North Rose-Wolcott Central School District

Professional Development Plan

2014-15

COUGARS

School District Professional Development Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team (Curriculum and Staff Development Council) that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 175 hours of professional development every five years.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Henry Hann

Superintendent of Schools

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NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT

COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

2014-2015

Professional Development: Beliefs

- Teachers matter. Quality instruction has the largest influence on student achievement.
- It is the obligation of the school community to create safe and caring learning environments and engage students in relevant, reachable, quality work experiences that challenge them to learn more, at higher levels with a deeper understanding (rigor).
- The work of educators is demanding and complex. Educators must have an adaptive style in order to meet the variety of challenges and needs of NRW students.
- Teachers and administrators are not expected to do this work in isolation. Both need the support of collegial learning teams that problem solve and learn together.
- *Leaders matter:*
    - Their clarity, their intentionality, what they believe, think, and communicate make a significant difference in increasing student achievement.
    - They are primary architects of embedded professional development through the development of the School Improvement Plan (SIP).
- The most powerful professional development is teacher-to-teacher learning that happens as close to the work with students in classrooms as possible.
- Coaching and well-functioning collaborative teams are powerful tools to accomplish ongoing, meaningful professional learning.
- Workshops, courses, conferences, and other outside resources are additional supports to ongoing professional learning.
- Measuring and assessing professional learning is essential to its design, delivery, and ongoing adjustment, in order to be most responsive to staff and student learning.
- Budgeting at both the District and building level is required to create and sustain ongoing, powerful professional development.

Professional Development: Definition

- High levels of student achievement require well-trained staff with high expectations for students and a passion for providing every student with a caring and supportive learning environment. High standards of professional conduct are also required. Professional development is a critical component of the overall strategy to encourage and reinforce these professional expectations.
- The Office of Curriculum and Instruction provides leadership, assistance, and support for the ongoing professional growth required to impact student learning by:
    - Surrounding teachers and administrators with structures of support that encourage ongoing professional learning, innovation, action research, and the collegial sharing of new ideas and best practices.
    - Engaging teachers and administrators in professional learning that is standards-focused, intellectually rigorous, part of their daily work, and continuous.
    - Supporting principals and teachers to use a variety of data to determine the focus of their professional learning.
    - Deepening teachers' repertoire of research-based instructional skills and strategies, content knowledge, knowledge of CCLS, and knowledge of resources.
    - Supporting the work of small teams of teachers using a data dialogue process, who meet regularly to look at student data including student work, plan lessons, and assist in progress monitoring and problem-solving.
    - Providing teachers with the classroom assessment skills that allow them to regularly monitor gains in student learning resulting from improved classroom practices.
    - Connecting teachers to teachers within and beyond their schools and to outside sources of knowledge and skill.

Professional Development: Critical Attributes

- Designed to positively impact student learning
- Job-embedded
- Job-specific
- High-quality
- Stimulus for continuous improvement for all professionals, fostering support for APPR
- Research-based
- Evaluated for impact on student achievement

Professional Development Foundational Structures

Student Learning

- Student learning informs all the work of school learning teams, school leadership teams, and District leadership teams. The District Mission, Vision, and Priorities are based on meeting the learning needs of our students. The ongoing development of our teachers and leaders is critical to ensure that these learning needs are met.

School Learning Teams

- Regular meeting times for self-managing, leader-supported teams to prepare and improve instruction are a primary vehicle for ongoing professional development. Everyone involved learns by doing work that is critical to student success.
- School learning teams could be comprised of colleagues who teach the same course, grade level, subject area, or are co-teaching partners, etc. It is suggested they meet regularly to create instructional plans and identify strategies on the basis of results – from their observations and formative assessments. These learning teams set measurable, time-bound improvement goals and target areas of greatest need. Their goals are directly linked to the School Improvement Plan (SIP).
- Leaders equip and support teams at every level to solve problems and generate the "small wins" that mark and promote continuous improvement. This level of teamwork is a core value as stated in the NRW Mission.

