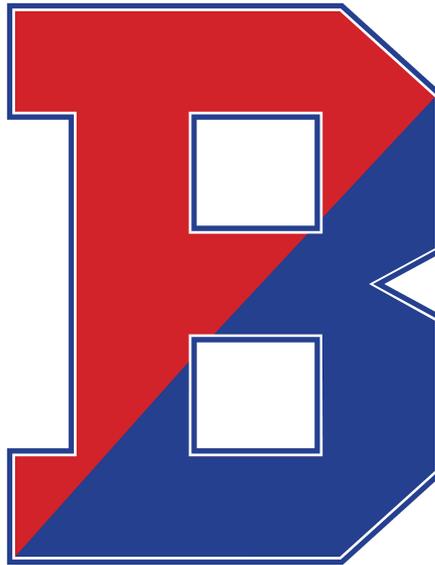# Professional Learning Plan

Binghamton City School District

July 1, 2020 through June 30, 2023

The Binghamton City School District's professional learning plan exists to continuously enhance instruction and improve student performance through a responsive, collaborative, research-based process for teachers, administrators, and support staff.

District Name: **Binghamton City School District**

BEDS Code: **03020001000**

Superintendent: **Dr. Tonia Thompson**

Address: **164 Hawley Street**
                          Binghamton, New York 13902

Website: **http://www.binghamtonschools.org/**

Years in Effect: **July 1, 2020 through June 30, 2023**

Binghamton City School District Professional Learning Committee
Dr. Tonia Thompson, Superintendent of Schools
Dr. Larry Dake, Assistant Superintendent for Instruction and Budget
David Thon, Director of Personnel
Brenda Lidestri, Director of PreK - Grade 12 Curriculum and Instruction (MST)
Dr. Jennifer Dove, Director of PreK - Grade 12 Curriculum and Instruction (Literacy/Humanities)
Erin Thompson-Miller, Director of Technology
Tia Rodriguez, Director of Special Services
Velvet Tanner, Director of Special Services
Peter Stewart, Principal, Mann
Kristine Battaglino, Principal, West Middle
Scout Orr, Department Chair, Science and Technology
Steve McGovern, Department Chair, Social Studies and Business
Monica Stento, Department Chair, Mathematics
Jacqueline Scallan, Department Chair, ELA
Michele Rozen, Kindergarten Teacher/BTA President, Wilson
Erin Vazquez, 5th Grade Teacher, MacArthur
Jesilyn Starzec, 1st Grade Teacher, MacArthur
Renee DeSantis, Art Teacher, Roosevelt
Kathleen Salamida, 6th Grade ELA Teacher, West Middle
Kathleen Broderick, Consultant Teacher, MacArthur
Patricia Fiato, 1st Grade Teacher, Coolidge
Kelly Breward, Health Teacher, Binghamton High School
John Clement, Math Teacher, Binghamton High School
Brittany Fitzgerald, Reading Teacher, Mann
Sarah McLachlan, Challenge Enrichment Teacher, Franklin
Brittany Ochs, School Psychologist, Wilson
Scott Schwartz, Social Studies Teacher, Binghamton High School
Michelle Zaverton, PreK Teacher
Dr. Matt McConn, Binghamton University Department of Teaching, Learning, and Educational Leadership
Andrea Decker, Binghamton University Department of Teaching, Learning, and Educational Leadership

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District Mission

Our mission is to educate, empower, and challenge all students to become productive, global citizens through innovative approaches to learning.

District Vision

Embracing our diverse programs and community to become a premier public school district.

District Goals

All students will have the necessary skills and self-direction to enter college and start a career.

All students will graduate.

The Binghamton City School District will embrace diversity in all of its forms.

The Binghamton City School District will provide safe and structured environments that ensure students' academic, social, and emotional well-being.

All stakeholders will consistently communicate, collaborate, and engage with each other.
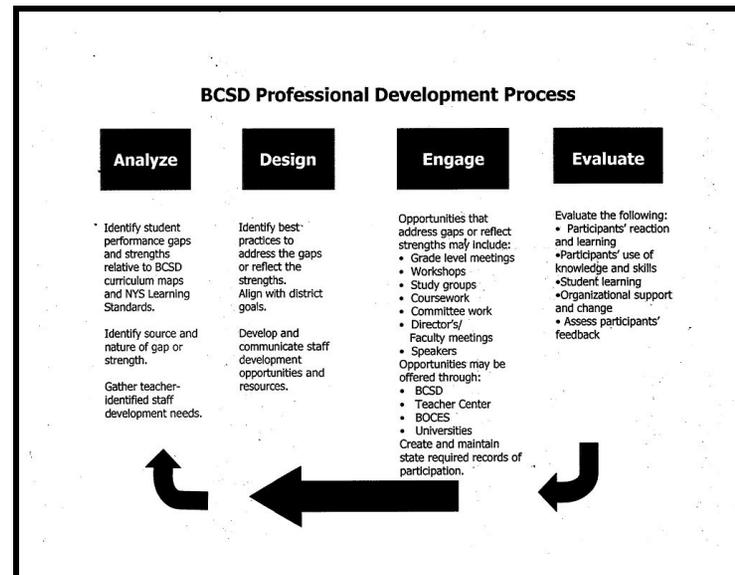
Introduction

