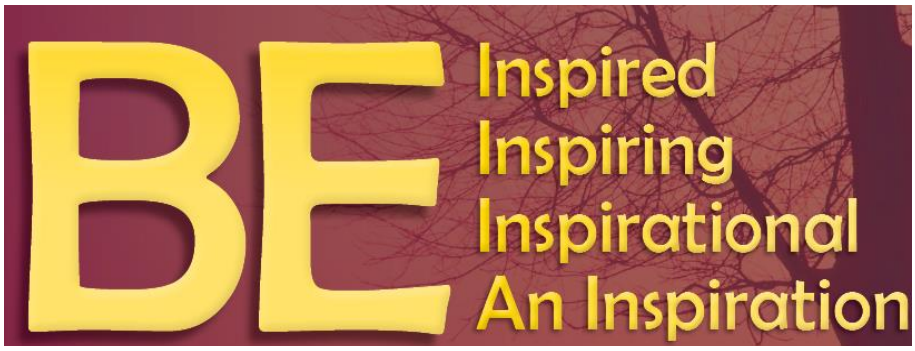
PROFESSIONAL DEVELOPMENT PLAN



CHEEKTOWAGA
CENTRAL
SCHOOL DISTRICT
2018-2021

Cheektowaga Central School District **BEDS Code: 140701060000**
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Years Plan is Effective: 2018-2021

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 2018-2021 Professional Development Planning Committee:

Mary Morris, Superintendent
Maureen George, Director of Learning
Melissa Mitchell, Principal Union East Elementary
Barbara Austin, ELA K-12 Curriculum Leader
Karin Cyganovich, Science K-12 Curriculum Leader, Instructional Coach
Jon Marcussen, Social Studies K-12 Curriculum Leader
Gerald Orgek, Math K-12 Curriculum Leader
Shawn Rydzik, K-12 Music Curriculum Leader
Pam Nordstrom and Kathy Crumlish K-12 Art Leaders
Elayn Higgins, Math Teacher & Instructional Coach
Dr. David Wilson, SUNY at Buffalo State
Professor Nirmala Nutakki, SUNY at Buffalo State
Michele Wilson, Education & Training Specialist, Child Care Resource Network
Sherri Weinholtz, Parent

Cheektowaga Central School District
Vision for Professional Development

INTRODUCTION

The Professional Development Plan (PDP) is a requirement of New York State Education Commissioner's Regulations [http://www.p12.nysed.gov/part100]. Its purpose is to improve the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to meet the learning needs of their students. An important feature of the PDP is that professional development must be linked to improved outcomes for students.

The Plan must include a needs analysis, goals, objectives, implementation strategies, activities, and evaluation standards. The Professional Development Planning Committee reviewed data related to student achievement and determined that our District would be best served by a plan that addressed generic and positive student needs rather than student deficiencies.

We also determined to develop relatively broad goals and objectives to encompass a range of professional learning opportunities directed at the student needs. Given that the goals are broad, the evaluation activities are suggestive and intended to be made more specific as specific professional development projects are conceived.

It is expected (and required by Regulation) that all teachers will participate in professional development activities each year through one or more of the mechanisms specified in the implementation component. It is also expected that each professional development activity – whether created at the district level, building level, or by individual teachers – will specify the goals and objectives that are being addressed and the manner by which the participants will know if the objective was achieved.

It is envisioned that the Professional Development Plan along with the Annual Professional Performance Review (APPR) will integrate professional development and teacher review toward the common goal of improved student outcomes.

The Cheektowaga Central School District has developed a Professional Development Plan that reflects the regulations set forth by the Commissioner of the New York State Education Department. In addition, the Professional Development Plan is aligned with The New York State Professional Development Standards, created by the Professional Standards and Practices Board (PSPB), which identifies professional development that promotes and sustains continuous teacher development and growth. These standards are outlined below.

New York State Professional Development Standards [http://www.highered.nysed.gov/tcert]

Standard 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.

