

ELMIRA CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

2019-2020



“Develop a passion for learning. If you do, you will never cease to grow.”

~ Anthony J. D'Angelo

District Name: Elmira City School District
BEDS Code: 070600010000
Superintendent: Hillary Austin
Address: 430 Washington Avenue, Elmira, NY 14905

Year (s) Plan is in effect: 2019-2020

Professional Development Team

- | | |
|---|--------------------------|
| ▪ Corina Forsythe – Committee Chairperson – Classroom Teacher | Hendy Elementary |
| ▪ Jay Hillman Director of Educational Services | Central Office |
| ▪ Kelley Bacalles Building Principal | Beecher Elementary |
| ▪ Suzanne Comstock Assistant Supervisor of Special Ed. | Central Office |
| ▪ Marnie O. Malone Supervisor of School Improvement | Booth Education Center |
| ▪ Shannon McCormick Special Education Teacher | Elmira High School |
| ▪ Diane Kerwan Primary Classroom Teacher | Fassett Elementary |
| ▪ Robert Arciolla Physical Education Teacher | Elmira High School |
| ▪ Jessica Talada Data and Curriculum Coordinator | Booth Education Center |
| ▪ Margaret Schimizzi ETA President/SS Teacher | Ernie Davis Academy |
| ▪ Janel Golden Special Education Teacher | Pine City Elementary |
| ▪ Benita Eldridge Music Teacher | Broadway Academy |
| ▪ Heather Donovan Elementary Principal | Riverside Elementary |
| ▪ Kelly Doherty-Maggs Assistant Principal | Parley Coburn Elementary |
| ▪ John Wood Assistant Principal | Beecher Elementary |
| ▪ Deborah Owens Higher Education Representative | Elmira College |

Professional Development Plan

The Elmira City School District 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 and focused professional development opportunities that are aligned with the Teaching and Learning Standards of New York State. Teacher effectiveness will be enhanced through a system of differentiated professional development activities to optimally prepare students for college, career and citizenship.

Mission Statement

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families and community partners to provide meaningful opportunities in a safe and engaging environment for all.

The ECSD Professional Development Plan is based on the seven strands of the New York State Teaching Standards (*Revised September 12, 2011*):

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

These seven strands of teaching are based on research, representing best practices in teaching and student learning. These essential elements have been identified as essential for effective classroom teaching and optimizing student achievement. Teachers need to demonstrate proficiency in each of these areas to ensure students are career and college ready upon graduation. The Elmira City School District professional development offerings are aligned with the New York State Teaching Standards in an effort to support educators. *A copy of the NYS Teaching Standards can be found at <https://www.engageny.org/resource/new-york-state-teaching-standards>*

I. District Core Beliefs Guiding the Professional Development Plan:

- Professional development organizes adults into Professional Learning Communities (PLCs), Grade Level Data Meetings and Department Meetings whose goals are aligned with the school and district
- Professional development uses disaggregated student data to set priorities and focus areas
- Professional development prepares educators to use educational research in making instructional decisions

- Professional development prepares educators to understand and appreciate all students, become teacher leaders, develop safe learning environments and hold high expectations for student achievement
- Professional development deepens content knowledge, supports research-based instructional strategies and prepares educators to use classroom formative and summative assessments to drive daily teaching and learning
- Professional development deepens the understanding of the Common Core Learning Shifts in ELA/Literacy:
 - Shift 1: Balancing Informational and Literary Text
 - Shift 2: Knowledge in the Disciplines
 - Shift 3: Staircase of Complexity
 - Shift 4: Text-based Answers
 - Shift 5: Writing from Sources
 - Shift 6: Academic Vocabulary
- Professional Development deepens the understanding of the Common Core Learning Shifts in Mathematics:
 - Shift 1: Focus
 - Shift 2: Coherence
 - Shift 3: Fluency
 - Shift 4: Deep Understanding
 - Shift 5: Application
 - Shift 6: Dual Intensity
- Professional Development deepens the understanding of the Common Core 8 Standards of Mathematical Practices
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make use of structure
 - Look for and express regularity in repeated reasoning
- Next Generation Learning Standards
- Next Generation Science Standards
- New Framework for Global Studies and US History

II. Needs/Data Analysis for Professional Development Plan

The following items are used routinely to develop professional development activities for educators:

Student Achievement Data:

- NYS Assessments/ District Assessments
- NWEA (Northwest Evaluation Association)
 - MAP (Measure of Academic Progress)
 - Primary Reading and Math

