

Professional Development Plan



2017-2018



Our work is to ensure that Race, Economics and Disability
are never predictors of student achievement.

SCHENECTADY CITY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2017-2018

Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Professional development 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 (New York State Professional Standards and Practices Board for Teaching 2009).

Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. 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.

New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2(dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Common Core Learning Standards. This plan also describes how the district will support its teachers and teaching assistants with substantial professional development opportunities so that its professional certificate holders can maintain such certificates in good standing based upon successfully completing the required number of hours.

Professional Certification Requirements

Holders of NYS professional certification in the classroom or educational leadership service and holders of a Teaching Assistant III certification must complete 100 hours of Continuing Teachers and Leader Education during each five year TEACH registration period.

Common Core Learning Standards

The Common Core Learning Standards for ELA and Mathematics grades PK-12 outline a rigorous bar for what our students need to know and be able to do in order to succeed in college and career. The district continues to implement these standards, fundamentally changing and improving instructional strategies that advance student learning. Particular attention is given to the Common Core Shifts and Practices along with content-specific topics identified as being areas in which teachers demonstrate need.

The Ten Standards for High Quality 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.

(New York State Professional Standards and Practices Board for Teaching 2009)

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Professional

Development in the Schenectady City School District

Professional development (PD) in the district is based on data from staff surveys, student achievement data, recommendations from the New York University Steinhardt School of Culture, Education and Human Development, APPR data review, and data from the Behavior Worksheets on Disproportionality submitted to the Office of Civil Rights. It has been designed to reflect best practices in sustained job-embedded learning. The PD provided is all based in the research surrounding the needs of students and the most effective teaching and leadership strategies. The goal of the PD provided to all staff, including administrators, is to secure supportive and equitable learning environments for all students.

For the 2017/2018 school year professional development will focus on the goals of the District Comprehensive Improvement Plan, the School Comprehensive Educational Plans, the School Improvement Plans, and District Initiatives established through the District Leadership Team.

As the vision of the district states, *“Race, Poverty or Disability should not be a predictor of achievement.”* The PD activities summarized in this document are aligned with this vision and information provided in these offerings includes the strands of race, poverty and disability as they focus on student achievement. In addition the focus of the PD is on the Common Core Shifts and the relationship of these shifts to student achievement. During the 2017-2018 school year building and central office administrators will focus on developing a district culture in which race, poverty and disability are NOT predictors of achievement.

If teachers are to successfully teach all students to high standards, virtually everyone who affects student learning must be learning virtually all the time.

Tom Guskey, 1999

The professional development activities that will take place during the 2017-18 school year are consistent with the research on the impact of professional learning communities (PLC) on student achievement. The PD on literacy and curriculum extends far beyond the number of days of training in this plan. Follow-up with job-embedded mentoring, coaching, study groups, modeling and feedback has been built into each of the initiatives. Effective professional development is job-embedded which makes it both relevant and authentic (Guskey, 1995). “In other words, job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires that they take time to consider possibilities, try out new ideas, and analyze the effectiveness of their actions” (Hunzicker, 2010).

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Additionally, the professional development offered during the 2017-2018 school year is aligned with a data analysis conducted by the Professional Development Plan Steering Committee in April 2017. The data examined included:

Quarterly Academic Report 3	2016/2017 APPR Ratings	2016/2017 Interim Data
2016/2017 AIMSweb Data (elementary)	2016/2017 STAR Data (secondary)	DCIP/SCEP Leading Indicators
DTSDE Reviews	Attendance	Student Discipline
SBST Data	CSE Data	Staff Surveys
Disproportionality Data	Tripod Survey	Intervention Teams Needs Assessment
Walk Through Data	Learning Walk Data from the IFL	Curriculum Unit Roll Out
Socio/Economic Status Data		

The Professional Development Plan Steering Committee found deficits or gaps in the following areas:

