strategically plan lessons based on formative assessment data in order to provide appropriate scaffolds and supports that enable all students at varied academic readiness levels to attain rigorous learning targets with high levels of engagement.

STRATEGIC ACTIONS:

- The district will provide professional development in **Differentiated Instruction**, to be available to all educators. Professional learning opportunities may include workshops, online courses, book study groups, and peer observation.

OBJECTIVE 2.3:

All teachers will be able to analyze data from diagnostic and formative assessment in order to plan appropriate interventions that are matched to student learning needs.

STRATEGIC ACTIONS:

- The district will provide professional development to support the creation of **formative assessments aligned to learning targets**, and the analysis and use of formative assessment data to plan differentiated lessons. Professional learning opportunities may include workshops, online courses, book study groups, and collegial circles.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

OBJECTIVE 2.4:

All educators will strengthen their ability to effectively utilize instructional technology to enhance the delivery and demonstration of learning.

STRATEGIC ACTIONS:

- The district will provide ongoing professional development opportunities for teachers and leaders to learn about new and emerging technologies and their application to create optimal and equitable learning environments.
- The district will model and utilize technology in the delivery of professional development opportunities, including the use of technology for professional communication and collaboration.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

OBJECTIVE 2.5:

All teachers of early childhood education will understand and be able to apply research-based, developmentally appropriate strategies.

STRATEGIC ACTIONS:

- The district will provide continued professional development for teachers of prekindergarten through grade 2 focused on research-based strategies that are developmentally appropriate for young learners.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, and teacher leaders.

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING

GOAL 3: Professional learning will result in the improved effectiveness of teachers and leaders.

OBJECTIVE 3.1:

All probationary teachers, counselors, social workers, nurses, and administrators will receive training and support to make a successful transition during their first year of employment.

STRATEGIC ACTIONS:

- The district will provide professional development pertaining to high quality teaching or school leadership defined by the Danielson Framework for Teaching or ELCC Standards. The district will also provide foundational understanding of district programs and practices.
- District mentors will provide **follow-up support** for probationary teachers and administrators who participate in these professional learning activities, including **collegial circles** and/or **one on one individual conferences**.

STANDARD: DIVERSE LEARNERS

GOAL 4: Professional learning will result in closing student achievement gaps for diverse learners.

OBJECTIVE 4.1:

All educators will develop awareness and understanding of culturally responsive education in order to create an inclusive environment that engages and supports the social-emotional learning needs of students from diverse socio-economic and cultural backgrounds which will result in improving diversity, equity, and inclusion for stakeholders.

STRATEGIC ACTIONS:

- The district will provide professional development in Cultural Competence/Cultural Intelligence, and **Culturally Responsive Education** and topics related to diversity, equity, inclusion and accessibility to be available to all educators. Professional learning opportunities may include book study groups, action research and peer collaboration, as well as others.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

OBJECTIVE 4.2:

All educators will understand second language acquisition and how to support the development of academic language within the content area classroom.

STRATEGIC ACTIONS:

- The district will provide professional development in **Second Language Acquisition**, to be available to all educators. Professional learning opportunities may include workshops, book study groups, action research, online courses and peer observation.
- The district will provide professional development in research based strategies on developing and delivering effective instruction for diverse learners in all categories and subgroups
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, and/or representatives of the Regional Bilingual Education Resource Network (RBE-RN), or other consultants.

OBJECTIVE 4.3:

Teachers of students with disabilities and English learners will understand and be able to apply research-based strategies of explicit instruction in order to increase student engagement, comprehension, and ownership of learning.

STRATEGIC ACTIONS:

- The district will provide professional development in **explicit instruction** for students with disabilities and other students with learning difficulties. Professional learning opportunities may include book studies, workshops, and peer observation.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, and/or representatives of the Regional Special Education Technical Assistance Support Center (RSE-TASC).

OBJECTIVE 4.4:

Teachers of students with disabilities and English learners who provide instruction in an integrated classroom will be able to effectively plan and deliver instruction using a co-teaching model, wherein the content teacher and instructional specialist work collaboratively to maximize the engagement and instructional support of SWD and ELs.

STRATEGIC ACTIONS:

- The district will provide professional development in **co-teaching models and strategies** for planning and instruction based on the linguistic needs of English Learners. Professional learning opportunities may include workshops, collegial circles, and peer observation.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, and/or representatives of the Regional Bilingual Education Resource Network (RBERN).

OBJECTIVE 4.5:

Teachers of ELs who provide instruction in English as a New Language (ENL) in an integrated classroom will understand the bilingual progressions and how to apply these to support the development of academic language within the content area classroom. The teachers will use the progressions to differentiate lessons based on students' proficiency level.

STRATEGIC ACTIONS:

- The district will provide professional development in the New York State **Bilingual Progressions**, to include analysis of NYSESLAT data to understand a student's language proficiency in order to inform instructional planning and decision making.
- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **collegial circles** and/or **direct classroom observation and feedback** led by district curriculum coordinators, instructional coaches, teacher leaders, and/or representatives of the Regional Bilingual Education Resource Network (RBERN).

STANDARD: STUDENT LEARNING ENVIRONMENT

GOAL 5: Professional learning will result in improved social emotional developmental health for all students.

OBJECTIVE 5.1:

All educators will deepen their knowledge and understanding of social and emotional learning as a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

STRATEGIC ACTIONS:

- The district will provide professional learning opportunities in **SEL** to address the classroom environment to be available for all teachers. Professional learning opportunities may include workshops, and book studies.

- The district will provide **follow-up support** for teachers who participate in these professional learning activities, including **communities of practice**, **collegial circles** and/or **direct classroom observation and feedback** led by district coordinators, instructional coaches, teacher leaders, or building leaders.

OBJECTIVE 5.2:

Educators will deepen their knowledge, understanding, and application of school-wide and classroom positive behavioral interventions and supports.

STRATEGIC ACTIONS:

- The district will provide professional learning opportunities in supporting the implementation and maintenance of a PBIS plan.
- The district will provide follow-up support for all teachers, including classroom observations and feedback led by building leaders, teacher leaders, and Student Support Services.

OBJECTIVE 5.3:

Educators will develop an understanding of restorative practices in an effort to promote a culture where children feel safe, respected, supported and have a true sense of belonging.