Standard 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.

Standard 3: Research-Based Professional Learning
Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

Standard 4: Collaboration
Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Standard 5: Diverse Learning
Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
Standard 6: Student Learning Environments
Professional development ensures that educators are able to create a safe, secure, supportive and equitable learning environment for all students.
Standard 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.
Standard 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.
Standard 9: Technology
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
Standard 10: Evaluation
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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 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.

GOALS

The goals of the Cheektowaga Central School District [CCSD] Professional Development Plan are:

- to monitor and review the Professional Development Plan;
- to provide CCSD staff professional learning opportunities from a variety of providers;
- to provide the professional staff with opportunities for substantial and ongoing professional development;
    - to offer a menu of professional development activities to meet the needs of CCSD teachers;
    - to provide a variety of formats that reflect current educational practice;
    - to review the plan annually; and
    - to provide mentoring and transitional support for teachers.

OBJECTIVES

After identifying the needs of the Cheektowaga Central School District [CCSD] teaching staff through a survey; needs analysis led by members of the Professional Development Committee [PDC] in each building; and, reviewing multiple forms of data to include testing data, attendance and discipline referral data and receiving input from district administrators, the Professional Development Committee decided upon the following objectives for the CCSD Professional Development Plan. These will be in alignment with the district's goals and New York State Department of Education Professional Standards for Teachers and New York State Learning Standards. The Committee recommends the following objectives:

- To provide professional development opportunities to enable each child to be prepared to meet the challenges of today and tomorrow, by recognizing the individuality and intrinsic worth of each child; helping each child to learn the necessary academic skills; encouraging each child to take risks in order to maximize his/her potential.
- To provide professional development opportunities to enable each child to develop positive social and emotional skills, to become contributing members of society and providing an environment that nurtures self-esteem.
- To provide professional development opportunities that reflects a constructivist approach to student learning and development and encourages students to interact with curriculum in personally meaningful ways in order to become lifelong learners.
- To provide professional learning opportunities for all teachers to develop a repertoire of effective instructional skills needed to align curriculum with NYS Common Core and Next Generation Standards.
- To provide professional learning opportunities to develop the knowledge and skills needed to use various types of assessment, rubrics and data analysis to meet the differentiated needs of individual students in order for effective instructional planning.
- To provide professional learning opportunities to increase the proficiency of instructional staff to implement various strategies needed to address reading and writing in the content areas.
- To provide professional learning opportunities to increase the proficiency of instructional staff in the uses of instructional technology and its integration into curriculum.
- To ensure that classroom aides, teaching assistants and long-term substitute teachers participate in professional development activities.
- To provide professional learning to all professional and supplementary school staff who work with students with disabilities.
- To provide professional learning opportunities for the staff to become familiar with DASA (Dignity for All Students Act) and the NYSED guidelines for Social Emotional Development of Learning.
- To align curriculum to the NYS Common Core Learning Standards, NYS Next Generation Standards for ELA & Mathematics, NYS K-12 Social Studies Framework, NYS Science Learning Standards [NYSSLS], and NYS Learning Standards for the Arts.

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

Professional Development Activities

Collaborative Planning	New Teacher Orientation
Cross District Articulation by content and grade level	Professional Conferences
Curriculum Writing	Instructional Coaching
District/School-Based Committees	Tenure Portfolio
Department Meetings	Teaching an In-Service Course
District Grade-Level Meetings	Self-Evaluation/Self-Reflection
Graduate Courses	Superintendent's Conference Day
IST Meetings	Health and Wellness Training
In-Service Courses (in-district or out-of-district)	Action Research
Mentoring and Transitional Support	Classroom observation by peers
Learning Walks	Lesson Study/Instructional Rounds
Cheektowaga Teacher Center Courses	BOCES Workshops
Outside Conferences	Assessment Scoring

Models and Constructs for Professional Development

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 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. 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 discuss 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 Trauma Informed Care 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 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 2018- June 2021

The following pages describe the three major goals for Professional Development in this three-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; New York State Next Generation Learning Standards for ELA/Literacy and Mathematics; New York State K-12 Social Studies Framework; New York State Science Learning Standards; New York State Learning Standards for the Arts; 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, New York State Next Generation Learning Standards for ELA/Literacy and Mathematics, including the Social Studies Framework and New York State Science Learning Standards [NYSSLS].

