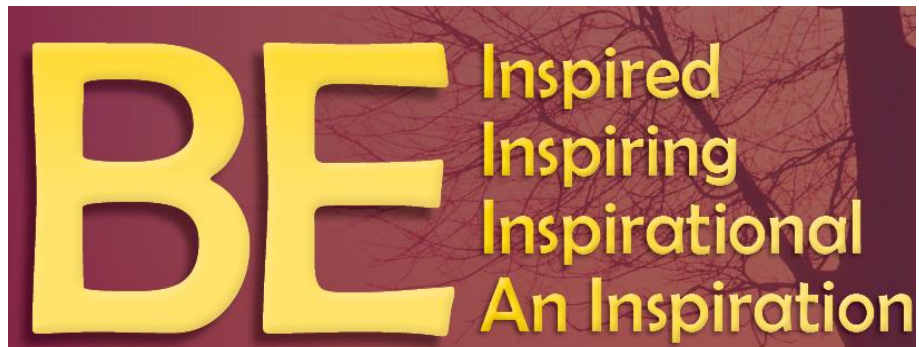# PROFESSIONAL DEVELOPMENT PLAN

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT
2016-2018

Cheektowaga Central School District   **BEDS Code: 140701060000**
3600 Union Road
Cheektowaga, NY 14225

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Years Plan is Effective: 2016-2018
The district expects that on an average each teacher will participate in twenty-five (25) hours of professional development during each school year.

Composition of 2016-2018 Professional Development Planning Committee:

Mary Morris, Superintendent
Maureen George, Director of Learning
Melissa Mitchell, Interim Principal Union East Elementary
Barbara Austin, ELA K-12 Curriculum Leader
Karin Cyganovich, Science K-12 Curriculum Leader
Jon Marcussen, Social Studies K-12 Curriculum Leader
Gerald Orgek, Math K-12 Curriculum Leader

<u>Cheektowaga Central School District Vision for Professional Development</u>

This Professional Development Plan for the Cheektowaga Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. We seek to create a system that is sustainable, feasible, and responsive to current student and teacher need. The ultimate goal of the plan is to improve student achievement. In addition to this primary goal, the plan aims to increase our knowledge and understanding of best practices, incorporate new and innovative practices, retain new educators, and meet the NYSED requirements for professional development. The plan integrates the goals of the district's Strategic Plan and Technology Plan with the goals that the State Education Department has identified as core elements of professional practice. It is a fluid document which will be informed by the needs that arise from data collected at all levels and in all corners of the organization. It is a multi-year plan that must be revised and modified yearly to address current diagnosed need.

Professional Development Needs Analysis

The Cheektowaga Central School District reviews multiple sources to develop the professional development cycle. The following are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data
- School Report Card
- NYS and District Assessments (3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR Reports
- Supervisor and Department Data Analysis and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline Reports
- Graduation rates
- Special Education Identifications and Annual Reviews
- Common Core Learning Standards
- AIS/RtI Reports

Surveys
- Needs assessment generated by faculty and staff [Technology and Curriculum]

Additional Data Sources
- Strategic Plan Roadmap
- DTSDE Reviews
- Action Plans for Title 1; UPK and SCTG
- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Annual Professional Performance Reviews
- Program Reviews
- SED Regulations and Mandates
- Mentor Program

<u>**Models and Constructs for Professional Development**</u>

Professional development opportunities exist in many forms at all instructional levels for staff.

General staff development opportunities include attendance at large group sessions spearheaded by district leadership, Board members, union leaders, and/or outside professionals representing organizations committed to big ideas. The best example of this professional development opportunity is Superintendent's Conference Day(s).

New Teacher Orientation sessions are an example of required professional development for new staff. Generally held over a series of 2 days in late August, employees new to the district participate in various pedagogical trainings from coaches and content specialists. In addition, workshops that support understanding of district expectations and professional responsibilities are provided to instructional staff.