The competencies/skills required:

- Knowledge of effective team structures and protocols
- Collaboration skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps
- Ability to develop common formative assessments
- Use of ongoing, formative assessment to inform instruction
- Looking at Student Work (LASW) structures and protocols
- Data Analysis process for progress monitoring
- Thorough knowledge of the Danielson Rubrics

School Leadership Team

(Principal, APs, Instructional Coaches, Lead Teachers)

- The primary work of school leadership is to move from being "instructional leaders" to "learning leaders." This requires leaders to increase time spent with teams of teachers as they focus on student success as measured by ongoing, formative assessments and using these assessments to inform their instruction.
- School Leadership Team member(s) meet with school learning teams on a regular basis to ask the questions:
    - To what extent are students learning the intended outcomes of each course?
    - What steps can I, as the leader, take to give both students and teachers the time and support they need to improve learning?
    - Leaders equip and support teams at every level to solve problems and generate the "small wins" that mark and promote continuous improvement. This level of teamwork is a core value as stated in the NRW Mission.

Leadership competencies/skills required:

- Understanding that effective teamwork is essential to success
- Knowledge of effective team structures and protocols
- Collaboration leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

District Leadership Teams

(Superintendent, Cabinet)

District leadership provides:

- Direction, guidance, and support in partnership with school leaders and school learning teams
- Program articulation and monitoring of programs and processes
- Curriculum map development
- Professional development programs and support

Leadership competencies/skills include:

- Knowledge of effective team structures and protocols
- Collaborative leadership skills (clarity, committed listening, dialogue, making requests,

securing promises, etc.)
- Full knowledge of curriculum maps, district policies and procedures
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

In order to sustain and support team-based, assessment-driven instructional improvement, Leadership Development sessions will focus on:

- Using the same skills and strategies we are asking instructionally focused teams of teachers to use
- Exploring specific behaviors and strategies that are being used to "lead the learning" and obtaining feedback from colleagues
- Solving problems (avoiding dependency, acting as thinking partners to one another, using collaborative leadership skills)
- Clarifying concepts essential to team-based, continuous improvement
- Sharing short-term results, celebrating successes
- Focusing and shaping teams so that high levels of student learning results

Professional Development: Meeting NYS Requirements

Teachers holding a professional certificate are required to complete 175 hours of professional development over 5 years to maintain their certification. Hours are submitted to the State for the following items and are included in annual APPR submissions:

- One-hour college credit = 15 clock hours (3 credit course = 45 clock hours)
- Superintendent Conference Day or out-of-district conference = 6.5 clock hours (for full day)
- Mentor = 20 hours yearly
- Internship = 150 clock hours
- Curriculum and Staff Development Council Membership (20 hours yearly)
- Other acceptable clock hour activities –
  - Curriculum writing
  - Scoring state assessments
  - Workshops
  - Faculty/Department/grade level meetings (1 hour per month)
  - Prep-time for teacher-led presentation at a Superintendent's Conference Day

Needs Analysis

Data	Conclusions	Implications for Professional Development
Multiple measures of student achievement data (NYS assessment data, District benchmark assessments, graduation rates)	At each grade level and content area, we have NRW students who do not meet the NYS standards or the exit outcomes for each grade level and/or course.	-continued work with CCLS and the modules; delivering quality first instruction -continued work with data-driven school improvement and instruction -continued work with ensuring curriculum maps are aligned with CCLS
Student conduct data (PBIS data and behavioral referrals)	At the secondary level, students exhibit difficulties with exhibiting PBIS character traits, and complying with the district code of conduct.	-continued staff training with Therapeutic Crisis Intervention -continued PBIS training
BEDS data	Approximately 18% of teachers have probationary status	-strong mentoring program for non-tenured teachers that focuses on supporting and retaining quality staff members
Disaggregated data: by ethnicity, gender, students with disabilities, low SES, LEP and ESL	Achievement gaps exist among ethnic, gender, and special education groups. The MS has been identified to develop a Local Assistance Plan to target students with disabilities this year.	-continued work with differentiated instruction for students with disabilities -continued work with co-teaching model -continued work with provision of culturally responsive education

Objectives and Strategies

A. Objective: **Provide professional development opportunities at all stages of the profession.**

Strategies:
1. Provide a year-long induction program for new teachers (Mentoring Program)
2. Provide orientation and training in required district instructional programs.
3. Support the ongoing work of small teams of teachers who meet regularly to analyze their students' data, determine instructional strategies, plan lessons, look at student work, and assist in ongoing problem solving.
4. Provide embedded, "just in time" professional development for teachers and paraprofessionals.
5. Offer leadership opportunities for teachers through Teacher Leader Training, study group leaders, and instructional coaching.

