



SCHENECTADY CITY SCHOOLS

Over 150 Years of Excellence in Education

Professional Development Plan

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Needs Analysis

Schenectady City School District's Professional Development Plan is developed through a comprehensive needs assessment by way of multiple venues. These include, but are not limited to:

- 1. an Educational Systems Review process at each building;**
- 2. a Joint Intervention Team process;**
- 3. a School Quality Review for identified schools;**
- 4. an analysis of district wide data for New York State English Language Arts, Math, Social Studies and Science assessments;**
- 5. an analysis of building level data for New York State English Language Arts, Math, Social Studies and Science assessments; and**
- 6. an analysis of Positive Behavior Intervention Services data.**

**Goals of the Schenectady City School District's
Professional Development**

- 1. To increase active participation in ongoing, literacy-focused professional development.**
- 2. To analyze student data on a continual basis to inform instruction and student learning.**
- 3. To put into practice research-based instructional strategies that are monitored and evaluated for effectiveness.**
- 4. To increase and strengthen teacher knowledge, subject/content matter and classroom management skills in order to ensure all students in reaching high academic achievement.**
- 5. To address goals for school wide and district wide improvement based upon data and findings from Educational Systems Review, School Quality Review, and Quality Improvement Plan.**
- 6. To provide ongoing and sustained professional development for teachers and administrators to meet New York State Standards and raise student achievement.**
- 7. To provide a mentoring program that will improve new teachers' abilities to assist students in meeting New York State Standards, increase retention of new teachers, and provide guidance and support.**
- 8. To implement Professional Learning Communities in all buildings.**

Professional Development Objectives

- 1. Teachers will participate in professional development that increases their content knowledge and skills based upon Common Core Learning Standards.**
- 2. Teachers will participate in professional development that is supported by data and is research based.**
- 3. Teachers will participate in professional development that addresses the needs of diverse learners.**
- 4. Teachers will participate in professional development that improves the learning of all students by collaborating with others to improve instruction and raise student achievement.**
- 5. Teachers will participate in professional development to learn how to use data to inform their teaching and instruction, and monitor student progress.**
- 6. Teachers and administrators will participate in Professional Learning Communities in all buildings.**

Professional Development Strategies

1. **Job Embedded-** providing professional development for teachers during the regular school day in order to support instructional programs and teaching
2. **Coaching-** providing professional development for teachers through additional support when needed to implement instructional programs and practices
3. **Collaboration-** providing professional development where two or more teachers work collaboratively on research based practices and instructional procedures
4. **Study Groups-** providing professional development where groups of teachers met regularly to study a topic(s) relevant to their teaching to gain a deeper understanding
5. **Modeling-** providing professional development where an experienced teacher or expert observes in a classroom and then provides an opportunity for teachers to see the expert or experienced teacher model a lesson or best practice
6. **Lesson Study-** providing professional development for teachers by studying student focused lessons and conducting the lesson while other teachers observe; having reflective discussion of the lesson; evidence gathered after it is presented are used to improve the lesson and instruction; and finally to revise the lesson and teach it in another setting
7. **Differentiated Instruction-** providing professional development for teachers to employ research based best practices in adapting instruction to maximize student learning
8. **Conferences/Workshops-** providing professional development opportunities for teachers with select topics in local, state or national conferences or workshops
9. **Mentoring-** providing professional development to support teachers and to increase their skills to better prepare them for the transition from preparation to practice to improve student achievement
10. **Curriculum Development-** providing professional development which supports curriculum development in all content areas
11. **Grade Level Meetings-** providing professional development through grade level meetings
12. **Horizontal Team Meetings-** providing professional development through focused meetings of all content areas in one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers)
13. **Vertical Team Meetings-** providing professional development through focused meetings with all grade levels in the same content areas (i.e. 7th and 8th grade teachers of Science)

Professional Development Activities

- 1. Participation in the Mentoring Program**
 - **The mentoring program provides support for new teachers**
 - **Mentors are selected and matched with new teachers**
 - **Seminars are conducted**

- 2. Participation in National Board Certification process**

- 3. Participation in the development of new programs and instructional methods**

- 4. Participation in Building Leadership Teams, School Improvement Teams, and Professional Learning Communities to use student achievement data to determine and plan for staff professional development activities at each building**

- 5. Participation in *out of district* as well as *in district* Professional Development opportunities**

Evaluation Standards

- 1. Teacher portfolios will be reviewed annually for teachers with transitional or initial certificates.**
- 2. Student data will be reviewed and progress monitoring will occur.**
- 3. Teacher observations will document changes in teacher practices.**
- 4. School improvement efforts will be supported with modifications of school policies and practices.**

Mentoring Program

According to the New York State Education Department, the purpose of a mentoring program is to provide support to new teachers, to increase the skills of new teachers, and to better prepare them for the transition from preparation to practice in order to improve student achievement.

Procedure for Selecting Mentors:

In order to make this experience beneficial for both the mentor and new teacher, Schenectady City School District mentors should have the following qualities:

- In depth knowledge of the Schenectady City School District and all of its resources;
- A minimum of 5 years teaching experience and tenure in assigned area;
- An awareness of different teaching methods and styles, classroom management techniques, and curricula;
- An ability for maintaining confidentiality;
- Knowledge and skill in applying the New York State Standards in lessons;
- Able to be an effective communicator; and
- Able to be a role model.

Preparation of Mentors:

- Mentors will attend training which may include but not be limited to modeling instruction, instructional planning with the new teacher, peer coaching, and how to orient the new teacher to the school and district culture
- Mentors will attend an introductory meeting at the beginning of the school year to review requirements and expectations

In order to become a mentor, an application is completed for review by a committee. The building principal and coordinators may also be consulted to match mentors and new teachers. Ideally, a mentor and new teacher should teach approximately the same grade level and/or certification area, work in the same building, and have compatible schedules. Every effort will be made to make the matches with this in mind. Once applications are reviewed and new teachers hired, matches will be made and the mentor will be contacted by the Professional Development Office.

Mentoring Activities

Mentors will be expected to:

1. Maintain a monthly log of meetings with the new teacher, including but not limited to, date, focus of meeting and duration of meeting
2. Submit ONE JOINT COPY of the monthly log to the Professional Development Office at the end of each month to ensure that the new teacher is on track to complete the NYSED Mentor Program requirement.

Additionally, mentoring may include one or more of the following:

- **Modeling**
- **Coaching**
- **Observing**
- **Collaborating**
- **Curriculum Analysis**
- **Data Review**
- **Instructional Planning**
- **Classroom Management Suggestions**
- **Acclimating to the School and District Culture (including but not limited to Report Cards and Conferences)**

A new teacher and mentor may meet inclusive of all, but not limited to these times:

- **Before or after school**
- **Planning times**
- **Horizontal and Vertical Team Meetings**
- **Grade Level Meetings**
- **Visitation Days**
- **Outside the school calendar**