Studio Classroom PD is offered to groups of teachers around Math, ELA, Social Studies or Science. Studio sessions take place during the contractual school day. Additional opportunities for training that is connected to Studio can take place during the summer. Studio sessions are currently facilitated by an outside consultant from the Erie 1 BOCES. These embedded sessions provide the opportunity for specific grade levels to come together as a learning community to enhance instructional practice. Focused around Common Core Learning Standards and best practice instructional strategies, these sessions allow teachers to take a deeper dive into both content and pedagogy.

Participation in online and traditional coursework comprises another definition of professional development for district staff on topics that contribute to professional growth in an area of choice or need. Participation in the National Board Certification process is an example of both types of professional development.

Workshops and follow-up workshops provide opportunities for staff to increase knowledge and to gain insights into current research, effective teaching strategies and state initiatives, as well as to develop skills for supporting reflective practice. These can occur at the school, district, local or national level. These workshops are not limited to instructional personnel.

Building-based professional development is initiated by building leadership in response to specific school needs. Support is provided to staff by teacher leaders (Instructional coaches, AIS/RTI coordinator, PBIS coordinator, ESOL Teachers), building administrators, outside presenters or consultants, members of school staff on matters such as the development of character education programs, initiation of a child study team, targeted efforts to better utilize data in instructional planning, incorporation of successful PBIS (positive behavior intervention strategies), and differentiated instruction, by way of example. Building-based staff development encourages reflective practices through the empowerment of staff. Professional staff is able to identify a problem and/or respond to an issue and design a plan to address the concern with onsite support.

Curriculum initiatives drive systemic professional development. The district believes that when those responsible for the delivery of the curriculum are directly engaged in the development process, high

quality curriculum results. Support is provided for any one of the three phases of curriculum development (writing, implementing, evaluating). Attention is given to grade level alignment as well as K-12 vertical alignment in curriculum development and discussions about the ease and roadblocks to successful implementation and integration become the content of professional exchange.

Data Driven Instruction is a critical area of professional development for staff. Information from both state and local assessments give the district and schools within the district an enormous amount of test data to interpret. From individual student profiles and specific subgroups to building and district-wide scores, data analysis helps staff to identify positive and negative trends in student responses. These patterns underscore areas in curriculum and in its instructional delivery which can be improved to better meet the needs of our population of students, whose needs are diverse and differentiated.

Job-embedded professional development for teachers and staff occurs during the regular school day. Support for instructional programs and teaching is achieved through the Instructional Coaching model. Coaches. The Instructional Coaches help teachers implement instructional methods and practices that increase student achievement results. Work begun during the school day continues, at times, in the early morning and after-school hours under the guidance of Coaches.

Book Study Groups provide professional development opportunities at the building levels, where groups of teachers can meet regularly to study a book relevant to their teaching to gain a deeper understanding of research based practices and instructional procedures, oftentimes with a member of the coaching department.

Lesson Study and Instructional Rounds provides professional development for teachers by studying effective student focused lesson models, conducting a lesson while other teachers observe, conducting reflective discussion of the lesson after it is delivered, using evidence gathered from the presentation to improve the lesson and instruction, and revising the lesson and teaching it in another setting to gauge changes in student response and mastery.

Grade Level meetings are professional development opportunities, when teachers, and at times with coaches, focus on an essential question ("How did we improve student listening comprehension this week through read-alouds?" or "What are some examples of strategies that we used this month to reduce office referrals?") and have discussions about them. Meeting to review student work products so that there is shared expectation for student success is one of the best uses of grade level meeting time.

Horizontal Team meetings provide professional development through focused meetings of all content areas at one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers meet to discuss academic intervention efforts with the school social worker and psychologist) to plan follow-up action for students. Vertical Team meetings provide professional development through focused meetings with multiple grade levels in the same content areas (i.e. 7th and 8th grade teachers of Science meet in an effort to ensure that there is curricular alignment in the subject and so that each teacher understands the requisite skills he/she is responsible for teaching in the Science curriculum).

