

# **East Irondequoit CSD**

## **Continuing Teacher and Leader Education Plan**

### **2019 - 2022**



**Adopted by the Board of Education**

**July 8, 2019**



## **VISION**

The East Irondequoit Central School District is dedicated to providing a world-class education for all students. Our educational environment will nurture creativity, critical thinking and problem solving skills. We will inspire our students to become inquiring, knowledgeable and caring individuals who positively contribute to our local and global communities.

## **MISSION**

The mission of the East Irondequoit Central School District is to provide a variety of educational tools and programs that will enable our graduates to become college and career ready.

### **East Irondequoit Board of Education**

- ❖ *Kim Lasher, President*
- ❖ *Doreen Swan, Vice President*
- ❖ *Ronald Cooper*
- ❖ *Jessica Krupa*
- ❖ *Richard Oxley*
- ❖ *Gary J. Pawlak*
- ❖ *Jeffrey Petrie*
- ❖ *Idris Smith*
- ❖ *Patricia Storm*

### **Superintendent of Schools**

- ❖ *Mary E. Grow*

## **Continuing Teacher and Leader Education Plan Committee Members**

- ❖ Cheryl Dobbertin – Administrator
  - ❖ Eric Daniels – Principal
- ❖ Catherine Carroll-Edwards – Teacher
  - ❖ Cheryl Harisis - Parent
- ❖ Tracy Peterson – SUNY Brockport
  - ❖ Sharon Gass – Teacher
- ❖ Mark P. Anson – Assistant Superintendent for Instruction
  - ❖ Terri Robson – Administrator
  - ❖ Tim Scheg – Teacher
  - ❖ Brian Smith – Teacher

## ***East Irondequoit Central School District***

### ***Philosophy Statement***

The primary purpose of the district professional learning plan is to positively affect student achievement, enhance and broaden the learning opportunities for students, and promote continuous learning for professional faculty and staff. Professional learning activities may be experienced through many different offerings, including but not limited to; in-district workshops and courses, one-to-one support including demonstration lessons, and follow-up support (by mentors, directors, administration, peer colleagues), regional, state, and/or national training, action groups, school/classroom visitations, college courses, professional meetings (grade level, team, department, faculty), and curriculum writing projects. The district recognizes that different levels of expertise exist among staff members and is dedicated to tailoring professional learning offerings to complement each individual's needs and abilities. East Irondequoit CSD promotes a commitment to life-long learning for all of the members of its community and believes that the pursuit and sharing of knowledge benefits the whole.

## ***East Irondequoit CSD Professional Learning Plan***

***July 2020 - June 2022***

The East Irondequoit CSD Professional Learning Plan is a three-year plan. The Directors of Secondary and Elementary Education seek input, on a regular basis, from district teacher leaders and administrators regarding professional learning needs. The Professional Development Committee and Curriculum and Staff Development Council discuss, review, and provide input regarding concerns and needs specific to professional development. This data provides valuable information in order to remain responsive to ongoing professional needs as identified by several sources (teachers, administrators, educational services staff, student assessment performance, and content area review committees). Teachers and educational services staff are required to complete professional learning hours. Depending upon the school year, the required hours could range from six to twenty-four hours. In addition, educators holding a professional certificate must successfully complete 100 hours of professional learning every five years.

The content of the East Irondequoit Central School District's professional learning plan is being supported in part by BOCES (Mid-West JMT), RBERN, RSE-TASC, Teacher Centers and their approved vendors.

## ***Needs & Data Analysis***

When determining professional learning needs to improve student achievement and to ensure continuous professional learning for our faculty and staff, the East Irondequoit CSD Professional Development Committee analyzes both qualitative and quantitative data associated with the following sources. In addition to providing focus and meaningful professional learning based on the following sources, the district is committed to writing and revising curriculum aligned with the New York State , Next Generation Standards for Math and ELA, the NYS Social Studies Prek-12 Framework, the New York State Science Learning Standards and national standards.