Math – conceptual development/ math fluency	Literacy – Writing/Discipline reading and writing
HLP’s – Questioning Scaffolding and APT	Social/Emotional Learning and Health
Classroom Management	Trauma Sensitive School
Cultural Responsiveness –TAC-D	Transitions
Building relationships with students	Family Engagement
APPR Indicators 3.2B, 3.6A, 5.3A	Lesson Planning
CCLS –ELA and Math	Subgroups- Access and meeting their needs
ENL	Instructional Leadership
Program Evaluation/Budget	Attendance Improvement
Diagnostic and Prescriptive Process	Content Knowledge

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Alignment to the District Comprehensive Improvement Plan

The creation and implementation of the 2016-2017 Professional Development Plan is aligned to the SCSD District Comprehensive Improvement Plan (DCIP) SMART goals and activities as well as the NYS Professional Development Standards.

2017/2018 DCIP SMART Goals

By June 2018 the district will increase the percentage of students reaching proficiency on the New York State ELA Assessments from 18% to 26% overall and from 12% to 21.2% for Black students and from 15% to 23.6% for Latino students.

By June 2018 the district will increase the percentage of students reaching proficiency on the New York State Math Assessments from 14% to 22% overall and from 8% to 17% for Black Students and from 9% to 18% for Latino students.

By June 2018 the district suspension rate for K-12 Black students will decrease by 20%.

By June 2018, the annual number of superintendent's hearings and student suspensions will be reduced by 10% overall and by 20% for Black and Latino students.

By June 2018, the number of Black and Latino students classified as Emotionally Disturbed or Other Health Impaired will be reduced by 10%.

By June 2018, parent involvement in the Tripod Survey will double in each building from the Fall 2016 administration to the Spring 2018 administration.

By June 2018, each school across the district will increase parent engagement by 10% for each subgroup: Black, Latino, and Students with Disabilities.

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Support for the School Comprehensive Education Plans

The creation and implementation of the 2016-2017 Professional Development Plan is designed to support the School Comprehensive Education Plan (SCEP) SMART goals and activities for each identified Focus and Priority School.

School Improvement Planning Broad Themes						
SCHOOL	TENET 1	TENET 2	TENET 3	TENET 4	TENET 5	TENET 6
	District	School Leadership	Curriculum	Instruction	Social/Emotional	Parent and Family
District	District Support Teams and District Intervention Teams	District and Building level Guardians of Equity teams	CRE Curriculum development/audit tools	CRE bank of sample lesson plans and Equity Audits	Trauma Sensitive Schools Model	District Protocol for Family Engagement
Howe		Stakeholder voice in mission and vision design	PLC focus on CCLS	HLPs	School-wide behavior system	Family Outreach Committee
Keane		Progress monitor impact of PD	Lesson Planning for HOTS and student engagement, using data	Using data in PLC	Trauma Sensitive Schools Model	Parent Engagement Plan
Lincoln		Mission and Vision	Lesson planning for HLPs CCLS, and using data	HLPs	Responsive Classroom and PBIS	Increase family attendance at events and PTO, Homeroom Parents
MLK		System for tracking student attendance and behavior	Lesson Planning for higher order questioning	Increase rigor and higher order questions in lessons	Positive behavior system and Trauma Sensitive Schools model	Increase family attendance at events
Paige		Systems for daily operation of the school	Lesson plan review and feedback	Using data in planning for instruction	Trauma Sensitive School Model	PTO Event Calendar, Parent Focus Group
PV		System for monitoring academic and social-emotional programs' impact	Lesson plan review and feedback	Academically Productive Talk	Turnaround Room and Trauma Sensitive Schools model	Family Engagement Committee, Monthly Coffee Talks