As stipulated in Part 100 of the Commissioner's Regulations, the Binghamton City School District convened a team of teachers, administrators, and higher education professionals to review/revise our professional learning Plan. The purpose of professional learning is to prepare and support educators to help all students meet or exceed local, state, and national standards. We believe that student learning provides the focus for continuous adult learning.

Binghamton City School District Professional Learning Process

This plan's purpose is to improve the quality of teaching and learning for all students. Moreover, this plan directly aligns to our continued commitment to putting students first, professionalism, instructional technology, respect for all learners, high expectations, and shared leadership. professional learning is a multi-faceted process that is strategically planned to provide individual, school, and district solutions to targeted areas of need for growth.

In alignment with professional learning standards, the district's Professional Learning Committee will participate annually in a review process that involves collaboration, data analysis, and best practice identification to address areas of need and evaluate programs. When evaluating programs, feedback will be garnered from all stakeholders to triangulate with teacher and student performance data. The schematic below illustrates this process's cyclical nature.

BCSD Professional Development Process

Analyze	Design	Engage	Evaluate
Identify student performance gaps and strengths relative to BCSD curriculum maps and NYS Learning Standards.	Identify best practices to address the gaps or reflect the strengths. Align with district goals.	Opportunities that address gaps or reflect strengths may include: • Grade level meetings • Workshops • Study groups • Coursework • Committee work • Director's/ Faculty meetings • Speakers	Evaluate the following: • Participants' reaction and learning •Participants' use of knowledge and skills •Student learning •Organizational support and change • Assess participants' feedback
Identify source and nature of gap or strength.	Develop and communicate staff development opportunities and resources.	Opportunities may be offered through: • BCSD • Teacher Center • BOCES • Universities	
Gather teacher-identified staff development needs.		Create and maintain state required records of participation.	

Professional Learning - Mission Statement

In the Binghamton City School District, professional learning exists to continuously enhance instruction and improve student performance through a responsive, collaborative, research-based process for teacher, administrators, and support staff.

Needs Assessment

The District's Professional Learning Committee collects and reviews information through individual professional learning opportunity evaluations to help gauge both training quality and impact on staff expertise. In past years, a biannual district-wide survey was conducted to assess staff needs. Results of past staff surveys may be located in the 2017-2020 Professional Development Plan. In February/March 2020, an additional staff and student survey was completed to assess ongoing areas for growth opportunities and training needs. That data will be presented in pages that follow.

Beginning on March 14, 2020, our District - along with several around NYS - was physically closed due to the COVID-19 pandemic. For the remainder of the 2019-2020 school year, students and teachers engaged in various remote learning processes. Much was learned about future professional learning needs during this time. Moreover, our District's staff is commended for their heroic response to an unprecedented learning effort undertaken between March and June 2020. Schools were physically-shut with a 36 hour notice, and remote plans were created while being simultaneously implemented. Given these unprecedented circumstances, our District's staff rose to the occasion and met the challenge.