Focused professional development opportunities arise out of the need for all staff members at the district or school level to better understand a particular skill, strategy or concept. These can include content-specific topics such as Youth Mental First Aid or specialized offerings for support staff, paraprofessionals, teaching assistants, transportation, school lunch personnel, clerical and custodial staff.

Evaluation of Professional Development

Professional development evaluation uses multiple measures to assess the effectiveness of the knowledge and skills acquired in improving professional practice and student learning, such as the use of new learning in instructional planning, the use of student data for the adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience, such as 15 participant reactions, surveys, focus groups, interviews, reflective journals, portfolios or information about student behavior or performance. When measuring the effects of professional development activities, the district will review the following:

ϖ **Participant responses**
Questionnaires offer immediate feedback from participants on a particular workshop, the presenter, time/location and suitability of time/topic to the staff member's needs. A mechanism is in place to allow for practitioner comment relative to the particular professional development experience through a district-wide common exit ticket that will inform next steps and responsive practice.

ϖ **Participant learning**
This is a measure of the knowledge, skills and new attitudes learned by participants. It can be measured by classroom observation by principals or supervisors, coaches or colleagues. Use of new learning can be demonstrated in lesson/instructional planning and/or other changes in the participants' abilities to implement a new skill or strategy into their daily routines.

ϖ **Student learning**
Professional development can be evaluated in terms of impact on the classroom through adjustments in teaching and lesson planning based on student data. Measures of student learning may include portfolios, test results, informal assessments, observations, marks, projects, research, etc. In addition to these cognitive indicators, affective (attitudes) and psychomotor (skills, behaviors), must also be considered. For example, assessment of student attitudes, attendance, behavior referrals, homework/activity completion, school activity participation and classroom behavior may be used to evaluate the effectiveness of a professional development's objective and/or activity, designed to bring about a positive change.

ϖ **Annual Needs Assessment**
The Professional Development Committee will disaggregate the information received from its annual Needs Assessment to evaluate needs and trends.

CCSD Goals for Professional Development
September 2016- June 2018

The following pages describe the three major goals for Professional Development in this two-year period of time and provide an action plan to realize the goals. The goals are not necessarily inclusive since response to State Education mandates, State Education Reviews (Diagnostic Tool For District and School Effectiveness), and other local and state data could result in a shift. The District Professional Development Committee will carefully monitor the plan and be responsive when required.

Goal #1: Align Program Practices with New York State Education Requirements for the Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies/Science and Technical Subjects, for Mathematics, and for Social Studies; English Language Learner/English as a Second Language Requisites; and Data-Driven Decision Making Protocols.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards, including the recently released Social Studies Framework Essential Question: How can common learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?	

Activities and Strategies:

- Provide training and support for implementation of NYS P-12 Common Core Learning Standards for ELA/Literacy and Mathematics
- Revise curricula to align with the NYS P-12 Common Core Learning Standards for ELA/Literacy, Mathematics and Social Studies
- Develop a system based on student achievement data for a regular cycle of review of curriculum and programs to ensure alignment to the NYS P-12 Common Core Learning Standards for ELA/Literacy and Mathematics

Action Plan			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Continue to create awareness and fluency in a common language supporting Common Core implementation	Communication Artifacts—(meeting agendas, minutes, materials, guidance documents, etc.) Observation notes and feedback surveys	Director of Learning, Building Administrators, Curriculum Leaders	Sept. 2016- June 2018

1.1 Continued: Common Core/NYS Standards			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Develop Common Core aligned curricular, including units of study, for K-8 ELA	Curriculum documents/maps aligned with Common Core and inclusive of aligned units for implementation	Director of Learning, ELA Curriculum Leaders, Building Administrators	September 2016- June 2018 as needed
Provide training in the 2014 NYS Social Studies Framework to Secondary content teachers and elementary classroom teachers	Communication Artifacts, Agendas, PD Schedule	Director of Learning, Social Studies Curriculum Leaders, Building Administrators	Sept. 2016- June 2017
Provide training in Math in Focus and Singapore Math teaching strategies	Classroom observations; training plans; communication artifacts	Director of Learning, Building Administrators	August 2016- June 2018

Objective 1.2 Ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction.