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SCHOOL		TENET 2 School Leadership	TENET 3 Curriculum	TENET 4 Instruction	TENET 5 Social/ Emotional	TENET 6 Parent and Family
Van Corlaer		Mission and Vision statement	Lesson Planning for Higher order questioning	Academically Productive Talk	Trauma Sensitive Schools Model	Parent Partnership Team and PTO Roles and responsibilities
Woodlawn		Data Analysis – student engagement, APT, truancy	Planning for incorporating writing	Academically Productive Talk	PAWS (PBIS) Peer Mediation	Community partnerships
Yates		Interim Progress reports on student academics	Lesson plan review and feedback re: higher order questions	Academically Productive Talk	Mindfulness and Trauma Sensitive Schools	Progress Reports
Zoller		Walk Throughs and feedback on HLPs	Lesson Planning for higher order questions	HLPs	Trauma Sensitive Schools	Resources and training for parents
CPMS		Culture and Climate	Improve use of PLC to focus on HLPs	Lesson Planning and posting Objectives	PBIS	Parent Focus Group
Oneida		Vision and Mission	Lesson Planning for higher order thinking skills and use data to plan	HLPs	PBIS-CRE	Establish and utilize PTSO and PPT
MPMS		SCEP Progress Monitoring	Lesson Plan review with feedback	HLPs	PBIS	Increase family attendance at events
SHS		Communication around school improvement initiatives	Partner with OCI for Curriculum Processes and Development	HLPs	Restorative Practices Operation Graduation Engagement Team	Community that Cares Committee

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Professional Development Requests

We recognize that throughout the school year, there may emerge previously unidentified needs for professional growth and learning in topics not planned for. In order to assure professional development offered in Schenectady City School District aligns with our goals and vision, we have developed a process for proposing new professional learning opportunities. Professional development approved through this process will be considered part of this plan for the 2017-2018 school year.

For CTLE credit for internal professional development, proposed outside of this PD Plan the professional development offering must be approved through the Office of Curriculum and Instruction as follows:

1. The provider of the professional development must complete a SCSD Professional Development Proposal form. (Appendix A)
2. The SCSD Professional Development Proposal form will then be submitted to the appropriate content area Coordinator, Assistant Director, Principal or Supervisor who will also sign off approval. This approval signifies that the Professional Development being offered is aligned with the PD Plan for the 2017/2018 school year.
3. The appropriate Coordinator, Assistant Director, Principal or Supervisor will then submit the SCSD Professional Development Proposal form to the District Director of Curriculum and Instruction, who will review that all appropriate approvals have been reviewed.
4. After the District Director of Curriculum and Instruction has signed off on the proposal, the Professional Growth and Practice (PGAP) committee will review and a PGAP representative will sign off that the process has been followed with fidelity.
5. After the process has been reviewed by PGAP, the approved PD will be sent to the District Director of Planning and Accountability for entrance of the PD and acquired PD or CTLE Hours into Staff Trac.

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- Teacher wants to offer PD on a topic.
- Is it in the PD Plan? If yes, teacher offers the PD through the usual building process.

If the PD is not in the PD Plan

- Teacher completes SCSD PD Proposal form and turns it in to her administrator.
- Administrator verifies that the PD aligns with the PD Plan, if yes, Principal signs the form.
- If it doesn't align, the PD is not approved and cannot count toward PD hours or CTLE Hours.

Approved Forms go to OCI

- District Director of OCI will review that the appropriate signatures were received and place on the next PGAP agenda.
- PGAP reviews that the process was followed.
- District Director of OCI sends the form to District Director of Planning and Accountability

PD can then be entered into Staff Trac

Evaluation of Professional Development

Evaluating professional development requires that the assessment includes an analysis of five critical levels, including the participants' reactions, their learning, the organization's support of the learning; participants' use of knowledge and skills and student learning outcomes (Guskey, 2000). The District will be using the rubric of five critical levels developed by Tom Guskey, a nationally recognized professional development researcher. A copy of the *Five Critical Levels of Professional Development Evaluation* rubric is available in Appendix B. The assessment of the professional development will include the following:

- Evidence of the knowledge and skills in classroom walk-throughs by administrators;
- Data on student achievement, attendance drop-outs and behavior; and
- Surveys conducted post-professional development sessions regarding the value of the PD.

A report on the results of the professional development for the 2017-2018 school year will be provided to the Board of Education in the summer of 2018.