While writing this plan, we face an uncertain short-term future. The 2020-2023 plan was written as both a summative document of our District's processes but also as a formative one with an eye towards possible remote and/or hybrid learning opportunities. Whatever the short-term future holds, we know that we can count on the continued diligence and hard-work of our staff to meet these challenges.
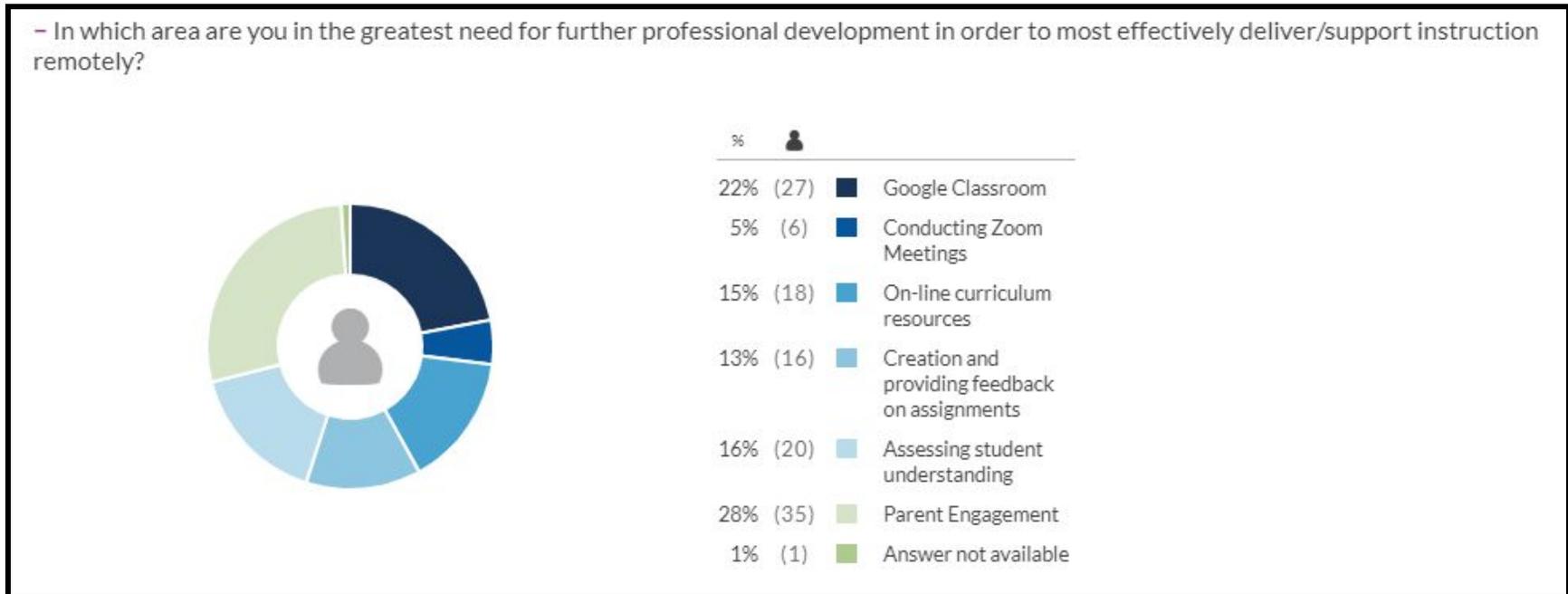
Needs Assessment - 2016 Survey and 2020 Survey

Category	2016 Survey Results	2020 Survey Results
Areas Identified as "Critical/Important Need"	1. Providing Interventions to Struggling Learners 2. Differentiating Instruction within a Multi-Ability Class 3. Challenging Advanced Learners 4. Project-Based Learning 5. Instructional Strategies to Promote Student Engagement	1. Providing Interventions to Struggling Learners 2. Challenging Advanced Learners 3. Differentiating Instruction in a Multi-Ability Class 4. Creative and Critical Higher-Order Thinking Skills 5. Instructional Strategies to Promote Student Engagement
Assessment Areas of Need Identified	1. Differentiated Assessment 2. Student Portfolios and Authentic Assessment 3. Ongoing Formative Assessments & Checking for Understanding	1. Differentiated Assessment 2. Effective Grading Practices, Including Standards-Based Grading 3. Student Portfolios and Authentic Assessment
Safe and Supportive Classroom Areas of Need Identified	1. Methods of Teaching Students with Specific Disabilities 2. Positive Behavior Intervention and Supports (PBIS) 3. Crisis Prevention Intervention (CPI)	1. Methods of Teaching Students with Specific Disabilities 2. Trauma-Informed Learning Environment 3. Community Resources that can be used in the Classroom

Category	2016 Survey Results	2020 Survey Results
Technology Areas of Need Identified	1. Learning about Innovative Technology Concepts (i.e., Chromebooks) 2. iPads and Apps with Students 3. Learning how to use Technology to enhance Productivity & Professional Practice	1. Google Drive, Apps, and Extensions 2. Learning about Innovative Technology Concepts (i.e., Chromebooks) 3. Learning to Support and Enhance IEP Goals using Technology
Reasons Why Professional Development was considered VALUABLE by Staff	1. Were an Integral Part of a District-Wide or School-Wide Improvement Plan 2. Are Likely to Result in a Positive and Lasting Impact on my Classroom Instruction 3. Was Supported by District and Building Leadership	1. Was Supported by District and Building Leadership 2. Are Likely to Result in a Positive and Lasting Impact on my Classroom Instruction 3. Advanced my Understanding of Effective Instructional Strategies that Work in my Classroom (TIE) 4. Was Directly Linked to Improved Student Achievement (TIE)

The 2016 and 2020 surveys provide an "apples to apple" comparison as the same survey questions and phrasing was utilized in both instruments. The 2020 survey was completed on the Spring 2020 Superintendent's Conference Day on March 12, 2020. Two days later, on March 14, 2020, schools were physically-closed - eventually for the remainder of the school year - due to COVID-19.