Essential Question: How can the Blue Print for ELL Success and CR 154 Regulations become systemic within the district?

Activities and Strategies:
- Ensure that 15% of professional development hours for all teachers and administrators is specific to the needs of ELLs, language acquisition and cultural competency
- Ensure that 50% of professional development hours for all Bilingual Education and ESL teachers is specific to the needs of ELLs language acquisition and cultural competency

Action Plan			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Train all faculty, administrators and staff on the new Blue Print for ELL Success and CR Part 154 Regulations	Communication Artifacts (meeting agendas, minutes, materials, protocol for review and analysis of building procedures, exit tickets, presentations)	Director of Learning, ESOL Teachers, Building Administrators, BOCES RBERN Team	June 2017
Train faculty, administrators and staff on integrated push-in instructional model	Communication Artifacts (agendas, training plans)	Director of Learning, ESOL Teachers, Building Administrators, BOCES RBERN Team	September 2016- June 2018

Objective 1.3   Provide ongoing training for the full implementation of data-driven protocols to guide instructional decision making at the classroom, grade, and building levels. Essential Question: How does data-driven decision making inform and enhance instructional decisions about individual and groups of students?

Activities and Strategies:
- Establish and train school-based data teams as a central structure for ensuring that data- driven instruction (DDI) occurs at the classroom and grade levels
- Provide all district leaders with the Data Team training so that they can support teachers at the classroom and building level
- Provide training and support to all district staff in the timely and effective use of data systems (STAR, NYS and Common Unit Assessments)
- Provide progress monitoring training to special education teachers for successful implementation of Individual Education Plans (IEPs)

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Provide training from Erie 1 BOCES to building data teams and building leaders, K-12	Communication Artifacts, Contract, Agenda, materials	Building Administrators, Director of Learning, Curriculum Leaders	September 2016- June 2017
Create district plan for implementation of data-driven instruction (DDI) protocol	Communication Artifacts, Meetings, Data Team Implementation Plan	Director of Learning, Building Administrators	September 2016- June 2017
Strategically embed training in the data protocol/DDI for teachers	Communication Artifacts, Accountability Log	Building Administrators	Sept. 2014- June 2016
Train AIS/RtI teams in STAR and RtIM	Communication Artifacts, Calendar, PD Schedules	AIS Coordinators	Sept. 2014- June 2016
Train all special education teachers in progress monitoring to support implementation of Individual Education Plans (IEPs)	Communication Artifacts, Training logs, Agendas, IEP goals, exit tickets	Special Education Administrators, Diane Vigress	September 2016- June 2017

Goal #2: Ensure that all members of the CCSD professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

Objective 2.1: Promote literacy development K-12 and in all content areas

Essential Question: How can reading and writing across the disciplines positively affect learning and achievement?

Activities and Strategies:

- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
- Support implementation of RtI
- Develop AIS program structures that maximize instructional supports for students
- Include Common Core literacy frameworks in curriculum maps for each discipline

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Literacy training embedded in workshops, formal professional development, with particular emphasis on differentiating instruction for students	Training agendas, materials, and calendar; PD schedule	Director of Learning, ELA Curriculum Leaders, Building Principals	August 2016- June 2018
Continue implementation of AIS framework for literacy, reading instruction, and interventions	AIS/RtI plan, Communication Artifacts, Agendas, Minutes, STAR data	Reading teachers; AIS coordinators; AIS teachers; Building Leader; Title 1 Coordinator	Sept. 2016- June 2018
Review of curriculum maps to ensure integration of Common Core literacy frameworks into content area maps; revise when necessary	Curriculum maps, Agendas and minutes for Curriculum Coordinating Council	Director of Learning, Vertical Curriculum Teams	Sept. 2016- June 2018

Objective 2.2   Content Area Development: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Common Core learning standards and best practices in respective disciplines, including opportunities for special education teachers to plan specially designed instruction.