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TOPIC: Leadership	Dates of Training	Audience	Trainers
Leadership Development	2 days	Administrative Council	District staff, IFL Trainers
Leadership in Mathematics	2 Days	K-12 Administrators	District staff, IFL Trainers
Science Standards for Administrators	1 Day	K-12 Administrators	District staff, IFL Trainers
Leading for English Language Learners in your Building	1 Day	K-12 Administrators	District staff, IFL Trainers
Literacy Leadership Institute	August 8-10, 2017	K-12 Administrators	Teachers College Consultants
Intensive Instructional Coaching	6 week cycle	K-12 Administrators	Instructional Coach Coordinator Center for Educational Leadership, University of Washington
TOPIC: Culturally Responsiveness	Dates of Training	Audience	Trainers
TAC-D Leadership Sessions		All SCSD Administrators	NYU TAC-D Staff and District Staff
TAC-D Leadership Teams		All SCSD Administrators, Teacher Leaders, and Community Leaders	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		Principals	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		PPS	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		OCI	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		HR	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		Business Office	NYU TAC-D Staff and District Staff
TAC-D Leadership Departments		OPA	NYU TAC-D Staff and District Staff
TAC-D Leadership Guardians of Equity		ALL Admins	NYU TAC-D Staff and District Staff
TAC-D CRE Offerings		All SCSD Admins	NYU TAC-D Staff and District Staff

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TOPIC: Classroom/Student Behavior Management	Dates of Training	Audience	Trainers
Classroom Management Playbook	1 Day	All staff; new teachers	District staff
The First 20 Days: Establishing structures, routines and procedures for effective classroom instruction	5 Days	All teachers; new teachers at all levels K-2; 3-5; 6; 7-8; HS	District Behavior Specialists / Instructional Coaches /Teacher Leaders
Therapeutic Crisis Intervention for Schools (TCIS) <ul style="list-style-type: none"> • De-escalation Strategies and Physical Restraint training • De-escalation Strategies Only 	5 Days	All teachers; new teachers at all levels K-2; 3-5; 6; 7-8; HS All Staff	TCIS Trainers
Therapeutic Crisis Intervention for Schools (TCIS) Recertification	1 Days	Teachers and Staff	TCIS Trainers
Working with Challenging Student Behavior	5 Days	All teachers; new teachers at all levels K-2; 3-5; 6; 7-8; HS	District Behavior Specialists / Instructional Coaches /Teacher Leaders
Collaborative Problem Solving (Ross Greene model)	1 Days	Teachers and Staff	District Behavior Specialists / Instructional Coaches /Teacher Leaders
Job-Embedded PD on Intervention Support Plans for Behavior (ISP-B)	1 Days	Teachers and Staff	District Behavior Specialists / Instructional Coaches /Teacher Leaders
Job-Embedded PD on Intervention Support Plans for Behavior (ISP-B), Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and Progress Monitoring	1 Days	Teachers and Staff	District Behavior Specialists / Instructional Coaches /Teacher Leaders