STRATEGIC ACTIONS:

- The district will provide professional learning opportunities in supporting restorative practices. Professional learning opportunities may include workshops, and book studies.
- The district will provide follow-up support for all teachers, including classroom observations and feedback led by building leaders, teacher leaders, and Student Support Services

STANDARD: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

GOAL 6: Professional learning will result in improved family and community engagement.

OBJECTIVE 6.1:

All teachers will strengthen their awareness and understanding of the need to maintain regular and frequent opportunities for reciprocal communication and engagement with families as partners to support student academic and social-emotional success .

STRATEGIC ACTIONS:

- The district will provide professional development opportunities for teachers and leaders to learn about strategies and systems that enhance family engagement, including the development of a Family and Community Engagement (FACE) Plan for each school.
- Professional development opportunities will also address tools and strategies for the use of technology to strengthen reciprocal communication and partnerships with families and community.
- The district will provide **follow-up support** for educators who participate in these professional learning activities, including **consultation** and/or **collegial circles** led by district curriculum coordinators, instructional coaches, teacher leaders, or building leaders.

Methods of Evaluation

The standards outlined below will help frame district conversations about the impact of professional learning.

The district will continue to strive to evaluate each PL offering, as well as to use data and conversations to show that the professional development impacted student learning.

Critical Levels of Professional Development Evaluation (Guskey 2000)

The evaluations created for each PD activity in the district will include questions from the five levels outlined below to ensure a well-rounded, informative evaluation that will provide useful information to inform the planning of further PD activities.

Level 1 Participants' Reactions

- Did they like the program, feel time was well spent, feel activities and material were relevant and learning useful?

Level 2 Participants' Learning

- Does it measure the knowledge, skills and attitudes gained through written assessments, reflections, portfolio, simulation, and demonstration?

Level 3 Organizational Support and Change

- Are organizational policies and practices compatible with implementation of learning:
- These include resources, administrative support, problem solving, and alignment with mission.

Level 4 Participants' Use of Knowledge and skills

- Are participants using what they learned and adapting to new ideas and practices to their setting?
- Measures degree and quality of implementation.

Level 5 Student Learning Outcomes

- What was the impact on students?
- Measure student learning through assessment results, portfolio evaluations, grades, and standardized test scores.
- Other measures include attendance, discipline problems, self-concept, retention or dropout rates, enrollment in advanced courses.

Guskey's Five Critical Levels of Professional Development Evaluation

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How will Information be used?
Level 1: Participants' Reactions	<ul style="list-style-type: none"> *Did participants like it? *Was time well spent? *Did the material make sense? *Will it be useful? *Was the presenter knowledgeable? *Did the physical conditions of the activity support learning? 	<ul style="list-style-type: none"> *Questionnaires administered at the end of sessions? *Focus groups *Interviews *Personal learning log *MeetingWorks internet-based sessions *Analysis of threaded discussion forums 	*Initial satisfaction with experience.	*To improve program delivery and design
Level 2: Participants' Learning	<ul style="list-style-type: none"> *Did participants acquire the intended knowledge or skill? 	<ul style="list-style-type: none"> *Paper and pencil tests *Simulations and demonstrations *Participant reflections (oral and/or written) *Participant portfolios *Case study analysis *MeetingWorks internet-based sessions *Analysis of threaded discussion forums 	*New knowledge and/or skills of participants	*To improve program content, format, and organization
Level 3: Organizational Support and Change	<ul style="list-style-type: none"> *What was the impact on the organization? *Did it affect organizational climate or procedures? *Was implementation advocated, facilitated, and supported? *Was the support public and overt? *Were problems addressed quickly and efficiently? *Were sufficient resources made available? *Were successes recognized and shared? 	<ul style="list-style-type: none"> *District and school records *Minutes from meetings *Questionnaires *Focus groups *Structured interviews with participants and school or district administrators *Participant Portfolios *MeetingWorks internet-based sessions *Analysis of threaded discussion forums 	*The organization's advocacy, support, accommodations, facilitation and recognition	<ul style="list-style-type: none"> *To document and improve organizational support *To improve future change efforts

Level 4: Participants' use of new Knowledge or Skills	*Did participants effectively apply the new knowledge and skills?	*Questionnaires *Structured interviews with participants and their supervisors *Participants reflections (oral and/or written) *Participants portfolios *Direct observations *Video or audio tapes *Concerns-based Adoption Model	*Degree and quality of information	*To document and improve the implementation of program content
Level 5: Student Learning Outcomes	*What was the impact on students? *Did it affect student performance or achievement? *Did it influence students' physical or emotional well-being? *Are students more confident as learners? *Is student attendance improving? *Are dropouts decreasing?	*Student records *School records *Questionnaires *Structured interviews with students, parents, teachers, and/or administrators *Participant portfolios	Student learning outcomes: *Cognitive (performance and achievement) *Affective (attitudes and dispositions) *Psychomotor (skills and behavior)	*To focus and improve all aspects of program design, implementation, and follow-up *To demonstrate the overall impact of professional development

Appendix A: Professional Learning Activities and Providers 2022-23**2022-23 Professional Learning Objectives and Activities**

STANDARD: CONTENT KNOWLEDGE & QUALITY TEACHING				
Goal 1: Professional learning will result in improved student achievement in English Language Arts and Mathematics.				
Objective 1.1: All teachers of English Language Arts and Mathematics will deepen their knowledge and understanding of the Next Generation Learning Standards, and instructional practices, in order to effectively plan lessons and assessments that are fully aligned to the standards.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
K-12 ELA Next Gen Learning Standards	Jennifer Aaron	K-12 ELA Teachers	July 2022	Jennifer Aaron
K-12 Math Next Gen. Learning Standards	Denise Pusateri	K-12 Math Teachers	July 2022 2022-23 School Year	Denise Pusateri
Atlas Writing Team Math K-8, Algebra 1	Denise Pusateri Christina Spontaneo (JPS)	Math writing teams	2022-23 School Year, Summer 2023	Denise Pusateri Christina Spontaneo
Piloting ELA Curricula (HMH and SAVVAS)	Jennifer Aaron	K-8 Piloting Teachers	2022-23 School Year, Summer 2023	Jennifer Aaron
LETRS Communities of Practice (After School)	Christina Spontaneo (JPS)	LETRS Cohort of Teachers (LETRS Participants)	2022-2023 School Year 4 (1.5 hours each) Meetings after school	Christina Spontaneo
K-4 Communities of Practice (After School)	Christina Spontaneo (JPS)	K-4 Teachers	2022-2023 School Year 4 (1.5 hours each) Meetings after school	Christina Spontaneo
5-8 Communities of Practice (After School)	Christina Spontaneo (JPS)	5-8 Teachers	2022-2023 School Year	Christina Spontaneo