- K – 3 MAP Reading Fluency
- Benchmark and Formative Assessments
- Core Knowledge & Expeditionary Learning Assessments
- K – 2 Skill Strand Assessment
- Standards-Based Student Report Cards Pre-K – 6th grade
- Response to Intervention
- Academic Intervention Services
- DIBELS Next
- NYS Regents Examination Data

Additional Data Sources:

- Graduation Rates
- School Report Cards
- Drop-out Rates
- Suspension Rates
- Credit Accumulation
- Student Attendance
- Technology Benchmarks
- SCEP Pillars and ESSA Indicators
- State and district led school visits
- Teacher & Student Survey Data
- Teacher Attendance
- Discipline Patterns
- Mobility Data
- Special Education Classification Rates
- Demographic Sub-Group Data
- Read 180
- System 44
- Teacher Retention Data
- Administrative Classroom Walk Throughs
- Professional Development Evaluations

III. Objectives and Activities

The objectives and activities identified below are based on the New York State Teaching Standards (*Revised September 2011*). These standards represent the knowledge and skills required for effective classroom teaching, that enhances student achievement and prepares students for college, career and citizenship.

The Professional development activities listed below are intended to enhance and support instructional practices in the Elmira City School District. It is the goal of the District to offer professional development in an effort to address the continuum of needs of educators in the District.

Standard 1 - Knowledge of Students and Student Learning

Objective:

Educators will acquire and/or enhance their knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Training teachers in designing lesson plans that address the needs of all learners while aligning them with Next Generation Learning Standards
- Disseminating current research in best practices that reinforces instructional practices and promotes achievement for all students
- Examples of these practices are:
 - Differentiated Explicit Instruction
 - Utilizing technology to promote and increase student engagement
 - High Engagement/High Cognition
 - Formative Assessment
 - Student Learning Targets
 - Scaffolding Instruction
 - Tier II & III Interventions
 - Classroom Routines and Procedures
 - Simultaneous Student Engagement
 - Check for Understanding

Standard 2 - Knowledge of Content and Instructional Planning

Objective:

Educators will have a deep understanding of their content and plan effective instruction that ensures growth and achievement for all students.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Participating in the planning and the delivery of curriculum that aligns with the NYS Next Generation Learning Standards
- Participating in the planning and the delivery of curriculum that aligns with the Learning Standards for the Arts
- Supporting staff in the implementation of NYS Next Generation Learning Standards
 - Adapt NYS Common Core Modules following the State and District guidelines for this process
- Training for Response to Intervention Teams
 - Development of Tier II and III Response to Intervention
- Effective use of data to implement intervention strategies

- Training staff in New York State Social Studies Inquiries and New Framework
- Training staff in Full Option Science Systems (FOSS) & Next Generation Science Standards
- Offering training opportunities in understanding and applying technology
 - Schoology, Office 365, Classkick, Discovery Education

Standard 3 – Instructional Practice

Objective:

Educators will deliver rigorous instruction that engages all students to meet or exceed the Next Generation Learning Standards to be ready for college, career and citizenship.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Training in the creation and utilization of formative and summative assessments
- Training in the use and interpretation of student assessment data
- Disseminating current research in best practices that reinforces instructional practices and promotes achievement for all students
- Examples of these practices are:
 - Content Area Literacy Instruction
 - Critical Thinking
 - Direct Systematic Explicit Instruction
 - Using technology to promote achievement and engage students
 - Common Core Learning Shifts in ELA/Literacy:
 - Shift 1: Balancing Informational and Literary Text
 - Shift 2: Knowledge in the Disciplines
 - Shift 3: Staircase of Complexity
 - Shift 4: Text-based Answers
 - Shift 5: Writing from Sources
 - Shift 6: Academic Vocabulary
 - Professional Development deepens the understanding of the 8 Standards of Mathematical Practices
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make use of structure
 - Look for and express regularity in repeated reasoning

Standard 4 – Learning Environment

Objective:

Educators create a dynamic, safe learning environment that promotes achievement and growth for all students.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Ongoing Training & Implementation in Positive Behavior Interventions and Supports (PBIS)
- Restorative Practice
- Training in creating and managing challenging, safe and productive learning environments including:
 - Collaborative Learning
 - Second Step (Pre K – 6)
 - Morning Meeting
 - Town Meeting
 - Classroom Management
 - Growth Mindset
 - Student Learning Targets
 - Effective Feedback
 - Expeditionary Learning Protocols
 - Formative Assessment
 - Scaffolding
 - Differentiation
 - One to One Device
 - Therapeutic Crisis Intervention