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TOPIC: Trauma Sensitive Schools	Dates of Training	Audience	Trainers
"Beyond Consequences" Conference	June 11-13	Core Team- 15 people who will turn key @ Summer Trauma Institute	Beyond the Consequences Institute Heather Forbes & Jim Sporfeder
Summer Trauma Institute	July 18-20	50 team leaders (3 per building) attend training to then bring back to buildings	Core District Team- 15 people who will turn key & Allison Sampson-Jackson
Trauma Sensitive Schools	Nov. 7 2017	All District Staff	Allison Sampson-Jackson Steve Birchak Nathan Mandsager
Trauma Sensitive Schools	Jan. 29, 2018	All District Staff	Allison Sampson-Jackson Steve Birchak Nathan Mandsager
Building Level Trauma Sensitive School Staff Development	1 Day	Building Staff	3 person team trained during Summer Trauma Institute
Compassionate Classrooms	1 Day	By building/team as requested	District Behavior Specialists
TOPIC: Social-Emotional Learning	Dates of Training	Audience	Trainers
Understanding SEL, the SEL Standards for learning; and how to meet the SEL needs of learners	3 hours	Any staff	District Behavior Specialists
SEL Curriculum Pilot Program PLC	1.5 hours bi-monthly	Participating Schools & Teams	District Behavior Specialists / Instructional Coaches
TOPIC: General Education Continuum	Dates of Training	Audience	Trainers
Developing, supporting and implementing effective academic interventions at Tier 1, 2 and 3		Co-Teach / Tiered Instructional Specialist / Reading Specialists, Intervention Specialists, Special Education Teachers	Director of Student Intervention Services / Coordinator / Early Literacy Coordinator/ Instructional Supervisors/ Instructional Coaches
Respite Program(s)- Addressing Social Emotional Learning; Character Education	6 hours	Respite Room Staff- General Education Teacher; SW; Principal(s)	District Behavior Specialists / PPS Staff

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TOPIC: Coaching for Instructional Improvement	Dates of Training	Audience	Trainers
Mentor Training	August 15, 2017	Mentors	Tina H. Boogren or NYSUT, District Staff
Coaching Academy	August 1, 2, 3, 2017	Instructional Coach Coordinator, 9 District-wide coaches, Instructional Supervisors, Building Coaches	Center for Educational Leadership, University of Washington
Coaching PLC Remote Support	10 hours	Instructional Coach Coordinator, 9 District-wide coaches, Instructional Supervisors, Building Coaches	Center for Educational Leadership, University of Washington
On site Coaching for the Coaches	6 days	Instructional Coach Coordinator, 9 District-wide coaches, Instructional Supervisors, Building Coaches	Center for Educational Leadership, University of Washington
Cognitive Coaching	4 days	Teacher Leaders, Department Chairs, Instructional Coaches, Instructional Supervisors	Thinking Collaborative
TOPIC: Instructional Technology	Dates of Training	Audience	Trainers
Internet of Things (IOT)	3 days	Teacher assistants, and paras involved in supervising students who are taking this self-guided course (6th graders)	Cisco Academy (available on-line at www.netacad.com)
Lego EV3 Classroom Sets	1 day	Technology Teachers at the 7th grade level	District Staff
Beginner Level Google Classroom Training	1 half day	All teachers	District Trainers
Google Sketch Up Training	1 half day	All Technology Teachers	District Staff/Model Schools
TOPIC: English as a New Language	Dates of Training	Audience	Trainers
Job Embedded Professional Learning for ENL Elementary PLC	2 Days	Specific Elementary ENL Teachers	Institute for Learning ENL Trainer
Job Embedded Professional Learning for ENL 6-8 PLC	2 Days	Middle School ENL Teachers	Institute for Learning ENL Trainer
Job Embedded Professional Learning for ENL High School PLC	2 Days	High School ENL Teachers	Institute for Learning ENL Trainer

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TOPIC: Literacy	Dates of Training	Audience	Trainers
K-3 Literacy Institute	August 7-11, 2017	K-3 general education, special education and ENL teachers	Teachers College Consultants
4-6 Literacy Institute	August 7-11, 2017	4-6 general education, special education and ENL teachers	Teachers College Consultants
Literacy across the content areas	1 day offered multiple times by content	General education teachers, special education teachers, secondary content area teachers	District staff
<u>Writing Pathways</u> (Calkins): Opinion/Argument Writing	1 – 1 hour session	K-8 Teachers, per building request	District Staff
<u>Writing Pathways</u> (Calkins): Information Writing	1 – 1 hour session	K-8 Teachers, per building request	District Staff
<u>Writing Pathways</u> (Calkins): Narrative Writing	1 – 1 hour session	K-8 Teachers, per building request	District Staff
Daily 5/ The Cafe- routines and procedures	½ day	K-5 teachers	Early Literacy Coordinator
Embedded Coaching: Through small group coaching, teachers will work with an expert in literacy instruction to plan, deliver, and gather feedback on components of the literacy plan.	17 days	K-6	Teachers College Consultants
Independent Reading: Setting clear goals for students' independent reading will ensure that teachers are utilizing the classroom libraries with their students.	1 day	K-12 Reading Teachers	Teacher's College Consultants