Essential Question: How can professional development strengthen content knowledge and pedagogy of all content area teachers?

Activities and Strategies:
- Provide learning opportunities for research-based instructional techniques to improve student achievement in content areas
- Provide PD to assist staff in the design use, evaluation, and revision of instructional practices related to identified gap groups and student need (Differentiated Instruction)
- Provide PD to special education teachers to prepare them to deliver high-quality, evidence-based specially designed instruction
- Provide training in the Thoughtful Classroom Principal Effectiveness Framework

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Provide opportunities (team meetings, grade level meetings, after/before school PD/Department meetings) for content area teachers to meet as PLCs to create, revise and discuss instructional and differentiation strategies pertinent to the content area	Communication Artifacts, Agendas, Minutes, PD schedules	Building Administrators	Sept. 2016- June 2018
Provide training to special education teachers in creating standards-based IEPs and specially designed instruction	Communication Artifacts, Agendas, Training logs, exit tickets	Director of PPS Building Administrators; Special Education Team Leaders; Diane Vigress	Sept. 2016- June 2017
Provide training to administrators in the Thoughtful Classroom Principal Effectiveness Framework	Training logs, Agendas, communication artifacts, evaluation data	Superintendent; Silver & Strong; Erie 1 BOCES	Sept. 2016 – June 2017
Provide training to teachers in best instructional practice, ie. Kagan, Mindset, Differentiated Instruction, etc.	Training logs, observation data, lesson plans, surveys	Director of Learning, Building Administrators, Teacher leaders, Erie 1 BOCES	Sept. 2016- June 2018

Goal #3: Provide a safe, respectful and responsible school and district community.

Objective 3.1 Provide targeted professional development to all K-8 staff on PBIS (Positive Behavior Intervention System) evidenced based implementation practices with high fidelity.
Essential Question: How can a safe, respectful and responsible school community foster learning and student achievement?
Activities and Strategies:

- Plan and implement PD programs designed to prepare staff to fully implement PBIS practices and expectations articulated in the RtI Guidance, Code-of-Conduct and Board policies.

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Continue Tier 1 PBIS Classroom Implementation Trainings	Communication Artifacts, Agendas, Exit Tickets, PD Schedule	Districtwide PBIS Coordinator District Assigned Social Worker	Sept. 2016- June 2017
Continue Tier 1 PBIS Classroom Management Strategies for Challenging Behaviors	Communication Artifacts, Agendas, Exit Tickets	Districtwide PBIS Coordinator District Assigned Social Worker	Sept. 2016- June 2017

Objective 3.2 Provide targeted professional development and support to PBIS coaches, teams, and leaders to ensure full implementation of PBIS.
Essential Question: How does providing building level structures for teams/coaches support the implementation of PBIS?
Activities and Strategies:

- Build capacity and skill among PBIS coaches and building teams to promote positive behavior support as a pre-requisite for engaging instruction as well as student learning and achievement
- Prepare teams to review and analyze behavioral and academic data
- Provide leaders with training for their role in the implementation of PBIS

Action Plan			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Continue Tier 2 RENEW training to secondary teachers	Communication Artifacts, Agendas, Minutes, Exit tickets	SCTG Project Director; Districtwide PBIS Coordinator; UNH trainers; Secondary Building Leaders	August 2016 – June 2018

Objective 3.2 Continued: Targeted Professional Development for PBIS teams			
Action Plan			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Continue Tier 1 team training to teams to ensure fidelity, analyze district wide data, and identify PD needs.	Communication Artifacts, Agendas, Minutes, Exit tickets	RSE-TASC, Districtwide PBIS Coordinator	August 2016– June 2017
Tier 2 PBIS Trainings (2 full day trainings) for teams/coaches	Communication Artifacts, Benchmarks of Quality Fidelity Measure, Agendas, Exit Tickets	RSE-TASC, Districtwide PBIS Coordinator; SCTG Project Director	August 2016- June 2017
Provide Quarterly PBIS Districtwide Coach Meetings/PD to share updates, resources, Team Initiated Problem Solving Process, etc.	Communication Artifacts, Agendas, Minutes, Exit Tickets	Districtwide PBIS Coordinator, SCTG Project Director	September 2016- June 2018
Administrative Overview in Tier 2/3 practices and structures to support interventions	Communication Artifacts, Agendas, Exit Tickets	Behavior Specialist, RSE-TASC Districtwide PBIS Coordinator	August 2016- June 2017