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 New York State Next Generation Learning Standards for ELA/Literacy and Mathematics
- Revise curricula to align with the New York State Next Generation Learning Standards or ELA/Literacy and Mathematics [Full implementation September 2020]
- Provide training and support for implementation of New York State Science Learning Standards [NYSSLS]
- Develop a P-12 district/building/grade level plan to be utilized in Phase II for curriculum development and professional development aligned to the NYS Next Generation ELA and Mathematics Learning Standards Revise curricula to align with the 2017 New York State Learning Standards for the Arts

Action Plan

Inputs	Evidence	Responsibility	Timeline
Continue to create awareness and fluency in a common language supporting Common Core/Next Gen implementation	Communication Artifacts—(meeting agendas, minutes, materials, guidance documents, etc.) Observation notes and feedback surveys	Director of Learning, Building Administrators, Curriculum Leaders	Sept. 2018- June 2021

1.1 Continued: Common Core/NYS Standards/Next Generation Standards			
Inputs	**Evidence**	**Responsibility**	**Timeline**
Develop a P-12 district/building/grade level plan to be utilized in Phase II for curriculum development and professional development aligned to the NYS Next Generation ELA and Mathematics Learning Standards	Curriculum documents/maps aligned with Common Core and inclusive of aligned units for implementation	Director of Learning, ELA Curriculum Leaders, Building Administrators	Sept 2018- June 2020 as needed
Provide training in the 2014 NYS K-12 Social Studies Framework to Secondary content teachers and elementary classroom teachers	Communication Artifacts, Agendas, PD Schedule	Director of Learning, Social Studies Curriculum Leaders, BOCES Instructional Support Team	Sept. 2018- June 2020
Provide training in the New York State Science Learning [NYSSLS] to Secondary content teachers and elementary classroom teachers	Communication Artifacts, Agendas, PD Schedule	Director of Learning, Science Curriculum Leaders, Building Administrators, BOCES Instructional Support Team	Sept. 2018- June 2020
Provide training in Illustrative Mathematics, TI-Nspire Handheld devices, and other math related programs	Classroom observations; training plans; communication artifacts	Director of Learning, Building Administrators, IHE Partners	June 2018- June 2020

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 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	Ongoing

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)
- 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
Provide training on the Data Warehouse to building data teams	Communication Artifacts, Contract, Agenda, materials	Building Administrators, CIO/Director of Instructional Technology, Curriculum Leaders	September 2018- June 2019
Create district plan for implementation of data-driven instruction (DDI) protocol	Communication Artifacts, Meetings, Data Team Implementation Plan	CIO/Director of Instructional Technology, Building Administrators	September 2018- June 2020
Strategically embed training in the data protocol/DDI for teachers	Communication Artifacts, Accountability Log	CIO/Director of Instructional Technology, Building Administrators	Sept. 2018- June 2020
Provide professional development on the use of assessments (formative, as well as summative) and data driven instruction that promote student growth and produce valid data relevant to the achievement of the NYS Next Generation ELA and Mathematics Learning Standards.	Communication Artifacts, Meetings, Data Team Implementation Plan	CIO/Director of Instructional Technology, Director of Learning, Building Administrators, Curriculum Leaders	Sept. 2018- June 2021

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 for 21st Learning.