- ❖ New York State Next Generation Standards for Math and ELA, the NYS Social Studies Prek-12 Framework, and the New York State Science Learning Standards
- ❖ National Learning Standards
- ❖ Post Graduate Expectations
- ❖ International, National, New York State, and Local Assessments
  - Grades 3 – 8 NYS Assessments
  - AP Scores
  - PSAT, SAT Scores
  - ACT Scores and PLAN test scores
  - Accuplacer Scores
  - International Baccalaureate Scores
  - District Benchmarks
  - Subgroup Analysis
  - Running Reading Records
  - Observation Checklist
  - Regents Exams
  - AIMSWeb Data
  - NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) Assessment
  - Digital Metrics
  - Mastery Connect
  - ESGI
- ❖ Data Warehouse Information
  - COHORT Groups
  - Longitudinal Data
  - Metrics and Analytics collected from purchased resources such as the LMS
- ❖ New York State Report Card Data
- ❖ K-12 Content Area Review Committee Recommendations
- ❖ Identified teacher learning needs generated through:
  - Teacher Leader Meetings
  - Professional Learning Communities
  - Literacy Committees
  - Educational Services Staff Meetings
  - Curriculum Review Committees
  - Department/Team Meetings
  - Grade Level Meetings
  - New Teacher Meetings
  - Mentors

- Teacher APPR
- Contractual Negotiations
- IB Meetings
- AVID Meetings
- Surveys
- Workshop Evaluations
- ❖ Administrator Needs
  - Administrative Cabinet Meetings
  - Administrators' Annual Review
- ❖ Professional Development Plan Committee (Ad hoc Committee)
- ❖ Building Site Based Teams and District Based Teams
- ❖ Professional Development Committee (Standing Committee)
- ❖ Curriculum and Staff Development Council
  - District Review Committees
- ❖ Curriculum Leaders, Grade Level Leaders
- ❖ New Course/Program Additions
- ❖ Administrative Cabinet Meeting
- ❖ Teacher Aide Input
- ❖ Professional Learning Workshop Evaluations
- ❖ Professional Learning Committee Meetings/Teams
- ❖ Program Coordinators

Listed below are specific professional learning topics identified from various needs sources that remain priorities for the district. This selection is not all-inclusive, and does not preclude district staff members from participating in other workshops that may be more specifically aligned to their content areas/department or levels of expertise.

<b><i>Professional Learning Focus</i></b>	<b><i>District Audience</i></b>	<b><i>Needs Source</i></b>	<b><i>Who</i></b>
Culturally Responsive Schools/Instruction, Trauma Informed and Restorative Practices  Mindfulness	All Staff	Report Card Results ENL (HLQ) School record forms	Directors of Instruction, Assistant Superintendent for Instruction, building principals and administrators

<p>Literacy</p> <ul style="list-style-type: none"> <li>○ Balanced Literacy</li> <li>○ Reading Assessments</li> <li>○ Reading and Writing in the Content Areas</li> <li>○ Reading and Writing in the ELA/English Classrooms</li> <li>○ Leveled Literacy Intervention</li> <li>○ Foundations</li> <li>○ Wilson Language</li> <li>○ Primary Units of Study</li> <li>○ Intermediate Units of Study</li> <li>○ Differentiated Instruction</li> <li>○ AVID Critical Reading</li> <li>○ AVID Critical Writing</li> </ul>	<p>PreK – 5 Teachers</p> <p>K – 8 Teachers</p> <p>6 – 12 Teachers</p> <p>Primary                      Reading Teachers</p> <p>K-8 Reading Teachers</p> <p>PreK - 2 Teachers</p> <p>3-8 Teachers</p> <p>PreK - 2 Teachers</p> <p>3-5 Teachers</p> <p>All Teachers</p> <p>6-12 Teachers</p>	<p>ELA Review Committee</p> <p>Next Generation State Standards Assessment Results</p> <p>Student data</p>	<p>Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty</p>
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<b><i>Professional Learning Focus</i></b>	<b><i>District Audience</i></b>	<b><i>Needs Source</i></b>	<b><i>Who</i></b>
Instructional Planning <ul style="list-style-type: none"> <li>○ Project Based Learning</li> <li>○ Effective Instruction</li> <li>○ Vocabulary Instruction</li> <li>○ 1:1 tools/resources</li> </ul>	New Teachers PreK - 12 Teachers	Mentor Program  Teacher and Administrator Input  CCSS	Directors of Instruction, ASI, BOCES, Teacher Leaders
International Baccalaureate <ul style="list-style-type: none"> <li>○ Diploma Programme</li> <li>○ IB Career Certificate</li> <li>○ Middle Years Programme</li> <li>○ Primary Years Programme</li> </ul>	High school teachers assigned to teach IB courses  Middle School  Durand Eastman, Laurelton Pardee, Ivan Green and Helendale Road Faculty	National and International Learning Standards	Directors of Instruction, ASI, IB building coordinators, building administrators, BOCES sponsored IB Regional training
In-House Leadership <ul style="list-style-type: none"> <li>○ Communication Skills 1</li> <li>○ Communication Skills II</li> <li>○ Meeting Management Skills</li> <li>○ Cognitive Coaching</li> <li>○ Mentor Training</li> <li>○ Restorative Practices</li> </ul>	Teacher leaders: grade level, team, and curriculum coordinators  Family Connect leaders  Teacher Mentors  Science Standards Leaders	District Requirement for Leadership Positions  NYS Professional Certificate Requirements	Directors of Instruction, ASI, Building administrators, EITA Leadership
Trauma, Illness, and Grief (TIG)	Mental Health Staff (school counselors, psychologist, social workers, school nurses)	Staff and Teacher Input	PPS Director, CSE-CPSE Chairperson, Ed Services Staff, BOCES
Math Expressions	PreK - 5 math and special education teachers	NYS Assessment Results State and National Standards Math Review Committee	Director of Elementary Instruction, MST Coordinators, Elementary Faculty
Advanced Placement (AP)	Eastridge teachers – specific to courses offered	Teacher and Administrator Input State and National Standards AP Assessment Results	Directors of Instructions, College Board
Behavioral Interventions			PPS Director, CSE-CPSE