			4 (1.5 hours each) Meetings after school	
Guided Math	Denise Pusateri Christina Spontaneo	K-9 Math Teachers	Summer 2023	Denise Pusateri
Objective 1.2: All teachers of English Language Arts will understand and be able to apply research-based strategies for developing student literacy skills, including small group differentiated reading instruction that targets individual skills and strengthens reading comprehension.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Reading Teachers' Collaborative	Jennifer Aaron Christina Spontaneo	Reading Teachers	2022-2023 Monthly	Jennifer Aaron
Think Big With Think Alouds (Book Study) Explicit Read Alouds using Diverse Books	Jennifer Aaron Christina Spontaneo	K-6 Teachers of Reading	2022-2023 3 (1 hour each) Synchronous Embedded Coaching	Jennifer Aaron Christina Spontaneo
Readings Five Pillars	Jennifer Aaron Christina Spontaneo	Gr. 3-6 Teachers of Reading	2022-2023 School Year 5 (1.5 hours each) Asynchronous Embedded Coaching	Jennifer Aaron Christina Spontaneo
LETRS Vol. 1 and 2	Jennifer Aaron Christina Spontaneo	K-8 Teachers of Reading	2022-2023 School Year, Summer 2023	Jennifer Aaron Christina Spontaneo
LETRS Monthly Collaborative	Jennifer Aaron Christina Spontaneo	LETRS Facilitators	Monthly Meetings 2022-2023	Jennifer Aaron Christina Spontaneo
Goal 2: Professional learning will result in improved academic readiness at all levels of education, from early childhood to post-secondary preparation.				
Objective 2.1: All educators will deepen their knowledge of the learning standards applicable to their grade(s) and subject(s), and will be able to design standards-based curriculum units and lessons that enable all students to attain rigorous learning targets with high levels of engagement.				

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Atlas Curriculum Development	Rubicon Atlas	Teachers of Math, Science, Social Studies, Technology 7, Spanish I & II, CTE K-12 MS Counselors	2022-23 School Year, Summer 2023	Michelle McDowell
New York State Science Standards Support	BOCES	Teachers of Science, K-12	2022-2023 School Year	Denise Pusateri
National Geographic Textbook and Digital Platform Training	National Geographic Representative	Teachers of Social Studies, 5-6	2022-2023 School Year	Denise Pusateri
Social Studies Enduring Issues and Civics	BOCES	Teachers of Social Studies, K-12	2022-2023 School Year,	Denise Pusateri
Arts & Music Standards	BOCES	Art & Music Teachers UPK-12	2022-2023 School Year	Denise Pusateri
Music Performance Refresher	JPS Music Teachers	JPS Music Teachers	2022-2023 School year	Denise Pusateri
Arts Integration	Kennedy Center Artists	All Teachers UPK-12	2022-23 School Year	Michelle McDowell
Specially Designed Instruction	Regional Partnership Trainer - Alison Parzych	JHS Special Ed & ELA General Education Teachers	2022-2023 School Year	Brett Muscarella
Explicit Instruction	Regional Partnership Trainer Kerrigan Potter	JHS ELA General Education Teachers	2022-2023 School Year	Brett Muscarella
World Language Standards	Denise Pusateri	All World Language teachers	2022-23 School Year	Denise Pusateri
Comprehensible Input World Language Teachers	Tamu Reinhardt RBERN KML Educational Instruction Online TBD	WL Teachers	2022-23 School Year	Tamu Reinhardt
Objective 2.2: All educators will understand the principles of differentiated instruction, and will be able to				

strategically plan lessons based on formative assessment data in order to provide appropriate scaffolds and supports that enable all students at varying academic readiness levels to attain rigorous learning targets with high levels of engagement.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Specially Designed Instruction Next Steps	Regional Partnership Trainer - Alison Parzych	Special Educators JHS	2022-2023 School Year	Brett Muscarella
Collaborative Reading and Writing Strategies for Diverse Learners	Tamu Reinhardt	7-12 Content Teachers	2022-2023 School Year	Tamu Reinhardt RBERN
Flexible Grouping	Tamu Reinhardt	7-12 Content Teachers	2022-2023 School Year	Tamu Reinhardt
Math Intervention	Denise Pusateri Christina Spontaneo	All K-8 teachers	2022-23 School Year	Denise Pusateri Christina Spontaneo
Differentiated Instruction for ELLs Tier 1	Tamu Reinhardt Mike Duffy	All K-12 Teachers	2022-2023 School Year	Tamu Reinhardt RBERN

Objective 2.3: All teachers will be able to analyze data from diagnostic and formative assessment in order to plan appropriate interventions that are matched to student learning needs.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Data Wise (Book Study)	Michelle McDowell	All Administrators	2022-2023 School Year	Michelle McDowell
Analysis of Behavioral/ Discipline Data to Develop Interventions	Tamu Reinhardt Chad Bongiovanni	Guidance Counselors, Social Workers, School Psychologists	2022-2023 School Year Specific workshop titles still to be determined	Tamu Reinhardt Chad Bongiovanni
Math Data Driven Best Practices	Denise Pusateri	Math Teachers, K-12	2022-23 School Year	Denise Pusateri
NWEA; Informing Instruction Workshop	Denise Pusateri	All ELA, Math, Reading, Special Education Teachers K-8	2022-23 School Year	Denise Pusateri