Standard 5 – Assessment for Student Learning

Objective:

Educators use multiple measures to assess student growth, evaluate instructional effectiveness, and modify instruction.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Promote participation in Professional Learning Communities (PLCs) and Grade Level Data Meetings that encourage the use of student assessment data to develop instruction that meets student academic needs
- Develop quality formative and summative assessments
 - Pre and Post Tests
 - Exit Tickets
 - Closure Activities

- Do Now Activities
 - Student Response Systems
 - Student Learning Targets
 - Teacher-Student Conferencing Protocol
 - Teach Like a Champion
- Train in the use of Results Meeting Protocol
 - Professional development in the use of data systems to determine student strengths and needs in relation to NYS state assessments
 - These systems include, but are not limited to:
 - Mastery Manager
 - NWEA/MAP
 - NWEA MAP Reading Fluency K – 3
 - Compass Learning/Odyssey
 - Benchmark and Progress Monitoring
 - Data Gap Analysis
 - Learning A - Z
 - Student Portal
 - Student Emails
 - As part of the district RTI plan, train staff in the use of progress monitoring tools and modifying instruction to match student growth
 - The district has a technology plan that articulates staff training to maximize teachers' technological skills and application
 - The district technology plan includes guidelines for student utilization of technology to increase achievement.

Standard 6 - Professional Responsibilities and Collaboration

Objective:

Educators will demonstrate professional responsibility and engage parents and other relevant stakeholders to maximize student achievement and learning.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Provide new teacher orientation that emphasizes best practices, aligns with NYS Teaching Standards and promotes the District vision of success for all students
- Establish Professional Learning Communities (PLCs), Grade Level Data Meetings that promote collaboration among educators
- Promote participation, awareness and training of parents and families
 - Parent Academy
 - NWEA
 - Compass Learning/Odyssey
 - School Culture/Beliefs and Vision
 - Growth Mindset

- Standards Based Report Cards (K-6)
- Parent Portal
- Student assessment data and its relation to instruction
- Town Meetings
- Electronic/ Technology communication tools

Standard 7 - Professional Growth

Objective:

Educators will set informed goals and strive for continuous personal and professional growth.

Activities:

Professional development opportunities to support educators in achieving this objective will include:

- Provide opportunities for Personal Professional Development
- Promote teacher participation in professional learning opportunities that enhance professional growth, including District, BOCES (SIP and Model Schools), Teacher Center, College courses, NYSUT Education and Learning Trust & CTLE certified vendors
- Provide a Mentoring Program for all new and non-tenured teachers (*See District Mentoring Plan in Appendix A*)
- Train in the use of Danielson Rubric (NYS approved evaluation criterion) and Frontline (District approved technology-enabled observation process)
- Support teachers on improvement plans (TIPS) by providing specific professional development related to their improvement plan goals
- Train educators in the NYS Teaching Standards and Annual Professional Performance Review evaluation criteria
- The district technology plan supports professional development for teachers in utilizing technology to enhance instruction.
- Webinars

IV. Expected Teacher Participation

The District is committed to making professional development available to all teachers. Opportunities may be targeted for specific groups, content areas or schools

The purpose of the Professional Development Plan is to provide professional staff with training that will result in high quality learning experiences for all students. The Elmira Teacher's Association contract outlines the parameters for teacher participation. Additionally the Commissioner's Regulations 80-3.6(b)(1) requires that Professional certificate holders and Teaching Assistant certificate holders complete professional development for their CTLE every five years (100 hours for teachers and 100 hours for TAs) in order to maintain their certification.

V. Evaluation Section

Professionals participating in professional development activities will be asked to provide feedback at the conclusion of each session. Feedback tools may include but are not limited to evaluation forms, exit tickets and electronic survey tools. The purpose of the feedback will be to evaluate the effectiveness of the professional development in supporting the goal of teachers delivering highly effective instruction and improving student achievement. The intent of the evaluation is to provide information to the District and professional development team on creating and sustaining high quality professional development. The evaluations collected will provide information on the following:

- The quality of the training
- The impact of training on student achievement
- The alignment between classroom practice and the Next Generation Learning Standards

APPENDIX A

Elmira City School District Teacher Mentoring Plan

In compliance with Part 100 of the Commissioner's Regulations, provisions for a mentoring program must be included in a District Professional Development Plan. The ECSD mentoring program includes many opportunities for new teachers to participate in training and learning experiences designed specifically for them. The goal of this mentoring program is to help teachers make the transition from teacher preparation to teacher practice by using the talents from within our own staff. By providing support and training, we will support teacher effectiveness, enabling them to be confident and successful in the classroom. Through a well developed mentoring program and a strong professional development plan, the Elmira City School District will be able to train and maintain a highly-qualified faculty who are committed to improving student learning.