While survey results would be different had we understood on March 12, 2020 that remote instruction would have to begin with 72 hours, a Thought Exchange on remote instruction does provide insight into staff needs around remote and hybrid learning models.

COVID-19 Remote Learning Thought Exchange Results

– In which area are you in the greatest need for further professional development in order to most effectively deliver/support instruction remotely?

%	👤	
22% (27)	■	Google Classroom
5% (6)	■	Conducting Zoom Meetings
15% (18)	■	On-line curriculum resources
13% (16)	■	Creation and providing feedback on assignments
16% (20)	■	Assessing student understanding
28% (35)	■	Parent Engagement
1% (1)	■	Answer not available

As the 2020-2023 professional learning plan is finalized and brought to the Board of Education, district staff are cognizant that some of its elements may shift with COVID-19 impacting in-person learning for the immediate future. We will continue to elicit feedback from staff, students, and stakeholders in order to appropriately pivot and adjust professional learning offerings to respond to fluid needs.

Alignment with Adult Learning Theories

As Joyce and Showers[1] assert, effective professional learning combines theory, practical application, feedback, and coaching. When adults engage in professional learning that combines these four pillars, learning opportunities are maximized and have the best chance of directly impacting student achievement. Cognizant of adult learning theories, this plan seeks to provide high-quality professional learning to our adults so that they can maximize their service to our students.

Moreover, adult learning must be ongoing in order to be effective. Rather than a one-time, "sit and get" model, this plan seeks to incorporate high-quality learning opportunities centered on district goals and follow-up with feedback and coaching. Merriam[2] reinforced Knowles'[3] early research on adult learning by emphasizing that adults have specific learning needs that must be met for development to take place. Dynamics that exist and must be recognized are:

1. Adults should engage in self-directed learning opportunities that support their ownership over their own learning.
2. Adults can draw on significant life experiences to inform their learning.
3. Adult learning needs are closely tied to their professional roles.
4. Adults seek problem-centered learning opportunities that can be practically applied as soon as possible.
5. Adults, especially school professionals, are motivated by internal rather than external factors.

Fogarty and Pete[4] reinforced that adults seek job-embedded learning opportunities that are directly related to their societal roles. Binghamton's plan seeks to honor these adult learning theories and provide learning opportunities that are aligned to district and staff goals, job-embedded, immediately applicable, and offer feedback and coaching.

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[1] Joyce, B. and Showers, B., 2002. Student achievement through staff development. 3rd ed. Alexandria, VA: Association for Supervision and Curriculum Development.

[2] Merriam, S., 2001. Andragogy and self-directed learning: pillars of adult learning theory. In: S. Merriam, ed. The new update on adult learning theory: new directions for adult and continuing education 89. New York: John Wiley & Sons, 3–14.

[3] Knowles, M., 1992. The adult learner: a neglected species. 4th ed. Houston, TX: Gulf

[4] Fogarty, R.J. and Pete, B.M., 2004. The adult learner: some things we know. Thousand Oaks, CA: Corwin Press.

New York State Professional Development Standards

An Introduction

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional learning to sustain and enhance their practice. Indeed, teacher professional learning is an essential element of comprehensive school improvement. The professional learning needs of other members of the school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional learning planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Learning

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional learning for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional learning in New York:
- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (100 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) professional learning requires each district and BOCES to collaboratively develop a plan for professional learning that is annually revised and approved by its board of education.

• Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional learning.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional learning to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional learning networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional learning offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional learning to all school personnel throughout the State.

Ensuring Consistent High Quality Professional Learning Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State professional learning Standards are based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning. Attributes of effective professional learning include the following:

• **Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

• **Effective professional learning is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**

• **Professional learning is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district professional learning Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional learning.