B. Objective: **Provide professional development programs based on professional development research, theory, and best educational practices. (Appendix A, NYS PD Standards)**

Strategies:
1. Use the NYS Standards for Professional Development to develop a common knowledge base throughout the district.
2. Disseminate current research and professional information on best practices.
3. Provide embedded, "just in time" professional development for teachers and paraprofessionals.
4. Provide professional development to teachers on the Common Core Learning Standards, Data Driven Instruction and the New Teacher Evaluation System (APPR)
3. Maintain professional libraries, including professional articles, webinars and videos.

C. Objective: **Provide opportunities that promote best teaching practices and improve student learning.**

Strategies:
1. Provide support from instructional coaches.
2. Provide opportunities to meet and learn in collaborative groups (ex. department or grade level meetings, faculty meetings, collaborative group time, early release days)
3. Provide learning opportunities aligned with and implied by School Improvement Plans, and including Danielson's Teaching Frameworks, and Common Core Learning Standards.
4. Provide teachers with the opportunity to participate in professional development as part of their daily work. Teachers work with building level instructional coaches, peer coaches, and colleagues. Professional development is at the core of faculty meetings and department/grade level meetings.

D. Objective: **Establish professional development that supports leadership development for administrators and teacher leaders.**

Strategies:
1. Provide ongoing support for principals, instructional coaches, and teacher leaders.
2. Develop understanding of effective team structures and protocols
3. Develop leaders' skills around collaboration, evidence-based observations, differentiated instruction, common formative assessment process, data analysis, Looking at Student Work structures and protocols.
4. Provide administrators with coaching support from the University of Rochester.

E. Objective: **Provide instructional and collegial support to new teachers through the NRW Mentoring Program**

Strategies:
1. Tenured, permanently certified teachers who wish to be a mentor may apply to the Office of Curriculum and Instruction. Qualities of a mentor will include: ability to articulate and model good teaching practices; ability to demonstrate strong content knowledge; outstanding interpersonal skills; ability to make a time commitment to meet the needs of the new teacher(s); willingness to keep confidences; and a positive attitude toward the district, school, colleagues, and students.
2. The role of the mentor is: to provide instructional and personal support for the new teacher; facilitate the growth and development of the new teacher; and share ideas, problem-solve, promote reflective practice, and model collegiality.
3. Mentoring activities include, but will not be limited to: developing instructional plans; peer observations; role-playing of parent conferences; peer coaching; assisting with administrative requirements; examining student work together; and engaging the new teacher in reflective conversations.
4. Mentors meet with their new teacher(s) a minimum of one time per week on a scheduled basis. Mentors submit a log to the Office of Curriculum and Instruction that will be a record of meetings and the topics, concerns, questions, and goals that have been the focus of their meetings.

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

Strategies:
1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plans.
2. At least annually the School District Resource Official meets with each school's Building

Emergency Response Team to review a menu of crisis situations, “drill each scenario,” and update and revise the Emergency Plans as needed. The school’s team and administration will train the school’s staff on each of the various situations and scenarios.