Acadience Reading K-8 Universal Screener	Jennifer Aaron Christina Spontaneo	All K-8 teachers of Reading	Summer 2022 2022-2023 School Year	Jennifer Aaron
Using Guided Math to Strengthen Students' Math Learning	Christina Spontaneo Denise Pusateri	K-10 Math Teachers	2022-23 School Year	Christina Spontaneo Denise Pusateri
Using Guided Math to Strengthen Students' Math Learning Follow Up Support	Christina Spontaneo Denise Pusateri Instructional Coaches	K-10 Math Teachers	2022-23 School Year	Christina Spontaneo Denise Pusateri
IXL - Informing Instruction	IXL	Middle Schools	2022-2023 School Year	Denise Pusateri
Freckle - Informing Instruction	Renaissance Learning	K-4 Math	2022-2023 School Year	Denise Pusateri
IRLA	American Reading Company	K-12	2022 - 2023 School Year	Tamu Reinhardt Michael Duffy - ERIE 1 BOCES RBERN American Reading Company
Objective 2.4: All educators will strengthen their ability to effectively utilize instructional technology to enhance the delivery and demonstration of learning.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
CORE Training	Jason Kathman/Jeff Kresge/Apple Professional Learning	Selected Teacher Cohort	2022-2023 School Year	Jason Kathman/Jeff Kresge/Apple Professional Learning
CSLO Technology Training	Darlynda Miktuk (Erie 1 BOCES)	Teachers, K-12	2022-2023 School Year	Principals
eDoctrina - Online Assessments	Leah Kingston (eDoctrina), Denise Pusateri	Teachers, K-12 (Focus 3-8)	2022-2023 School Year	Denise Pusateri
Help Students Personalize their iPad	Jason Kathman and Jeff Kresge	Teachers, K-12	2022-2023 School Year	Jason Kathman Jeff Kresge

Digital Citizenship	Darlynda Miktuk (Erie 1 BOCES)	Teachers, K-12	2022-2023 School Year	Jason Kathman, Jeff Kresge
Learning Technology Grant (CORE/iPad U)	Jason Kathman, Jeff Kresge	K-12	2021-2024	Jason Kathman, Jeff Kresge
10 Minute Tryouts	Jason Kathman, Jeff Kresge	Teachers, K-12	2022-2023 School Year	Jason Kathman, Jeff Kresge
iPad U	Jason Kathman, Jeff Kresge	Teachers, K-12	2022-2023 School Year	Jason Kathman, Jeff Kresge
Personalized Learning CORE	Jeff Kresge/Jason Kathman/Megan Kinsey (Apple)	Teachers, K-12	Summer 2022	Jason Kathman, Jeff Kresge
Personalizing with iPads	Jeff Kresge/Jason Kathman/Christine Klynen (Apple)	Tech mentors	2022-2023 School Year	Jeff Kresge, Jason Kathman

Objective 2.5: All teachers of early childhood education will understand and be able to apply research-based, developmentally appropriate strategies.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Trauma Informed Care Birth to K	Strong Start Chautauqua	Teachers, PK-K	2022-2023 School Year	Dr. Jill Muntz Terry Ortiz
Addressing Regulatory Behaviors in the Classroom	Strong Start Chautauqua	Teachers, PK-K	2022-2023 School Year	Dr. Jill Muntz Terry Ortiz
LETRS for Early Childhood Educators	LETRS	Teachers of UPK 3 & 4	2022-23 School Year	Tina Sandstrom

Goal 3: Professional learning will result in the improved effectiveness of teachers and leaders.

Objective 3.1: All probationary teachers and administrators will receive training and support to make a successful transition during their first year of employment.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
New Teacher Orientation	Christina Spontaneo Jason Kathman Jeff Kresge	Novice Teachers, Novice Counselors, Social Workers and Nurses	August 2022 3 days	Michelle McDowell Christina Spontaneo

New Teacher Induction Cohort 1	Christina Spontaneo	Novice Teachers	Monthly, 2022-2023 School Year 1.5 hours	Michelle McDowell Christina Spontaneo
New Teacher Induction Cohort 2	Christina Spontaneo	Novice Counselors, Social Workers and Nurses	Bi-Monthly, 2022-23 School Year 1.5 hours	Michelle McDowell Christina Spontaneo
Teacher Mentoring	Michelle McDowell Christina Spontaneo Mentor Teachers (JPS)	Novice Teachers	Monthly, 2022-23 School Year	Michelle McDowell Christina Spontaneo

STANDARD: DIVERSE LEARNERS

GOAL 4: Professional learning will result in closing student achievement gaps for diverse learners, including students with disabilities, English learners, Hispanic and economically disadvantaged students.

Objective 4.1: All educators will develop awareness and understanding of culturally responsive education in order to create an inclusive environment that engages and supports the social-emotional learning needs of students from diverse socio-economic and cultural backgrounds.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Culturally Responsive Instruction	Tamu Reinhardt	Equity Teams Possible K-12 Teachers	2022-2023	Tamu Reinhardt
Teaching for Empathy: How to Transform Your Practice by Understanding Your Learners	Christina Spontaneo	K-12 Teachers	Summer 2022	Christina Spontaneo
Cultural Competence/Intelligence/DEIA Training for Administration	JPS Leadership	Principals, Coordinators, Directors, Chiefs, Instructional Coaches	2022-23 School Year	Tamu Reinhardt
Instructional Practices for Diverse Students (ELL/ECON)	Tamu Reinhardt	All 7-12 teachers	2022-2023 School Year	Tamu Reinhardt

Disadvantaged/Hispanic/Latino/African American				
Phase 2 of Equity Team/MTSS Implementation	Tamu Reinhardt	Equity Teams/FACE/Attendance/Tier 1 and 2	2022-2023	Tamu Reinhardt
Cultural Competence Training	Tamu Reinhardt	All teachers	March 2023/ Summer 2023	Tamu Reinhardt
5 Day Kagan Training	Tamu Reinhardt	Selected teachers and administrators within 3 school districts. Collaboration with Erie 2 BOCES	March 2023 (Day 1) Summer 2023 (2-5)	Tamu Reinhardt
Strategies for Teambuilding to Improve Classroom Climate	Tamu Reinhardt Christina Spontaneo	K-12 Teachers	Summer 2022	Tamu Reinhardt Christina Spontaneo
Strategies for Classbuilding to Improve Classroom Climate	Tamu Reinhardt Christina Spontaneo	K-12 Teachers	Summer 2022	Tamu Reinhardt Christina Spontaneo
Continuing Education to Maintain Professional Certification	Occupationaltherapy.com Speechpathology.com physicaltherapy.com	Speech and Language Pathologist, Occupational Therapist and Physical Therapists	2022-2023 School year	Brett Muscarella Maureen Kessler
Objective 4.2: All educators will understand second language acquisition and how to support the development of academic language within the content area classroom.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
CEEP Development	Tamu Reinhardt RBERN	ESOL teachers	Summer 2023	Tamu Reinhardt
Second Language Acquisition	RBERN	All teachers	2022-2023	Tamu Reinhardt