• **Professional learning is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning.** They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

• **Professional learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning**. Collaborative leadership for professional learning recognizes that the pursuit of excellence is never ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

• Professional learning is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

• Professional learning is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional learning. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Learning

1. **Designing Professional Learning**: professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching**: professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning**: professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. **Collaboration**: professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning**: professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. **Student Learning Environments**: professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family and Community Engagement**: professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. **Data-driven Professional Practice**: professional learning uses disaggregated student data and other evidence of student learning to determine professional learning learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology**: professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

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

New York State Professional Learning Standards and Indicators

Standard 1: Designing Professional Learning
Standard: Professional learning 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.

Indicators:

1a. professional learning design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. professional learning design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional learning activity.

1c. professional learning design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional learning are substantively involved in all aspects of professional learning design.

1e. professional learning design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. professional learning formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional learning incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. professional learning is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard: professional learning expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

2a. professional learning includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. professional learning provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. professional learning provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. professional learning provides differentiated instructional strategies to meet the needs of diverse learners.

2e. professional learning ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

2f. professional learning provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard: professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. professional learning is based on current research in teaching, learning, and leadership.

3b. Effective professional learning ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

3b.1. professional learning includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. professional learning involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.

3b.3. professional learning provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional learning programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard: professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

4a. professional learning provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

4b. professional learning provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. professional learning maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard: professional learning ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. professional learning focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. professional learning provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. professional learning provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

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

Indicators:

6a. professional learning provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. professional learning provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. professional learning provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard: professional learning 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.

Indicators:

7a. professional learning provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. professional learning enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. professional learning includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

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

Indicators:

8a. professional learning ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. professional learning provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

8c. professional learning provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. professional learning provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. professional learning provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard: professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

9a. professional learning ensures ongoing educator and student technological literacy.

9b. professional learning provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. professional learning facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. professional learning promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. professional learning encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. professional learning provides educators with opportunities to learn and use technology for communication and collaboration.

9g. professional learning addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard: professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional learning.

10b. professional learning evaluation uses multiple measures to assess effectiveness of the knowledge and skill 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 development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. professional learning evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional learning experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. professional learning evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional learning plans.

Binghamton City School District's Commitment to Equity and Diversity

As this plan is developed and finalized, school districts are facing COVID-related challenges around reopening, health, safety, and addressing learning gaps. We should not forget, however, that we remain committed to anti-racist teaching and learning, diversity, and equity throughout our District. To that end, we will be exploring the following texts as a District to examine our own practices, implicit biases, and culturally-responsive mindsets.

Beginning with the 2019-2020 school year, Binghamton CSD has partnered with Dr. Sharroky Hollie to build district-wide awareness and capacity around culturally-responsive pedagogy. Dr. Hollie has engaged with Binghamton CSD staff, participated in administrative retreats with district leadership, and worked with Binghamton several tasks such as reviewing our Code of Conduct to ensure its alignment with culture responsiveness. This work will continue throughout the 2020-2021 school year and beyond.

Dr. Hollie's work may be accessed here: https://www.culturallyresponsive.org/about-dr-hollie

Moreover, the district's Equity and Diversity Task Force will continue to meet and explore avenues to build capacity with our staff, students, and stakeholders on this topic. Along with our task force work, Binghamton will continue to implement culturally-responsive awareness and practices in several ways:
- Annual Implicit Bias training for ALL STAFF has been built-into our three-year plan as outlined below under District Goal #3's framework.
- Restorative Practices has become a mandated workshop for all new faculty.
- Crisis Prevention Intervention (CPI) continues to be a mandated workshop for all new faculty.
- A continued commitment to recruit throughout NYS and beyond to attract teachers and administrators of color in order that our staff reflects our community.

Binghamton City School District's Mandated Trainings for All Staff

The Binghamton City School District has partnered with *Safe Schools*, a Vector Solutions product available through our relationship with Utica National Insurance, to provide mandated training in a digital environment to all staff. Upon hire and annually as appropriate, Binghamton employees will participate in digital trainings in the following areas:

- Cultural Competency and Racial Bias
- Diversity Awareness
- Sexual Harassment Prevention
- Bloodborne Pathogen Exposure
- Hazard Communication: Right to Understand (aka, "Right to Know")
- Email Messaging and Safety
- Protection Against Malware

These courses include built-in assessments where staff must demonstrate their professional learning to earn credit for the course. Moreover, *Safe Schools* is customizable and will be leveraging in the future for additional trainings such as those required by COVID-19 (i.e., hand hygiene, mask wearing, social distancing, etc.) and others as required by NYS mandates (i.e., new child abuse awareness trainings mandated for staff).