<ul style="list-style-type: none"> <li>○ Second Step: Student Success through Prevention Program</li> <li>○ Therapeutic Crisis Intervention for Schools</li> <li>○ Positive Behavioral Interventions and Supports (PBIS)</li> <li>○ FLECS</li> </ul>	PreK - 2 teachers and staff  Grade 6 teachers and staff  PreK-12 Faculty  PreK - 8 teachers and staff  PreK - 2 teachers and staff	Teacher and Administrator Input   Student Data	Chairperson, Ed Services Staff, BOCES
Curriculum Writing	All teachers writing district curricula	Review Committees Teacher and Administrator Input	Directors of Instruction, Assistant Superintendent for Instruction, curriculum leaders,

<b><i>Professional Learning Focus</i></b>	<b><i>District Audience</i></b>	<b><i>Needs Source</i></b>	<b><i>Who</i></b>
Academic Programs <ul style="list-style-type: none"> <li>○ Project Lead the Way</li> <li>○ Gateway to Technology</li> <li>○ AVID</li> <li>○ Dual Enrollment Courses</li> <li>○ International Baccalaureate</li> </ul>	9-12 Technology Teachers and School Counselors 6-8 Technology Teachers and School Counselors 6-12 Faculty 9-12 Faculty	PLTW Requirements & Standards Gateway Requirements & Standards Student Data  Course Requirements	Directors of Instruction, Assistant Superintendent for Instruction, curriculum leaders, PLTW Staff
Assessment <ul style="list-style-type: none"> <li>○ Formative Assessment</li> <li>○ Diagnostic Assessments</li> <li>○ Data Analysis</li> </ul>	PreK - 12 Teachers Staff, and school leaders	Building Level PLCs Student Data NWEA MAP Results Mastery Connect Results	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Supporting Students with Disabilities	PreK - 12 Staff Administrators PreK - 12 Teacher Aides	NYS Assessment Results CCLS Assessment Results Student Data	Directors of Instruction, CSE-CPSE Chairperson, Assistant Superintendent

		Mastery Connect Results	for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Technology <ul style="list-style-type: none"> <li>Information Literacy</li> <li>Instructional Technology</li> <li>Administrative Technology</li> <li>Instructional Planning</li> </ul>	PreK - 12 Staff Administrators	Technology Survey IT Department Input Digital Leadership Team Digital Conversion Team Building Based Technology Teams	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Professional Learning Communities	PreK - 12 Staff Administrators	NYS/CCSS Assessment Results Curriculum Leaders Administrators	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Therapeutic Crisis Intervention for Schools & TCIS Refresher	Specific staff identified by student needs	CSE & IST Data Class Configurations	Directors of Instruction, CSE-CPSE Chairperson, Assistant Superintendent for Instruction, BOCES staff, Certified EICSD Staff
Generation Standards for Math and ELA, the NYS Social Studies Prek-12 Framework, and the New York State Science Learning Standards	PreK - 12 faculty	NYS Regulations NYS Standards NYS Assessment Results	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Content Specific	6 – 12 faculty	NYS and National Standards Assessment Results	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff,

			teacher leaders, curriculum leaders, teaching faculty
ENL	Pre K – 12 Faculty ESOL Teachers	CR154	Office of Instruction BOCES EICSD Faculty
Culturally Relevant Instruction	New Teachers PreK - 12 Teachers, Principals, Staff	Teacher Input, Behavioral data, NYSED SSS	Office of Instruction BOCES EICSD Faculty, PIRI, AVID Staff, Community Resources
Social Emotional Learning	All Staff, Teachers and Administration	Teacher Input, Behavioral data, NYSED SSS	Office of Instruction BOCES, PIRI, Community Resources