Strategies for Teaching Academic Language to All Students (R/W/L/S)	RBERN Tamu Reinhardt	K-12	2022-2023	Tamu Reinhardt
Objective 4.3: Teachers of students with disabilities and English learners will understand and be able to apply research-based strategies of explicit instruction in order to increase student engagement, comprehension, and ownership of learning.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Teaching engagement structures for ELLs	Tamu Reinhardt	7-12 Content Teachers	2022-2023	Tamu Reinhardt
Reading Assessment & Intervention using IRLA and School Pace	RBERN Michael Duffy American Reading Company	5-8 ENL Teachers	2022-2023	Tamu Reinhardt Michael Duffy
Specially Designed Instruction training, walk-throughs, coaching	Alison Parzych - Erie 1 BOCES	JHS Teachers, administrators	2022-2023 School Year	Brett Muscarella Maureen Kessler
Explicit Instruction training, walk-throughs, coaching	Kerrigan Potter - Erie 1 BOCES	ELA General Education Teachers and Special Education (JHS), administrators	2022-2023 School Year	Brett Muscarella Maureen Kessler
Objective 4.4: Teachers of students with disabilities and English learners who provide instruction in an integrated classroom will be able to effectively plan and deliver instruction using a co-teaching model, wherein the content teacher and instructional specialist work collaboratively to maximize the engagement and instructional support for SWD and ELs.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Flexible Grouping/Collaborative/Cooperative Teaching and Learning	Tamu Reinhardt	All teachers	2022-2023 School Year	Tamu Reinhardt
Integrated Co-Teaching	Brett Muscarella Tamu Reinhardt	All teachers	2022-2023	Brett Muscarella
Objective 4.5: Teachers of ELs who provide instruction in English as a New Language (ENL) in an integrated classroom will understand the bilingual progressions and how to apply these to support the development of academic language within the content area classroom. The teachers will use the progressions to differentiate				

lessons based on students' proficiency level.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Using Bilingual Progressions When Planning Instruction	Tamu Reinhardt RBERN	K-12 Teachers	2022-2023	Tamu Reinhardt RBERN

STANDARD: SOCIAL LEARNING ENVIRONMENT

GOAL 5: Professional learning will result in improved social-emotional developmental health for all students.

Objective 5.1: All educators will deepen their knowledge and understanding of social and emotional learning as a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Resilience Forward	Peaceful Schools	K-12	2022-2023 School Year	Chad Bongiovanni
Restorative Practices	Peaceful Schools	K-12	2022-2023 School Year	Chad Bongiovanni
Educators for Equity	Peaceful Schools	K-12	2022-2023 School Year	Chad Bongiovanni
Youth Mental Health First Aid Training	Chad Bongiovanni	Novice Teachers	2022-2023 2 (4 hours each) Inservice Days	Chad Bongiovanni
Youth Mental Health First Aid Training	Chad Bongiovanni	Counselors, Social Workers, Paraprofessionals	2022-2023 2 (4 hours each) Inservice Days	Chad Bongiovanni
De-Escalation & Simulation	Peaceful Schools	Student Support Staff	2022-23 School Year	Chad Bongiovanni
Conflict Resolution	Peaceful Schools	Student Support Staff	2022-23 School Year	Chad Bongiovanni

Objective 5.2: Educators will deepen their knowledge, understanding, and application of schoolwide and classroom-positive behavioral interventions and supports.

Activity	Facilitator	Audience	Timeline	Person(s) Responsible
PBIS Team Development	Chad Bongiovanni, Tier One/Two Coaches	ES/MS/HS PBIS Teams	Summer 2022	Chad Bongiovanni Maureen Kessler Tamu Reinhardt

De-Escalation and Simulation	Peaceful Schools	K-12	Summer 2022 2022-2023 School Year	Chad Bongiovanni
PAX Good Behavior Game	Prevention Works & PAXIS Institute	ES/MS	Summer 2022 2022-2023 School Year	Brett Muscarella
Objective 5.3: Educators will develop an understanding of restorative practices in an effort to promote a culture where children feel safe, respected, supported and have a true sense of belonging.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Non-violent Crisis Intervention (NVC)	Maureen Kessler	Crisis Response Team Members	Summer 2022 2022-2023 School Year	Maureen Kessler
Restorative Practices Part 1	Peaceful Schools	K-12	2022-2023 School Year	Chad Bongiovanni
Book Study Equity-Centered, Trauma-Informed Education	Tamu Reinhardt Alex Shevrin Venet, author	Equity Teams	2022-2023 school year	Chad Bongiovanni
Academic/Behavior Attendance Supports	Tamu Reinhardt	K-12 Counselors/Psychologists/Social Workers/Teachers	2022-2023 School Year	Tamu Reinhardt
STANDARD: PARENT, FAMILY AND COMMUNITY ENGAGEMENT				
GOAL 6: Professional learning will result in improved family and community engagement.				
Objective 6.1: All teachers will strengthen their awareness and understanding of the need to maintain regular and frequent opportunities for reciprocal communication and engagement with families as partners to support student academic and social-emotional success.				
Activity	Facilitator	Audience	Timeline	Person(s) Responsible
Family Engagement Professional Development	Scholastic	K-12	2022-2023 School Year	Tamu Reinhardt
Family Engagement Book Study	Michelle McDowell	K-12	2022-2023 School Year	Michelle McDowell
Family Engagement Workshops	Laura Penhollow/ Scholastic Presenter	FACE committees	Summer 2022	Laura Penhollow

Appendix B: Behavioral Support Staff PD Plan 2022-23

**Behavioral Support Staff
Professional Development Plan, 2022-23**

The following professional learning opportunities will be provided to strengthen the capacity of behavioral support staff to promote a safe, respectful learning environment by strengthening students' social emotional development, supporting students' emotional and mental health, and responding effectively to students who demonstrate challenging behaviors.

Priority will be given to paraprofessionals assigned by the principal to assist with classroom behavioral support, including those assigned to Planning Centers. These sessions are also recommended for the School & Student Support TOSA or school counselor who may seek new strategies for supporting students with emotional or behavioral needs.