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TOPIC: Mathematics	Dates of Training	Audience	Trainers
IFL Math	½ day each	K-5 Classroom Teachers	Institute for Learning Trainers
IFL Math Intervention	2 days	Intervention Specialists Instructional coaches Curriculum/Instructional coaches	Institute for Learning Trainers
Next Generation NYS Math Standards	1 full day	K-5 teachers, 6-12 math teachers	Institute for Learning/ District Trainers
Math - Conceptual Development/Fluency	4 full days	PreK-5 Teachers	Institute for Learning/ District Trainers
Math - Middle Level Instruction	4 full days	6-8 math and special education teachers	Institute for Learning/ District Trainers
STAR Math Assessment PD	1 full day	7-12 math teachers	District Trainers/ BOCES
TOPIC: Science/STEM	Dates of Training	Audience	Trainers
New York State Science Learning Standards	2 full days	6-12 science teachers	Institute for Learning/ District Staff
STEM Lab Training	3 full days	Select 7-12 librarians, technology, social inquiry, and science teachers	Fab Lab Trainers, District Trainers
TOPIC: Social Studies	Dates of Training	Audience	Trainers
Reading and Writing Like a Historian -Helping teachers with the instructional shifts needed to help students gain the disciplinary skills	2 days	Social Studies, 5-12, Social Inquiry, ENL and Special Ed and some ELA by invite	Stanford History Education Group
Creating Authentic Assessment in your Inquiry Based Classroom	2 days	All Social Inquiry Teachers and Middle level librarians	District Staff
Argument Writing in the Social Studies Classroom	4 days	Social Studies Teachers	IFL and/or turnkey District trainers

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TOPIC: World Language	Dates of Training	Audience	Trainers
Models of Assessment & Grading .in your World Language Classroom	2 days	World Language Teachers	NYSUT / teacher center
Using Technology in your World Language Classroom	2 days	World Language Teachers	NYSUT/ teacher center
TOPIC: Fine Arts	Dates of Training	Audience	Trainers
NYS Fine Arts Standards	1 full day	Fine Arts staff	District trainers/BOCES
TOPIC: Data Driven Instruction	Dates of Training	Audience	Trainers
AIMSweb Plus	12 half days	K-6 teachers	Pearson Education, AIMSweb trainer
Data Cycles for PLC's	By request	Administrators, teachers, grade level leaders	District staff
Data for Coaches	1 day	Coaches, instructional supervisors, administrators	District staff
<u>Putting Faces on the Data: what great leaders do!</u> Book Study	10 – 1 Hour sessions	Coaches, teacher leaders, administrators	District Staff
Data-Driven Decision Making/Differentiated Instruction	30 min scheduled PLC weekly	K-12 Teachers	Building Administrator
TOPIC: SBST	Dates of Training	Audience	Trainers
Intensive Staff Development on New SBST Model (Turn-key)	September/ October 2017	Core SBST Building Teams (Instructional Leader, Psychologist, Reading Teacher, General Education Teacher, Special Education Teacher	District Staff
Building Level Staff Development for New SBST Redesign Model	1 Day	Building Staff	District Staff Turn-key Trainers
Coaching for SBST teams	As needed	SBST members at building level	PPS / OCI teams