Objective 3.3: Provide targeted professional development in the social and emotional area specifically in Nonviolent Crisis Intervention for Schools (CPI) and CPI certification, Restorative Justice and Youth Mental First Aid Training. Essential Question: How can the use of crisis prevention and intervention techniques be used to eliminate the need to rely on high risk interventions?

Activities and Strategies:
• Plan and implement Nonviolent Crisis for Schools (CPI) Trainings and Recertification Workshops to proactively prevent and/or deescalate potential crisis situations with students, safely and therapeutically manage a crisis situation with a student, and to help students improve their coping strategies. • Plan and implement Restorative Justice trainings • Plan and implement Youth Mental Health First Aid trainings

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Provide CPI training strategically to administrators, a defined subset of teachers, special education teachers, teacher assistants, social workers, psychologists, and security/hall monitors	Training schedule, agenda and materials, exit tickets, and certification test results	Director of Special Education, District CPI Trainers	September 2016-June 2018
Provide CPI recertification training for targeted personnel	Training schedule, agenda and materials, exit tickets, and certification test logs/results	Director of Special Education, District TCIS Trainers	September 2016-June 2018
Provide Youth Mental First Aid training to all staff.	Training schedule, agenda and materials, exit tickets, and certification test logs/results	Director of Special Education, District TCIS Trainers	August 2016-June 2017
Provide training in Restorative Justice Practices	Training scheduled, agenda and materials	Building Administrators	September 2016-June 2018

Cheektowaga Central School District - Mentoring Program

Goals for the Mentor Program for teachers:

- Easing the transition of new colleagues to the district
- Fostering a collaborative professional community of administrators, teachers and support staff with a shared sense of responsibility for improving student achievement
- Training and supporting a cadre of learning-centered mentors skilled at peer coaching, instructional design and classroom management
- Improving professional practice based upon the research
- Preparing teachers for the New York State APPR evaluation system
- Retaining highly qualified teachers

Mentoring new teachers is a critical component of the effort to retain highly qualified teachers in the profession. An effective program allows new teachers to improve skills that build confidence and helps them to become successful educators. An essential component of the district's Professional Development Plan is the Mentor Program for new teachers. The program seeks to initiate, shape, and sustain the first work experiences of prospective career teachers and other professional staff new to the Cheektowaga Central School District.

The district's Mentor Program for Teachers provides a bridge between a newly hired teacher's previous preparation and a new experience. The program allows the application of their knowledge in the classroom. The district's mentoring program is designed to reduce concerns and attempts to support newly hired teachers to address challenges and initial uncertainty and fear. Induction activities include mentoring, collaboration with other newly hired teachers and their colleagues, and professional learning activities designed to strengthen teachers' skills and ultimately improve student achievement.

Both the Cheektowaga Central School District and the Cheektowaga Central Teachers' Association (CCTA) have long appreciated the value in pairing a respected, experienced teacher with a less experienced new teacher. Mentoring of new staff has existed within the district for many years. In 2014, the district Mentoring Program and the district Instruction Coaching program were aligned to provide consistent support to participants.

The Mentor Program is beneficial for all participants. Experienced teachers develop new skills and insights through mentoring. New teachers experience more productive and satisfying first years. Additionally, the mentoring experience assists new teachers in becoming part of the school community. Although the formal mentor-mentee experience is only required for one year, participants have the opportunity to continue working with an Instructional Coach for additional support. It is important that mentoring programs have a high degree of confidentiality. Thus, any information emerging from mentoring activities and the mentor relationship are confidential and may not be used to evaluate or discipline a newly hired teacher.