(BOLD = Preferred Date)

Topic/Skill	Description	Provider	Hours	Date/Time
Restorative Practices	Restorative Practices are a series of strategies to build, maintain, and repair relationships within a school community. Participants apply tools and techniques for creating a caring learning community, addressing concerns, building trust, and resolving conflicts. As a continuation of the Restorative Practices training series, the Resilience Forward workshop will focus on building students' skills in the following: relationship/attachment skills, self-regulation, academic agency, collaboration and healthy habits (self-care / personal wellness).	Chad Bongiovanni/ Peaceful Schools	1.5 hours	August 30, 31, or September 1 (scheduled with school staff)
Non-Violent Crisis Intervention (CPI)	Staff will learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security SM of those in your care. This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate. NCI training emphasizes physical	Maureen Kessler	Initial 12 hours Refresher 6 hours	Initial September 12 & 13 8:00-3:00 Refresher September 19 8:00-3:00

Topic/Skill	Description	Provider	Hours	Date/Time
	intervention as a last resort and appropriate to the level of risk.			October 24 8:00-3:00
De-Escalation Strategies & Skills	De-Escalation Strategies & Skills supports the school-wide effort to develop strong behavioral practices through early intervention with students who are demonstrating agitation and the potential for escalation. Training will provide an overview of the most common behavior indicators that a student may be agitated or at risk of escalating behaviors. Participants will learn foundational skills for learning to identify individual student triggers and preferred support methods. Participants will then have an opportunity to practice de-escalation techniques in a simulated classroom, with feedback and support from training staff.	Chad Bongiovanni/ Peaceful Schools	6 hours	August 24 8:30-3:00 September 22 8:00-3:00 October 21 8:00-3:00 January 30 8:00-3:00
Youth Mental Health First Aid	Youth Mental Health First Aid addresses how to help an adolescent who is experiencing a mental health or addictions challenge or is in crisis. Primarily designed for adults who regularly interact with young people, the course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.	Chad Bongiovanni	6 hours	October 6 8:00-3:00 October 21 8:00-3:00 January 30 8:00-3:00
Conflict Resolution Strategies	The source of conflict is often miscommunication and misunderstanding. Learning to ask the right questions and listen for understanding is a skill that we all benefit from learning and practicing. Participants will learn verbal and non-verbal techniques for improving communication with students and colleagues. Participants will learn techniques to maintain neutral body language, avoid pitfalls of sarcasm, and ensure that messages are clear, complete, and useful. This interactive training allows participants to practice skills and receive feedback through role-play and behavior rehearsal.	Chad Bongiovanni/ Peaceful Schools	6 hours	November 16 8:00-3:00

Appendix C: Mentoring Documents**Jamestown Public Schools
Career Ladder Program****BACKGROUND:**

The Jamestown City School District has established career ladder opportunities for Teacher Leaders to provide a high level of support for teachers new to the profession, as well as experienced teachers who require improvement to reach higher standards of effective professional practice. Through careful selection, training, and assignment of highly qualified Mentor Teachers and Instructional Coaches, the district aims to provide individual feedback and coaching to promote the professional growth of both novice and veteran teachers.

JAMESTOWN PUBLIC SCHOOLS' OVERALL GOALS:

1. Extend the reach of highly effective and/or effective educators by creating opportunities to support improved effectiveness of novice teachers, as well as those rated as developing or ineffective.
2. Share instructional leadership tasks with highly effective and/or effective teachers through career-ladder roles that provide job-embedded support for enactment of curriculum aligned to New York State Learning Standards, and analysis of student learning data to inform and improve instruction.

Teacher Career Ladder Positions, 2022-2023

POSITION	SUPPORT LEVEL	DESCRIPTION	PERSONNEL
Instructional Coach	District Level	<p>These are full-time teachers on special assignments who provide support for colleagues working to improve their practice.</p> <p>Coaching support will address three key priorities:</p> <ul style="list-style-type: none"> • Lesson observation and feedback aligned to the Framework for Teaching • Planning and instructional practices aligned to Next Generation Learning Standards and curricula in ELA/Literacy and Mathematics • Data analysis to plan effective and strategic interventions designed to improve student learning <p>District-wide instructional coaches will extend the reach of building- level peer coaches by providing additional support in buildings where there may be a greater level of need than can be met by the peer coaches assigned to that school.</p>	Christina Spontaneo TBD
Technology Integration Coach	District Level	<p>This is a full-time teacher on special assignment who provides a range of support and resources to teachers around technology integration. The presence of this coach sharpens the schools' focus on how technology can best make the learning more engaging and relevant for students, and gives teachers support in navigating the vast field of technology applications and devices.</p>	Jason Kathman Jeff Kresge
Mentor Teacher	Individual Level	<p>These are full time practicing teachers who will assist individual probationary and/or teachers in need of formative assistance in developing sound pedagogical skills.</p> <p>Mentor Teachers may engage in any of the following activities to support professional growth:</p> <ul style="list-style-type: none"> • Provide individual coaching of novice or experienced teachers. • Conduct non-evaluative lesson observations with verbal and written feedback, using video 	Nicole Mason Amy Belinski Jessica Platt Brenda Brown Debbie Oakes Kate Cusimano Casey Leenders Carrie Pawalski Rachel Conti Raquel Ruch Lisa Holt

		observation where available.	Karen Buck BobbiJo Gibbons Donelle Conti Jessica Dockwiler Jim Cama Christine Yocum Joe Hall Shellee Irwin TJ Guenther Mark Fellows Marc Lentsch Jayme Genco Julie Alfa Marcie Centi Jack Iacuzzo Sheri Brandes
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Jamestown City School District Mentor Teacher Program



The New York State Education Department requires that all school districts provide a mentored experience to new teachers. The Jamestown City School District also recognizes the importance of providing “on-time” support and professional development for teachers new to the profession.

To support novice teachers to make a successful transition during their first year of employment, a Mentor Teacher will be assigned on an individualized basis, in an effort to make a direct connection for each new teacher with an experienced teacher who has consistently demonstrated effective teaching. To the extent possible, Mentor Teachers are ideally matched with a novice teacher in the same building, grade-level, and/or department.

1. What are the necessary qualifications for consideration as a Mentor Teacher?

The following criteria are used as the basis for selecting Mentor Teachers:

- Must be a tenured teacher, five or more years of experience preferred
- Evidence of effective teaching
- Knowledge of curriculum and content
- Positive attitude toward professional growth
- Strong interpersonal skills
- Effective communication skills
- Demonstration of peer leadership
- Willingness and availability to make the necessary time commitment

2. What are the responsibilities of a Mentor Teacher?

Mentor Teachers must agree to fulfill responsibilities that extend beyond the normal classroom-teaching load.