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
- Develop AIS program structures that maximize instructional supports for students
- Develop P-12 District Writing Committee and plan to meet the needs of the K-8 Writing Project developed Summer 2018
- Implement the professional learning opportunities identified in the District Instructional Technology Plan

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, P-12 Writing Committee	Sept. 2018- June 2020
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. 2018- June 2020
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 Teams	Director of Learning, Vertical Curriculum Teams	Sept. 2018- June 2020
Continue K-8 Writing Project and provide support for full implementation through meetings, online, PD sessions	District writing plan, Agendas, minutes,	Director of Learning, Building Administrators, K-8 Writing Team	Sept 2018-June 2020

Provide training in Orton-Gillingham to Special Education Teachers	Agendas, Attendance records, surveys	Director of Pupil Services, Special Education Leaders, Building Administrators	Sept 2018-June 2019
Plan, develop and provide training & support to address the goals & professional development outlined in the 2018-2021 CCSD Instructional Technology Plan	Agendas, Training materials, attendance, surveys, acquisition of devices	CIO/Director of Instructional Technology, Superintendent, Building Leaders & Curriculum Leaders	Sept 2018 – June 2020

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	Ongoing

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; BOCES	Sept. 2018- June 2020
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. 2018 – June 2020
Provide training to teachers in best instructional practice, ie. Thoughtful Classroom, Kagan, Mindset, Differentiated Instruction, Thoughtful Classroom etc.	Training logs, observation data, lesson plans, surveys	Director of Learning, Building Administrators, Teacher leaders, Instructional Coaches; Erie 1 BOCES Instructional Support Team	Ongoing

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

Objective 3.1 Provide targeted professional development to all P-12 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 2 PBIS Classroom Implementation Trainings	Communication Artifacts, Agendas, Exit Tickets, PD Schedule	Districtwide PBIS Coordinator District Assigned Social Worker	Sept. 2018- June 2019
Continue Tier 1 PBIS Classroom Management Strategies for Challenging Behaviors	Communication Artifacts, Agendas, Exit Tickets	Districtwide PBIS Coordinator District Assigned Social Worker	Ongoing

Objective 3.2: *Provide targeted professional development in advancing mental health in schools which includes the continuation of planning and implementing a multi-tiered system of support which includes social-emotional learning, mental health support, PBIS, Restorative Practices, an interconnect systems framework (ISF)/family engagement and a Trauma Sensitive Approach in schools.*

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 Practices trainings
- Plan and implement Youth Mental Health First Aid trainings for any untrained staff
- Provide Trauma Informed Care training to all staff
- Gather data via surveys from staff regarding readiness and understanding of trauma sensitivity in schools

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 Pupil Services and District CPI Trainers	Sept 2018-June 2020
Provide CPI recertification training for targeted personnel	Training schedule, agenda and materials, exit tickets, and certification test logs/results	Director of Pupil Services, District CPI Trainers	Ongoing
Provide Youth Mental Health First Aid training to untrained staff	Training schedule, agenda and materials, exit tickets, and certification test logs/results	Director of Pupil Services, District Trainers	Sept 2018- June 2019
Provide training in Restorative Practices	Training scheduled, agenda and materials	International Institute of Restorative Practices [IIRP]; District Restorative Practices trainers	Ongoing
Provide training in Trauma Informed Care to all staff	Training scheduled, agenda, materials, surveys	Director of Pupil Services; University of Buffalo, Institute on Trauma & Trauma Informed Care	Sept 2018-June 2020

Articulation of the NYS Framework for Mental Health Education Instruction	Meetings with content area leaders/curriculum leaders, teachers and student instruction	Director of Pupil Services, Trauma Team	Sept 2018 – June 2020

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.

Instructional Coaching Department Forms of Professional Support

This information was developed to highlight the available professional support options provided by the Instructional Coaches and clarify how each option varies.