Why Mentoring?

Even champions need coaches.

Teachers greatly benefit from outstanding and committed mentors who serve as coaches. Schools that support mentor programs are committed to the success of all staff members.

Outcomes of effective mentor programs include:

- A successful and satisfied teaching force
- Greater retention of teachers in the profession
- Leadership opportunities for experienced teachers
- Increased student achievement

What are the qualities desired in mentors?

- Be recognized as an effective teacher with high standards of professionalism
- Be a lifelong learner who values inquiry and reflection
- Have knowledge of pedagogy, policies, and procedures
- Understand the adult learner
- Be patient, understanding, accessible, helpful, confident, and confidential
- Appreciate and understand diversity and its impact on learning in new teachers as well as in students
- Communicates hope and optimism

Mentors will:

- Mentors will be compensated
- Be provided training in mentoring and coaching strategies
- Maintain strict confidentiality

- Provide guidance and support for the teacher(s)
- May utilize a visitation day to confer and provide feedback
- Participate in orientation learning experiences with the new teacher assigned to them
- Be paired with same grade-level teacher or content area teacher whenever possible
- Support both instructional and non-instructional duties

Types of mentoring activities:

- Modeling instruction for the new teacher
- Observing teaching and learning
- Instructional planning with the new teacher
- Peer coaching
- Orienting the new teacher to the school culture and climate
- APPR process
- Accessing and understanding student data
- Supporting teacher with district technology applications

Mentors' roles and responsibilities:

- Help new teachers transition from preparation to practice
- Provide a variety of perspectives and informal feedback
- Maintain a confidential relationship with the new teacher
- Co-teach lessons
- Demonstrate a commitment to professional development by participating in and/or leading professional development programs
- Maintain a log of meeting times, dates, discussion topics and activities
- Strong understanding of APPR and state regulations

New teachers' responsibilities:

- Plan regular meetings with their mentor and seek help when needed
- Ask questions to understand District policies and procedures
- Share experiences from previous teaching or recent academia that may be relevant
- Participate in professional development opportunities
- Maintain a log of meeting times, dates, discussion topics and activities
- May utilize a visitation day to observe other teachers planning, teaching, reflecting and conferencing

Principals' responsibilities:

- Identify and solicit teachers who will commit to mentoring
- Utilize mentor support for enhancing teacher practice
- Support the activities of mentors and new teachers
- Organize the school environment so that collaboration is more easily accomplished

- Plan instructionally-focused meetings and clearly articulate expectations to all staff to be supportive of new teaching staff

Identifying Mentors:

Principals retain the right to identify and select mentors to support and work closely with their new staff. Those who agree to serve as mentors will receive training, resources, and suggested topics for discussion. It is important to identify a mentor that has a similar experience as the new teacher. To this end, principals will identify teachers of the same grade level/content area to serve as mentors. If this cannot be accomplished, a mentor may be a teacher in the building with relevant experiences or a teacher from outside the building with relevant experiences.

Should a principal be unable to recruit a mentor, he/she becomes responsible for using additional resources within the building/district to support new teachers. These resources may include:

- Data and Curriculum Coordinators
- Special Area Teacher (Reading, Counselor, Teacher on Assignment)
- Leadership Team Members

Three Year Mentoring Model:

- All new teachers will have a mentor for the first year; during the first year it is the expectation that the mentor and new teacher will work closely together
- During years 3 and 4 there will be a gradual release of mentoring support as the new teacher grows, thus needing less support
- It will be determined by the principal the amount of support the new teacher will need years 3 and 4; principals will use classroom observations, end of year evaluations and walk-throughs to determine how much support the new teacher continues to need

Time allotted for mentoring:

Contingent upon scheduling and staffing, principals will attempt to:

- Schedule common planning sessions
- Provide time for mentoring during superintendent conference days
- Arrange time for mentoring activities before and after the school day

The District will provide time for mentoring activities.

Professional Development:

The District encourages and supports new teachers to engage in relevant professional development provided by administrators, Data and Curriculum Coordinators, peers, BOCES and other avenues. The mentors should suggest and recommend targeted professional development opportunities to support new teachers.