3. Each building principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations.

Professional Development Focus for 2014-15

Initiatives:

- Common Core Learning Standards (Student Achievement)
    - Implementation of CCLS modules: UPK ELA & Math, K-2 ELA, 3-8 ELA, 9-11 ELA, 5-8 Math, Algebra & Geometry
    - Integration of Science and Social Studies with CCLS modules (NGSS & Social Studies Framework)
    - Content Area Literacy: Use of complex text & writing from sources at secondary level
    - Math Grant at MS level and Science Grant at HS level
    - Use of technology as a teaching and learning tool

- Assessment of Learning & For Learning (Student Achievement)
    - Adoption and adaptation of CCLS module assessments
    - Use of common assessments at secondary level (STAR reading & Math)
    - Data dialogue protocol and learning walks

- Explicit, Direct Instruction (Student Achievement)
    - Implementation of strategies for effective tier 1 core instruction (learning targets, check for understanding, non-volunteers)

Continuing/Deepening:

- Common Core Learning Standards (Student Achievement)
    - K-5 Math modules
    - Standards-based report card at elementary level
    - Increased parent communication around learning standards and how to support students at home

- PBIS (Student Management)
    - Continued training for staff around explicit instruction for students about district-initiated positive character traits (e.g. bus driver training)
    - Bucket Filler program at elementary level, Cougar Pride at MS level, Speak Out at HS level (peer recognition)

- Special Education (Student Achievement)
    - Continued training around co-teaching models and commitment to providing common planning time for co-teaching pairs
    - Differentiation strategies for struggling learners

    - Related service providers will continue content specific development required for licensure & effective service provision

- Common Benchmark Assessments & Interventions (Student Achievement)
    - Fountas & Pinnell
    - STAR Reading and Math
    - Leveled Literacy Intervention (LLI)

- TCIS training for Crisis Intervention (Student Management)

NYS STANDARDS FOR PROFESSIONAL DEVELOPMENT
New York State
Professional Development Standards

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**

- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**

- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

Five Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	▪ Was the facilitator knowledgeable and helpful? ▪ Did you have the opportunity during the session to effectively practice or apply the concepts provided? ▪ Did the session activities facilitate the sharing of work experiences among participants? ▪ Did the session materials contribute to your learning during the session? ▪ Were the facilities and equipment conducive to learning? ▪ Were the stated session objectives met? ▪ In terms of preparing you to do your job better, how would you rate the overall quality of the session?	▪ Questionnaires administered at end of a session ▪ Focus groups ▪ Interviews ▪ Personal learning logs	▪ Initial satisfaction with the experience	▪ To improve program design and delivery
2. Participants' learning	▪ Did the participants acquire the intended knowledge & skills? ▪ Did participants' attitudes, beliefs or dispositions change?	▪ Paper-and-pencil instruments, including self assessments and tests ▪ Simulations & demonstrations ▪ Participant reflections ▪ Participant portfolios ▪ Case study analyses	▪ New knowledge and skills of participants	▪ To improve program content, format and organization
3. Organization support & change	▪ Was implementation advocated, facilitated, and supported? ▪ Was the support public and overt? ▪ Were problems addressed quickly & efficiently? ▪ Were sufficient resources allocated? ▪ Were successes recognized and shared? ▪ What was the impact on the organization? ▪ Did it affect the organization's climate and procedures?	▪ District and school records ▪ Minutes from follow-up meetings ▪ Questionnaires ▪ Structured interviews with participants and district/ school administrators ▪ Participant portfolios	▪ The organization's advocacy, support, accommodation, facilitation, and recognition	▪ To document and improve organizational support ▪ To inform future change efforts
4. Participants' use of new knowledge & skills	▪ Did participants effectively apply the new knowledge and skills? ▪ Did teachers' instructional practice change? ▪ Are the teachers consistently applying the knowledge & skills?	▪ Questionnaires ▪ Structured interviews with participants and their supervisors ▪ Participant portfolios ▪ Participant reflections ▪ Direct observations ▪ Video or audio tapes	▪ Degree and quality of implementation	▪ To document & improve the implementation of program content
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: o Cognitive (performance & achievement) o Affective (attitudes & dispositions) o Psychomotor (skills & behaviors) ▪ Student participation & attendance	▪ To focus & improve all aspects of program design, implementation, and follow-up ▪ To demonstrate the overall impact of professional development

Adapted from a handout by Thomas R. Guskey shared at NCREL's Annual Meeting, 2002

Porter Center @ NCREL with ASCD

ND Title 1 Program Improvement Workshop - 2007