Mentoring activities will include the following

- o Individual Conferences – Mentors are expected to meet individually with their mentee on a regular basis, after-school or during common planning time, where available. These meetings provide the mentee a structured opportunity and regular invitation to express their concerns, ask questions, and receive encouragement and guidance when needed.
- o Collaboration – In order to best support the new teacher’s needs for curriculum guidance and lesson planning concerns, it is recommended that mentors use common planning time or approved released time to engage in joint lesson planning and/or collaborative teaching opportunities.

The following commitments are also required in order to maintain a consistent program for the professional development of new teachers.

- o Training – Mentors will be requested to attend initial and ongoing training sessions, which will include opportunities to share ideas and experiences with other mentors. Training sessions will also address essential elements of instruction, and techniques for observation and feedback. Training sessions will be held after-school, and may occur at most once per month.

- o Documentation –Mentor Teachers must maintain and submit a log of mentoring activity, including the nature of activity and clock hours.

Mentor Teachers may be requested to provide support and development for new teachers in the following areas:

- classroom curriculum
- lesson planning
- time management
- instructional strategies
- classroom management
- assessment
- data analysis
- record keeping
- building/district policies and procedures
- communication with parents/community
- expectations of school culture/climate

Mentor Teachers are expected to consistently model and encourage professionalism, reflection, problem-solving skills, and personal development.

Note that the JTA contract requires that Mentor-Teachers maintain confidentiality with respect to observations and/or critiques of the mentee, and shall not contribute to any summative evaluation.

3. How will Mentor Teachers be compensated?

Mentor-Teachers shall receive a stipend of \$500 per assignment, payable upon completion and documentation of all responsibilities as defined. This amount shall be prorated on a monthly basis for assignments made after the beginning of the school year.

Participation in Mentor Training is required and shall be paid at the contractual rate for staff development workshops as listed in Appendix G.

Released time for classroom observation may be granted upon request, subject to approval by the building principal. Substitute coverage will be provided if needed.

Mentor-Teachers for a new teacher will receive credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Mentors for a teacher candidate will receive up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

**Mentor Teacher
Letter of Commitment**

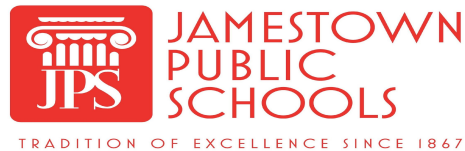
I acknowledge that I have been invited to serve as a Mentor Teacher for a new teacher in the district. My signature on this letter of commitment indicates my acceptance of this assignment with acknowledgement of the following responsibilities and expectations associated with this assignment.

1. As a Mentor Teacher, I agree to fulfill responsibilities that extend beyond the normal classroom-teaching load. These activities will include the following:
 - Individual Conferences – I will meet weekly with my assigned mentee, after-school or during common planning time, where available.
 - Collaboration – I will utilize planning time or approved released time to engage in joint lesson planning and/or collaborative teaching opportunities with my mentee.
2. As a Mentor Teacher, I agree to fulfill the following additional requirements to ensure adequate preparation and program consistency.
 - Training – I will participate fully in initial and ongoing training sessions, to be held after-school at most once per month.
 - Documentation – I will complete the required log of mentoring activity to include the nature of mentoring activity and clock hours.
3. As a Mentor Teacher, I acknowledge that I will be called upon to provide support and development for a new teacher in the following areas:
 - classroom curriculum
 - lesson planning
 - time management
 - instructional strategies
 - classroom management
 - assessment
 - data analysis
 - record keeping
 - building/district policies and procedures
 - communication with parents/community
 - expectations of school culture/climate
4. As a Mentor Teacher, I will maintain confidentiality with respect to observations and/or critiques of my mentee, and shall not contribute to any summative evaluation.
5. As a Mentor Teacher, I understand that I will receive a stipend of **\$500** per full-year assignment, payable upon completion and documentation of all responsibilities as defined above. This amount shall be prorated on a monthly basis for assignments made after the beginning of the school year. I also understand that participation in Mentor Training is required and shall be paid at the contractual rate for staff development workshops as listed in Appendix G.
6. As a Mentor Teacher, I understand that I will receive credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Mentors for a teacher candidate will receive up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Mentor Teacher

Chief Academic Officer

Appendix D: New Teacher Induction



New Teacher Orientation

Monday, August 22, Tuesday, August 23, & Wednesday, August 24, 2022

New Teacher Induction Workshops - Cohort 1: Classroom Teachers

Please save the following dates and times (3:30 pm - 5:00 pm)

Monday, September 19, 2022

Monday, October 17, 2022

Monday, November 14, 2022 - **(See below.)***

Monday, January 23, 2023

Monday, February 13, 2023

Monday, March 20, 2023

Monday, April 17, 2023

Monday, May 22, 2023

Youth Mental Health Trainings

Monday, November 14, 2022 (3:30 pm - 5:30 pm)*

Thursday, January 5, 2023 (3:30 pm - 5:30 pm)

Thursday, March 23, 2023 (3:30 pm - 5:30 pm)

Location: Board of Education Outer Training Area at Jefferson Middle School on Martin Road



New Teacher Orientation

Monday, August 22, Tuesday, August 23, & Wednesday, August 24, 2022

New Teacher Induction Workshops

Cohort 2: Counselors, Social Workers, & Nurses

Please save the following dates and times (3:30 pm - 5:00 pm)

Monday, October 3, 2022

Monday, December 5, 2022

Monday, February 6, 2023

Monday, April 10, 2023

Monday, June 5, 2023

Youth Mental Health Training

October 21, 2022 or January 30, 2023

Location: Board of Education Outer Training Area at Jefferson Middle School on Martin Road

Appendix E: Personalized Professional Development Plan

[Google Form for Plan Submission](#)

Where to begin?

1. Begin by thinking of a problem of practice that aligns with the ABCs:
 - Attendance
 - Behavior
 - Core Curriculum
2. Find educators who wish to collaborate.
3. **Description:** The team leader must submit your team's application through the Google Form to the left. Please be prepared to answer the following questions:
 - Event name, dates, times, location
 - Contact Person, the total number of participants, participant names
 - Description, learning objectives, how it aligns with the district's PD Plan
 - Needs assessment, action steps, peer sharing, evidence of Professional Learning
 - Plans will be reviewed by the PD Steering Committee and are subject to available funds. You are welcome to review the rubric while writing. A minimum score of 18 is needed for approval. [Click here to review the rubric.](#)
4. Complete the [PPDP Application Google Form](#)
5. **Due Date of application:** 2 weeks before event

Frequently Asked Questions:

How do I go about submitting a Personalized Professional Development Plan? What is the process?