Individual Coaching Cycle

- Voluntary
- Coaching between a teacher and a coach
- Coaching focus is determined by the teacher in collaboration with the coach
- Length of the cycle is determined by focus and evolves over the cycle
- Notes are confidential between the teacher and the coach

Small Group Coaching Cycle

- Voluntary
- Coaching between a small group of teachers and a coach
- Coaching focus is determined by the teachers in collaboration with the coach
- Length of the cycle is determined by focus and evolves over the cycle
- Notes are confidential between the teachers and the coach

Consultation

- Voluntary
- Meeting that does not turn into a cycle of sessions
- Notes are confidential between the teacher and the coach
- Goal determined by the teacher(s)

Cheektowaga Central School District
PROFESSIONAL LEARNING NEEDS ASSESSMENT SURVEY

1. Please indicate at which education level you are currently assigned. Check all that apply:

- ☐ Elementary School
- ☐ Middle School
- ☐ High School

2. How many years of experience have you had in education?

- ☐ 1 – 5
- ☐ 6 – 10
- ☐ 11 – 15
- ☐ 16 – 20
- ☐ more than 20

3. Please indicate your subject area(s) and/or positions(s). Check all that apply:

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- ☐ Third Grade
- ☐ Fourth Grade
- ☐ Fifth Grade
- ☐ Sixth Grade
- ☐ Seventh Grade
- ☐ Eighth Grade
- ☐ Art
- ☐ Business
- ☐ English
- ☐ English Language Learners
- ☐ Guidance
- ☐ Health
- ☐ Home and Careers
- ☐ Library Media
- ☐ Languages Other Than English
- ☐ Math
- ☐ Music
- ☐ Nursing
- ☐ Occupational Therapy
- ☐ Physical Education
- ☐ Psychology
- ☐ Reading
- ☐ Science
- ☐ Social Studies
- ☐ Social Work
- ☐ Speech
- ☐ Special Education
- ☐ Technology
- ☐ Instructional Coaching

4. When do you prefer to attend staff development programs? Check all that apply.

- ☐ During the workday (full day)
- ☐ During the workday (half day)
- ☐ After school
- ☐ Evenings (4-6)
- ☐ Superintendent's Conference Day
- ☐ Summer
- ☐ Weekends

5. What programs, courses, and/or workshops would best meet your needs? Check all that apply.

- ☐ Behavior Management
- ☐ Brain based learning
- ☐ Classroom Inquiry
- ☐ Collaborative/Co-Teaching
- ☐ Content Area Teaching
- ☐ Curriculum Mapping
- ☐ Data Inquiry Cycle
- ☐ Differentiated Instruction
- ☐ Disability Awareness
- ☐ Diversity
- ☐ Educational Research
- ☐ ENL/ELL
- ☐ Evaluating & Reviewing Instructional Materials
- ☐ Formative Assessments
- ☐ Inclusion of Students w/ Disabilities
- ☐ Individual Education Plan Process
- ☐ Interdisciplinary Instruction
- ☐ Integration of Technology
- ☐ Learning Standards
- ☐ Looking at Student Work
- ☐ Manipulative Materials
- ☐ Meeting the Needs of Diverse Learners
- ☐ Sharing Best Practices
- ☐ Substance Abuse
- ☐ Teaching Standards and Evaluations
- ☐ Teaching Strategies
- ☐ Technology

☐ Other (please specify):

_____

6. What delivery methods would you prefer? Check all that apply.

- ☐BOCES programs
- ☐Book Clubs
- ☐Classroom Demonstration
- ☐Classroom Visitation
- ☐Conferences/Workshops
- ☐Cross Grade Programs
- ☐Lesson Study
- ☐Webinars/Video Presentation
- ☐On-line Courses
- ☐Out of District visitation
- ☐Instructional coaching
- ☐Staff led Workshops
- ☐Study Groups/Collegial Circles
- ☐Subject/Grade specific programs
- ☐Teacher Center
- ☐Turnkey training

☐ Other (please specify):

_____

7. Would you be interested in training staff?

- ☐ **YES**
- ☐ **NO**

If yes, what course (s) and/or workshop(s) would you be interested in presenting?

_____

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