Binghamton City School District's Required Trainings for New Faculty

Aligned to District Goals and Required within First Three Years

Teaching and Learning

Focus on Effective Teaching
Foundational Courses in ELA
and Math Instruction
Assessment in Daily Instruction

Working with BCSD Students

Restorative Practices
Responsive Classroom
Guided Discipline
Poverty Simulation

Technology Integration

Google Classroom
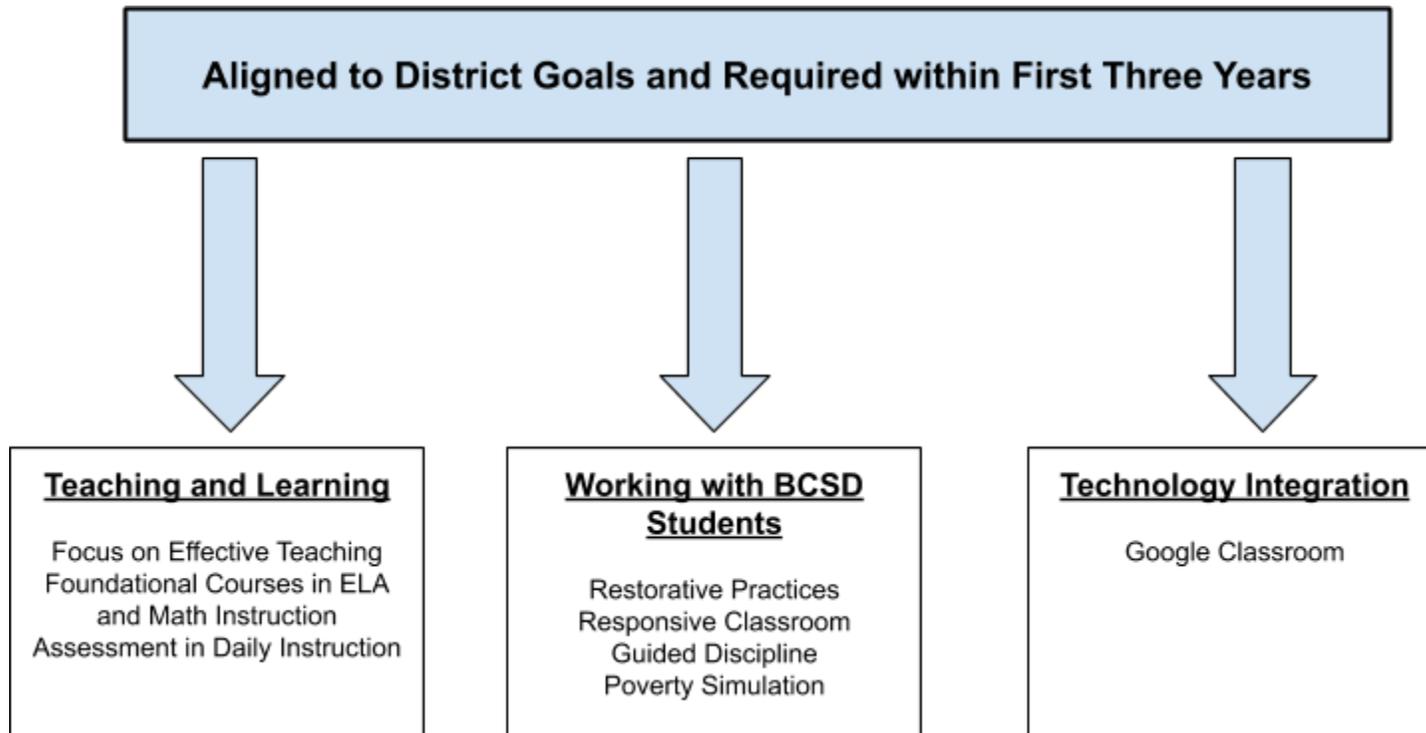
Binghamton City School District Professional Learning Plan

2020-2023

August 7, 2020 Stakeholder Meeting Summary:

On Friday, August 7, 2020 at 9:00am, our Professional Learning Plan Stakeholder Committee met virtually to review the proposed plan, provide feedback, and discuss alignment with actual practice. When polled on whether the plan aligned with actual practice, our results were:

- Strong Alignment: 37%
- Some Alignment: 63%
- Weak Alignment: 0%

The stakeholder committee provided outstanding constructive feedback. Three areas rose to the surface. First, the committee discussed, at length, the need to focus on our Teacher Mentoring Program. While recognizing that time, money, and substitutes are challenges, the committee expressed a strong desire to see that program become more intentional about onboarding new teachers and providing support.