- Please complete a [“2022-2023 Personalized Professional Development Plan”](#) Google Form, at least two weeks before the event

How/who will determine what plans will be accepted?

- A committee of administrators and teacher leaders will review each plan using the [“Professional Learning Plan Rubric.”](#) A minimum score for consideration of approval is 18 points.

When will I know if my plan was approved?

- PPDP Team Leaders will be notified at least one week prior to the event.

Can I participate in more than one group/plan?

- Yes, teachers may participate in more than one plan.

How might I determine the number of hours I would need?

- The number of hours will depend on the scope of the work. However, these may be adjusted during the approval process.

Is there a time frame for completion?

- All projects must be completed and all final documentation submitted one week after the project is completed, to Sheri Fowler at the Admin Building.

What are my commitments for showing completion of my project?

- Documentation for a completed project must be submitted one week after the completion date of the work. This documentation includes sign-in sheets for each work session and proof of learning: Artifact (i.e. lesson plan, unit plan) or Statement of Learning.

What if I need resources to support my plan?

- Include the resources needed on your application. Resources may be made available as funding and time allow.

Is there someone I could go to for help with this?

- The Curriculum Coordinators, Principals, and Instructional Coaches are willing and able to help! Please contact the individual to confirm availability and include it on your application form.



Resources

1. [PPDP Application Form](#)
2. [PPDP Grading Rubric](#)
3. [PPDP Meeting Sign In Sheet](#)
4. [Statement of Learning Form](#)



2022-2023 Personalized Professional Development Plan

There are times that groups of teachers may want to learn from each other during the school year in order to accomplish district, department, and building goals. Please complete the following questions to submit the request for professional development during the 2022 - 23 school year.

jason.d.kathman@jpsny.org [Switch account](#)



Your email will be recorded when you submit this form

* Required

PLP ID # (Leave Blank)

Your answer

Title of Event: *

Your answer

Contact Person for the event: *

Your answer

Location of Event: *

Your answer

Date(s) your team will be meeting *

Your answer

Times your team will be meeting *

Your answer

Total Number of participants: *

Your answer

Participants' names: *

Your answer

Description: Provide a brief description of your project. *

Your answer

Learning Objectives: List the learning objectives to be completed by participants. *

Your answer

Alignment to JPS Professional Development Plan: Your plan must align to one of the ABC's. *

- ☐ Attendance
- ☐ Behavior
- ☐ Core Academics

Needs Assessment: Describe the purpose of the project and explain the educational need for the project. *

Your answer

Action Steps: Describe the program activities. Explain how this project will provide collaboration and professional growth. *

Your answer

Peer Sharing: Explain, with detail, how other teachers will benefit from and/or participate in this project and outline how collaboration will occur. *

Your answer

Evidence of Professional Learning: Explain the product that will be developed as a result of this project. Provide assessment methods that will be included. *

Your answer

Submit

Clear form

JPS Personalized Professional Learning Plan Rubric 2022

	4	3	2	1
Needs Assessment	The description states the purpose and/or explains in depth the educational need for the grant with supporting data and details.	The description states the purpose and/or explains the educational need for the grant with supporting data and details.	The description states the purpose and/or explains the educational need for the grant but lacks supporting data and details.	The description vaguely states the purpose or the educational need for the grant.
Learning Targets	Strongly identifies specific learning outcomes that are tightly aligned to student learning needs.	Clearly identifies specific learning outcomes that are aligned to student learning needs.	Provides some teacher learning outcomes but may be stated as activities. There is some evidence of alignment to needs.	Anticipated teacher learning outcomes are not defined or are stated as activities. There is no evidence of alignment to needs.
Alignment to the "ABC's" of JPS Professional Development Plan <small>**See Google Form Application</small>	The proposal demonstrates a direct connection to previous professional development opportunities as outlined in the PD Plan.	The proposal demonstrates a strong connection to previous professional development opportunities as outlined in the PD Plan.	The proposal demonstrates some connection to previous professional development opportunities as outlined in the PD Plan.	The proposal demonstrates minimal/no connection to previous professional development opportunities as outlined in the PD Plan.
Action Steps/Activities	Extensively describes program activities; shows collaboration and professional growth development; activities meet the identified needs.	Clearly describes program activities; shows collaboration and professional growth development; most activities meet the identified needs.	Describes program professional development activities; shows some indication of how needs will be met.	Descriptions of professional development activities are vague or not aligned to identified needs or learning targets.
Peer Sharing	Proposal explicitly explains with detail how other teachers will benefit from and/or participate in this project and outlines how collaboration will occur.	Proposal clearly explains how other teachers will benefit from or participate in this project.	Proposal minimally describes the impact of this project on others. The means for peer sharing is vague.	Proposal does not describe the impact of this project on others. No peer sharing is built into the proposal.
Evidence of Professional Learning	Proposal indicates a product will be developed. Assessment methods are clearly described and relevant to the intended learning targets. Assessment tools are included.	Assessment methods are defined and well aligned to the learning targets.	The assessment methods are vaguely described and/or misaligned to the learning targets.	Methods or tools of assessment are not defined.

*Minimum score for consideration of approval is 18 points

Appendix F: CTLE Certificate of Completion

 <p>JAMESTOWN PUBLIC SCHOOLS <small>TRADITION OF EXCELLENCE SINCE 1867</small></p>	
CERTIFICATE OF PROFESSIONAL DEVELOPMENT	
(First Name, Last Name)	
has successfully completed	
(CTLE Activity Title)	
in the area of (Pedagogy/Content/English Language Learning)	
CTLE Dates	
(Date From/To)	
credits received	
(Credits)	
<p>I certify that the individual listed above has completed the CTLE professional development cited pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.</p>	<p>Participant Last 4 of Soc. Sec.: _____ Participant Birthdate: _____</p>
<p>Endorsed by: Michelle McDowell, Chief Academic Officer</p>	<p>JAMESTOWN PUBLIC SCHOOLS 197 Martin Road Jamestown, NY 14701 CTLE Identification Number: 276</p>
<p>Signature and Date: <u>Michelle McDowell</u> michelle.l.mcdowell@jpsny.org, (716)483-4379</p>	