### ***Monitoring and Evaluation***

**Standard 10: Evaluation – Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving practice and student learning.**

The specific professional learning identified in the previous table will be monitored and evaluated during the term of this plan. The district's standing Professional Learning Committee (PDC) comprised of four teachers (one primary, one intermediate, one middle school, and one high school representative, the Director of Secondary Education, and the Assistant Superintendent for Instruction will oversee this aspect of the plan. The district will continue to use a feedback system that will accompany a formal system of tracking participants, dates of participation, and title of specific professional learning. In addition, follow-up surveys will be administered on an ongoing basis to monitor the post workshop learning and implementation of new skills learned. A summary of the evaluation of the professional learning offerings will be presented to the Board of Education upon their request.

### ***East Irondequoit CSD Mentor Program***

***2020-2022***

#### **❖ Roles and Responsibilities**

- Mentor Role
  - Support new teachers regarding any of the following:

- Instructional strategies.
  - Lesson plan and design.
  - Communication with parents/guardians.
  - Classroom management techniques.
  - Incorporating Instructional Technologies
- Serve as a liaison between building administration and the probationary teacher.
- Maintain professional confidentiality between mentor and teacher.
- Be familiar with the NYSED's professional learning requirements for Professional certificate holders.
- Grade Level Leaders and Curriculum Leaders
  - Acclimate probationary teachers to the general operations of the building.
  - Support probationary teachers regarding day to day procedures within the school.
  - Support probationary teachers specific to grade level needs.
  - Support probationary teachers specific to department needs.
  - Participate in periodic school meetings with mentors, assistant superintendent for instruction, curriculum leaders, grade level leaders, and/or team leaders.
  - Promote classroom visitations.
  - Attend department meetings, curriculum meetings, and/or team meetings.

### ***Professional Learning for Professional Certificate Holders***

As of July 1, 2016 the New York State Education Department requires holders of a Professional teaching certificate for classroom teaching to complete professional development hours to maintain the validity of their certificates. Professional certificate holders must complete 100 hours every five years.

Chapter 56 of the Laws of 2015 also added a new section 3006-a to the Education Law to require, commencing with the 2016-2017 school year, holders of a professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) and holders of a Level III Teaching Assistant certificate who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Consistent with the current professional development requirements for teachers and school leaders in section 80-3.6 of the Commissioner's regulations, which are now being repealed, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content

area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

- for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- for a CTLE certificate holder who holds a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

The following categories of professional learning (not all inclusive) are options for teachers and administrators holding a Professional certificate:

Professional Learning workshops (attending and/or presenting)

- ❖ College courses
- ❖ School Improvement Days
- ❖ Curriculum writing
- ❖ Sponsoring a student teacher
- ❖ Mentoring a new teacher
- ❖ Collaboration with other teachers to examine case studies of student work and development (IST, PLC)
- ❖ Data analysis
- ❖ Additional locally developed professional development offerings

## **Professional Learning Plan**

### **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.**

**Objective: To provide a variety of professional development formats.**

<b>Activities</b>	<b>Strategies</b>	<b>Evaluation</b>
<b>Action Research</b>  <b>On-line Learning/Webinars On-line facilitated and On-line Self-Paced</b>  <b>Peer Reviews/Observations/Learning Labs</b>  <b>Book Talks</b>  <b>Courses</b>  <b>After School Workshops</b>  <b>Summer Institutes</b>  <b>Professional Learning Communities</b>  <b>Consultant/Coach Model</b>	<b>Non-District PD Request</b>  <b>Office of Instruction Coordinated workshops</b>  <b>School Improvement Days</b>  <b>PLC Meetings</b>  <b>Release time</b>	<b>Workshop evaluations</b> <b>Follow-up Surveys</b>  <b>Personal learning logs</b>  <b>Participant reflections</b>

## **Professional Learning Plan**

### **Standard 2: Content Knowledge and Quality Teaching**

**Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional learning opportunities and to effectively assess student progress.**

**Objectives: To provide differentiated instructional strategies to meet the needs of diverse learners.**

To provide opportunities to examine and use a variety of formative and summative assessments to inform and evaluate instruction.

