

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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Schenectady City School District Professional Development Plan 2017-2018

| 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
- Dweck, Carol S.. (2008) *Mindset :the new psychology of success* New York : Ballantine Books
- Guskey, T.R. (1999). *Apply time with wisdom. Journal of Staff Development*, 20(2), 10-15.
- Guskey, T.R. (1995). *Professional development in education: In search of the optimal mix*.
- Guskey, T.R. and Huberman, M. (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 114-131) New York: Teachers College Press.
- 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

SCHENECTADY CITY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2017-2018



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 |

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| 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> |

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| 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? | Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audiotapes Teacher data – discipline referrals, passing/failing rates, Number of teachers in the program who leave the district | Degree and quality of implementation To document and improve the implementation of program content | By individual teachers for reflection and refinement of practice |

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| 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