In addition, the committee recognized that our meeting was taking place at a pivotal moment as schools plan for COVID-related reopenings and/or virtual environments. Considering this a fluid plan that may need to shift to meet hybrid and virtual needs is important.

Finally, the committee discussed aligning human capacity with implementation goals. There are so many good programs out there that we often can overwhelm our human capacity to implement them successfully. Focusing deeply on our adult learning needs, as we do with student learning needs, and prioritizing those areas resonated with the committee.

We thank the committee for their time on a summer Friday to discuss these important issues!

Note: All highlighted in <mark>YELLOW</mark> is required for all faculty/staff as it relates to their responsibilities in the District.

District Goals: All students will graduate; all students will have the necessary skills and self-direction to enter college or start a career.							
Content	**Pedagogy**	**ELL**	**PD Focus**	**Provider(s)**	**2020-2021**	**2021-2022**	**2022-2023**
ELA/Literacy	X		Reading & Writing Workshop: K-5	District Staff: PreK-12 Director of ELA/Social Studies BT BOCES: JoAnn Hawley	Fostering diverse independent reading: Small group instruction, reading bands, & conferring in a digital environment; Sustain training for new teachers	Continued focus on Shared Reading Structure for Text Analysis & Student response; Sustain Training for new teachers	Sustain Training for new teachers
ELA/Literacy	X		Analyzing Student Writing to Inform Literacy Instruction: K-5	District Staff: PreK-12 Director of ELA/Social Studies BT BOCES: JoAnn Hawley	Analyzing student writing, norming rubrics, developing conferring tool kits; Sustain Training for New Teachers	Aligning word study with text bands Sustain Training for New Teachers	Sustain Training for new teachers
Content	**Pedagogy**	**ELL**	**PD Focus**	**Provider(s)**	**2020-2021**	**2021-2022**	**2022-2023**
ELA/Literacy	X		Progress Monitoring to Inform Reading Instruction: K-5	District Staff: Director of PreK-12 ELA/Social	Text Band Assessment, Shared Reading Progress	Expanding Conferring Tool Kits	Sustain Training for new teachers

				Studies BT BOCES: JoAnn Hawley, Olivia Wahl	Monitoring Sustain Training for New Teachers	Sustain Training for New Teachers	
ELA/Literacy	X	X	Designing Interventions for SWD & ENL: K-5	District Staff: Director of PreK-12 ELA/Social Studies Consultant: Shelia Bertoni	Supporting ELLs with Interactive Writing & Small Group Reading Instruction	Continue to refine ELL support in Workshop; continue to support ENL progressions and Next Gen Standards with language and content Objectives	Continue to refine ELL support in Workshop; Continue to support ENL progressions and Next Gen Standards with language and content objectives
ELA/Literacy	X		Instructional Delivery: 6-12	District Staff: Director and Department Chair	Workshop Model for 6-8th Grades; IB enhancement	Shared Reading Structure for Text Analysis & Student response; IB enhancement	Sustain Training for new teachers

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
ELA/Literacy	X	X	Differentiated Reading Instruction: 6-8	District Staff: Directors, RBERN Consultants	Using Small Group Reading; Supporting ELLs in Reading, Writing Workshop	Using Small Group Reading; Supporting ELLs in Reading, Writing Workshop	Continue to teach ELLs to read at higher levels; Continue to refine scaffolding to support ELLs
ELA/Literacy	X	X	Co-Teaching with ENL and Classroom Teachers: 9-12	District Staff: Directors and RBERN Consultants	Writing, Teacher content and language objectives in core classes; Co-Teaching Planning	Refine content and language objectives in core classes; Co-Teaching Planning	Refine content and language objectives in core classes; Co-Teaching Planning
SWD	X		Students with Disabilities: Adaptive Technology	District Staff: Tech Mentors & Directors	For Special Ed. teachers who work with students who may benefit from Google Read/Write	For Special Ed. teachers who work with students who may benefit from Google Read/Write	For Special Ed. teachers who work with students who may benefit from Google Read/Write
ELA/Literacy	X		Interactive Writing: K-1	Consultant: Shelia Bertoni	Sustain Training for new teachers	Sustain Training for new teachers	Sustain Training for new teachers