Activities	Strategies	Evaluation	Who
<b>Workshops specific to:</b> <ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Learning Targets</li> <li>Formative &amp; Summative Assessments</li> <li>NWEA Measures of Academic Progress</li> <li>AIMS Web</li> <li>Data Analysis</li> <li>Content/Discipline Specific Professional Development</li> <li>Common Core Learning Standards</li> <li>Literacy</li> <li>Numeracy</li> <li>Cultural Competence</li> <li>Influence of Poverty on Student Achievement</li> </ul>	Non-district PD requests Summer workshops After school workshops Book talks School Improvement Days Release time On-line learning Webinars School Improvement Days Release time Learning Labs Peer Visits School Visits	Workshop evaluations Follow-up surveys Peer reviews Assessment portfolios Student data Teacher feedback and reflections	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty

## Professional Learning Plan

**Standard 3: Research-based Professional Learning**

**Standard 8: Data Driven Professional Practice**

Professional development uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Professional development is researched-based and provides educators with opportunities to analyze, apply, and/or engage in research.

**Objective:** To provide and apply professional development that is researched-based.

Activities	Strategies	Evaluation	Who
Response to Intervention	After school workshops	Student work	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Leveled Literacy Intervention	Book talks	Teacher reflections	
Fundations/Wilson Language	Summer workshop with follow-up	Student data	
AIMSWeb	Release time		
Building Background Knowledge and Academic Vocabulary	After school workshops		
IB	Data Dashboards		
AVID	Release time		
Apps and Digital Resources	School Improvements Days Faculty Meetings		
	Summer Institutes Summer workshops Release time		
	Online training		

## Professional Learning Plan

### Standard 4: Collaboration



**Professional development ensures that educators have the knowledge, skills, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.**

**Objectives:** To provide ongoing opportunities for educators to work with colleagues within and across all grade levels

**To provide opportunities to learn skills to communicate effectively, to work in diverse teams, and to work towards a common goal**

Activities	Strategies	Evaluation	Who
Instructional Support Teams	Regularly scheduled meetings	Student data	Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty
Literacy Teams	Best practices for literacy instruction	Instructional Support Plans	
Professional Learning Communities			
Team, Grade Level, Department, & Faculty Meetings, K-12 Special Area Meetings	Regularly scheduled meetings		
IB Meetings			
IB Coordinator Meetings	Release time Faculty meetings Summer training		
AVID Site Team/District/Grade Level Meetings			
Digital Learning Team	Monthly Meetings	Surveys	
Staffing's		Workshop evaluations	
Workshop offerings to include:	After school and summer workshops	Follow-up surveys	
<ul style="list-style-type: none"> <li>Listening Skill Clusters</li> <li>Action Oriented Listening</li> <li>Cognitive Coaching</li> <li>Meeting Management Skills</li> <li>Collaboration</li> </ul>			

- Co-Teaching Models

## Professional Learning Plan

### Standard 5: Diverse Learning

### Standard 6: Student Learning Environments

Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

**Objective:** To provide opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Activities	Strategies	Evaluation	Who
<b>Trauma, Illness, and Grief</b>  <b>Workshops specific to:</b> <ul style="list-style-type: none"> <li>• Therapeutic Crisis Intervention for Schools</li> <li>• Classroom Management</li> <li>• Communication Skills</li> <li>• Discipline</li> <li>• Bullying/Cyberbullying</li> <li>• Second Step: Student Success through Violence Prevention Program</li> <li>• De-escalating a Crisis</li> <li>• Safety Training</li> <li>• Culturally Responsive Teaching</li> <li>• Dignity for all Students Act (DASA)</li> <li>• Influence of Poverty of Student Achievement</li> <li>• Coaching Certifications</li> <li>• Blood borne pathogens</li> <li>• Digital Citizenship</li> <li>• Caring Circles</li> </ul>	<b>Yearlong training – release time</b> <b>After School workshops</b>  <b>Summer and after school sessions</b>  <b>School Improvement Days</b>  <b>Faculty Meeting</b>  <b>Book Talks</b>  <b>On-line Trainings</b>	<b>Action plan created</b>  <b>Workshop evaluations</b> <b>Follow-up surveys</b> <b>Student data</b>	<b>Directors of Instruction,</b> <b>Assistant Superintendent for Instruction,</b> <b>BOCES staff,</b> <b>teacher leaders,</b> <b>curriculum leaders,</b> <b>teaching faculty</b>

<b>IB Programme/ Bridging the Equity Work</b>			
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## Professional Learning Plan

### Standard 7: Parent, Family, and Community Engagement

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

**Objective:** To provide opportunities for educators to develop communication and collaboration skills that enables them to build partnerships with parents, guardians, and the community.