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TOPIC: Curriculum	Dates of Training	Audience	Trainers
Curriculum Writing Week 2017	7/10/2017 – 7/14/2017	K-12 Teachers, K-12 Special Education Teachers, K-12 Instructional Coaches	Office of Curriculum and Instruction Coordinators
Curriculum Unit Development – Off Cycle	Documented Hours outside of Curriculum Writing Week	K-12 Teachers, K-12 Special Education Teachers, K-12 Instructional Coaches	Office of Curriculum and Instruction Coordinators
TOPIC: New Staff	Dates of Training	Audience	Trainers
New Professional Employee Orientation	August 26, 27, 28, 2017	New hires with professional certifications	District staff
Mentee Seminars	Quarterly 90 minute sessions – 6 hours total	Mentees and Mentors	Office of Curriculum and Instruction Coordinators & SCSD Teacher Center
Embedded Coaching	September 6-8, 2017	New teachers	Instructional Coaches
TOPIC: General Instruction	Dates of Training	Audience	Trainers
High Leverage Practices	Multiple offerings	K-12 teachers, special education teachers, administrators	Office of Curriculum and Instruction Coordinators
Embedded Coaching	6-week cycle per teacher per building	K-12 teachers	Instructional Coaches
Middle Level Teaming Teams will engage in principles for learning including talk, feedback, and argument diagramming.	10 days	6-8 teachers and administrators	Institute for Learning Trainers
Authentic Assessments- Implementing them in your classroom	2 summer days- 3 hours every month	Coaches, Administrators, K-12 teacher	District Staff
Formative Assessment & Feedback	1 day	K-12 teachers	District staff
Questioning	1 day	K-12 teachers	District staff
Standards Based Grading	Sessions throughout the year	K-12 teachers	Office of Curriculum and Instruction Coordinators
Assessment for Learning	30 min scheduled PLC weekly	K-12 Teachers	Building Administrator

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TOPIC: Attendance	Dates of Training	Audience	Trainers
Chronic Absenteeism Tiered Intervention Training	3 hours	Building Level Attendance Team	District Attendance Committee
TOPIC: Transition	Dates of Training	Audience	Trainers
Supporting Students transitioning from 5 th to 6 th grade	2 hours	5 th & 6 th grade teachers; SW; principals, guidance counselors	MS Guidance
Supporting Students transitioning from 8 th to 9 th grade	2 hours	8 th & 9 th grade teachers; SW; principals, guidance counselors	MS Guidance
TOPIC: Budget	Dates of Training	Audience	Trainers
Budget Workshops	several 2-3 hour workshops	All SCSD Employees	Superintendent and the District Leadership Team
TOPIC: Athletics	Dates of Training	Audience	Trainers
CPR		Any SCSD Employee	SCSD Trainers, Mohawk EMT's,
First Aid		Any SCSD Employee	SCSD Trainers, Mohawk EMT's,
Theories and Techniques (Coaching Course)		Any SCSD Employee	
Principles, Philosophies, and Organization of HS Athletics (Coaching Course)		Any SCSD Employee	
Sports Science (Need to find out the official name) (Coaching Course)		Any SCSD Employee	
TOPIC: Library Management	Dates of Training	Audience	Trainers
Library Management Software: Teachers will utilize the new library management software program to support all readers in their classrooms with resources provided by the district.	1 day with follow up support on an as needed basis	K-12 Teachers, Reading Teachers	Cap Region BOCES

Resources

- Darling-Hammond, L. (2017). *Empowered educators: how high-performing systems shape teaching quality around the world*. Jossey-Bass
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- Hunzicker, J. (2010). *Characteristics of Effective Professional Development: A Checklist*, Bradley University
- Leithwood, K., Harris, A., Strauss, T., (2010). *Leading school turnaround: how successful leaders transform low-performing schools*. Jossey-Bass.
- Sharratt, L. and Fullan, M. (2012). *Putting faces on the data: what great leaders do*. Corwin Press
- SCSD BLUEBOOK, 2015

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Appendix A: SCSD Professional Development Proposal form

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SCSD Professional Development Proposal 2017/2018

Title of proposed professional development (PD):

Target Audience:

Maximum Number: (if applicable):

Goals/Purpose:

Days, start and end times of professional development:

Purpose of the PD:

Aligned to:

<input type="checkbox"/> DCIP Tenet 1	<input type="checkbox"/> DCIP Tenet 2	<input type="checkbox"/> DCIP Tenet 3	<input type="checkbox"/> DCIP Tenet 4	<input type="checkbox"/> DCIP Tenet 5	<input type="checkbox"/> DCIP Tenet 6
<input type="checkbox"/> SCEP Tenet 1	<input type="checkbox"/> SCEP Tenet 2	<input type="checkbox"/> SCEP Tenet 3	<input type="checkbox"/> SCEP Tenet 4	<input type="checkbox"/> SCEP Tenet 5	<input type="checkbox"/> SCEP Tenet 6
<input type="checkbox"/> District Initiative: (explain)					

If the proposed PD does not align with one of the above, explain why it is needed; provide data:

Research base for the professional development: (attach research review if applicable)

Submitter: _____ Date: _____

Coordinator: _____ Director OCI: _____

PGAP representative: _____

Please date your signature

Appendix B: Five Critical Levels of Professional Development Evaluation

Five Critical 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?
Participants' reactions	<p>To what extent did they like it?</p> <p>To what extent was their time well spent?</p> <p>To what extent did the material make sense?</p> <p>To what extent was it useful?</p> <p>To what extent was the mentor knowledgeable and helpful?</p>	<p>Questionnaires administered at the end of the year</p> <p>Interviews</p> <p>Portfolios and Logs</p>	Initial satisfaction with the experience	To improve program delivery and design
Participants' learning	To what extent did participants acquire the intended knowledge and skills?	<p>Paper and pencil instruments</p> <p>Portfolio celebration</p> <p>Participant reflections (oral and/or written)</p> <p>Case study analysis</p> <p>Principal perception</p>	New knowledge and skills of participants	To improve program content, format, and organization

**SCHENECTADY CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN 2017-2018**

Evaluation Level	<i>What Questions are Addressed?</i>	<i>How will Information be Gathered?</i>	<i>What is Measured or Assessed?</i>	<i>How will Information be Used?</i>
<p>Organization support and challenge</p>	<p>What was the impact on the organization? To what extent did it affect organizational climate and procedures? To what extent was implementation advocated, facilitated, and supported? Was the support public and overt? To what extent were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared?</p>	<p>District and school records (meeting schedules, minutes etc...) Minutes from follow-up meetings Number of meetings with mentor Questionnaire Structured interviews with participants and school or district administrators Participant portfolios Building memoranda</p>	<p>The organization's advocacy, support, accommodation, facilitation, and recognition</p>	<p>To document and improve organizational support To inform future change efforts</p>

**SCHENECTADY CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN 2017-2018**

Evaluation Level	What Questions are Addressed?	How will Information be Gathered?	What is Measured or Assessed?	How will Information be Used?
Participants' use of knowledge and skills	To what extent did participants effectively apply the new knowledge and skills?	<p>Questionnaires</p> <p>Structured interviews with participants and their supervisors</p> <p>Participant reflections (oral and/or written)</p> <p>Participant portfolios</p> <p>Direct observations</p> <p>Video or audiotapes</p> <p>Teacher data – discipline referrals, passing/failing rates,</p> <p>Number of teachers in the program who leave the district</p>	<p>Degree and quality of implementation</p> <p>To document and improve the implementation of program content</p>	By individual teachers for reflection and refinement of practice

**SCHENECTADY CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN 2017-2018**

Evaluation Level	<i>What Questions are Addressed?</i>	<i>How will Information be Gathered?</i>	<i>What is Measured or Assessed?</i>	<i>How will Information be Used?</i>
Student learning outcomes	<p>What was the impact on students? How did it effect student performance or achievement? To what extent did it influence students' physical or emotional wellbeing? To what extent are students more confident as learners? To what extent is student attendance improving? To what extent are dropouts decreasing?</p>	<p>Student records -- report cards, attendance reports etc... School records Participant portfolios</p>	<p>Student learning outcomes cognitive (performance and achievement) Affective (Attitudes and dispositions)</p>	<p>To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development</p>

Adapted from Guskey, 2000