**Objective:** To enhance educators' knowledge of cultural backgrounds of students, families, and the community.

Activities	Strategies	Evaluation	Who
<b>Workshops specific to:</b> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Problem Solving</li> <li>• Effective Meetings</li> <li>• Collaboration</li> <li>• Poverty</li> </ul>	Summer and after school sessions	Workshop evaluations Follow-up surveys	<b>Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty</b>
<b>Arts Build Community Dinner</b>	Evening workshops		
<b>Parent ESOL Curriculum Night</b>	Day and evening sessions	Debriefing meetings	
<b>Open Houses</b>	Newsletter		
<b>Curriculum Nights</b>	Website	Attendance	
<b>Common Core Learning Standards/Parent Nights/Meetings</b>	Parent/Student Portal		
<b>PTA Meetings</b>			
<b>Senior Citizens Events</b>			
<b>Site-Based Teams</b>		Faculty and student participation	
<b>CCSS Informational Opportunities for Parents</b>			
<b>TIES Program</b>			
<b>Big Brothers Big Sisters Program</b>			
<b>Science fair</b>			

<b>PYP Exhibition</b>			
<b>PLTW Showcase</b>			
<b>AVID Showcases</b>			
<b>District Arts Show</b>			
<b>FIRST Robotics</b>			
<b>Musical performance</b>			
<b>Performing Arts Recitals</b>			
<b>IB Diploma Awards</b>			
<b>Graduation</b>			
<b>iPad Distribution Nights</b>			
<b>iPad information night/Cyber Safety</b>			
<b>Academic Awards Nights</b>			

### **Professional Learning Plan**

#### **Standard 9: Technology**

**Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.**

**Objective: To provide ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice**

**Objective: To provide educators with opportunities to learn and use technology for communication and collaboration**

<b>Activities</b>	<b>Strategies</b>	<b>Evaluation</b>	<b>Who</b>
<b>Workshop offerings specific to:</b> <ul style="list-style-type: none"> <li>○ <b>Instructional Technology</b></li> <li>○ <b>Administrative Technology</b></li> <li>○ <b>Tech Devices</b></li> <li>○ <b>Digital Citizenship</b></li> <li>○ <b>Schoology</b></li> <li>○ <b>Discovery Education</b></li> </ul>	<b>Summer and after school workshops</b>  <b>DigiFest</b>  <b>iPad Program (1:1 Digital Integration)</b>  Laptops  <b>On-line facilitated</b>  <b>On-line self-paced</b>	<b>Workshop evaluations</b>  <b>Follow-up surveys</b>	<b>Directors of Instruction, Assistant Superintendent for Instruction, BOCES staff, teacher leaders, curriculum leaders, teaching faculty</b>

	<b>After school PD</b>  <b>Release time</b>		
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## Professional Learning Plan

### New York State Next Generation Learning Standards

**Goal:** To develop professional development offerings which support the implementation and instruction of the Common Core Learning Standards

**Objective:** To provide ongoing learning opportunities which support rigorous instruction and literacy across all disciplines.

Activities	Strategies	Evaluation	Who
<b>Workshops specific to:</b> <ul style="list-style-type: none"> <li>○ Standards Based Instruction</li> <li>○ Academic Writing</li> <li>○ Speaking/Discourse</li> <li>○ Listening</li> <li>○ Visualization/Presentation</li> <li>○ Close Reading</li> <li>○ Task Analysis</li> <li>○ Perseverance/Rigor</li> <li>○ Differentiation</li> <li>○ KUDs</li> <li>○ Feedback</li> <li>○ Assessment</li> </ul>	<b>Building Level/Specific Workshops:</b> <b>Monthly Release</b>  On-line Facilitated On-line Self-Paced  <b>Morning Professional Learning</b>  <b>After School Professional Development</b>  <b>EINET Archive</b>  <b>Engage New York</b>  <b>Non-district PD requests</b>	<b>Student data</b>  <b>Student work</b>  <b>Input from administrators</b>  <b>Teacher input/reflections</b>	<b>Directors of Instruction,</b> <b>Assistant Superintendent for Instruction,</b> <b>BOCES staff,</b> <b>teacher leaders,</b> <b>curriculum leaders,</b> <b>teaching faculty</b>

	<b>Content specific workshops</b>		
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