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
ELA/Literacy	X		Guided Reading Coaching	BT BOCES: JoAnn Hawley District Staff: Collaborative Coaches	Embedded Support and Coaching for ELA PD	Embedded Support and Coaching for ELA PD	Embedded Support and Coaching for ELA PD
ELA/Literacy	X		Small Group Instruction for SWD & Literacy: K-8	BT BOCES: JoAnn Hawley	Train all SWD Teachers in small group reading instruction; Provide ongoing coaching	Train all SWD Teachers in small group reading instruction; Provide ongoing coaching	Train all SWD Teachers in small group reading instruction; Provide ongoing coaching
ELA/Literacy/ Math/Science/ Social Studies	X		Next Generation Standards Review and Implementation	District Staff: Directors and Department Chairs	Prioritized Curriculum based on COVID-related learning gaps; identify and implement power standards	Prioritized Curriculum based on COVID-related learning gaps; identify and implement power standards	Depending on COVID status, enhance prioritized curriculum with enriched learning opportunities.
Library Media Specialists	X		School Library System Council Meetings	BT BOCES	Regional collaboration and best practices for LMS Staff	Regional collaboration and best practices for LMS Staff	Regional collaboration and best practices for LMS Staff

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Literacy/Math	X		Using Data to Set Student Goals: K-8	District Staff: Directors	All K-8 teachers	Sustain for new teachers	Sustain for new teachers
Math	X		Math Intervention: K-5	Consultant: Curriculum Associates, BT BOCES District Staff: Math Mentors, Tech Mentors	Train new Math AIS staff and refine for existing staff in i-Ready, RTI Edge	Train new Math AIS staff and refine for existing staff in i-Ready, RTI Edge	Train new Math AIS staff and refine for existing staff in i-Ready, RTI Edge
Math	X		Differentiating Instruction in Math: K-5	Consultant: Greg Tang District Staff: Math Mentors	Support Y1 transition to Greg Tang Math and prioritized curriculum	Support Y2 transition to Greg Tang Math and prioritized curriculum	Refine understanding of Greg Tang Math; review data from Y1&2
All Subject Areas			Standards-Based Grading: 6-12	District Staff: Director and Department Chair	Research and implement standards based grading at 6-12 level	Research and implement standards based grading at 6-12 level	Research and implement standards based grading at 6-12 level
ELA/Math/ Science	X		State Test Item Analysis	BT BOCES	N/A	Examine, analyze, and learn from state test results in Grades 3-8; Utilize released passages for instructional purposes	Examine, analyze, and learn from state test results in Grades 3-8; Utilize released passages for instructional purposes

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Science	X		New York State Science Learning Standards (NYSSLS)	BT BOCES District Staff: Director and Department Chair, FOSS Consultant	Continue building capacity for new NYSSLS and associated Grades 5 & 8 exams. Train Grade 4 and new Grades 3 and 5 teachers in FOSS Science; adjust Grades 6 - 8 curriculum maps to reflect NYSSLS	Continue building capacity for new NYSSLS and associated Grades 5 & 8 exams and Biology and Earth Science Regents Exams; adjust Biology and Earth Science curriculum maps to reflect NYSSLS	Implement and executive curriculum around new standards and expectations for all Regents Exams; adjust Chemistry and Physics curriculum maps to reflect NYSSLS
Science	X		Project Lead the Way Launch	District Staff: PLTW Leads	Continue supporting module development in Grades K-5	Continue supporting module development in Grades K-5	Continue supporting module development in Grades K-5
Social Studies	X		Inquiry Based Instruction	Consultant: Jackie Thompson	Teaching for enduring issues, supporting inquiry units and probing diversity through mentor texts & discussion	Culture, Community, and the Classroom Collaborative Project w/ Local Folk artists	Continue supporting inquiry units and probing diversity through mentor texts & discussion
Instructional Delivery	X		Project-Based Learning	Consultant: Buck Institute District Staff: Directors and Department Chairs	Sustain support for trained teachers; seek expansion to further disciplines	Sustain support for trained teachers; seek expansion to further disciplines	Sustain support for trained teachers; seek expansion to further disciplines

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Instructional Delivery	X		Superintendent's Conference Day: Best Practices Districtwide	District Staff: Teachers	Staff-driven best practices instruction; for teachers, by teachers.	Staff-driven best practices instruction; for teachers, by teachers.	Staff-driven best practices instruction; for teachers, by teachers.
Instructional Delivery	X		Focus on Effective Teaching	BT BOCES	Sustain - New Teachers	Sustain - New Teachers	Sustain - New Teachers
Instructional Delivery	X		Assessment in Daily Instruction	Consultant: Expeditionary Learning	BHS and all New Teachers	BHS and all New Teachers	BHS and all New Teachers
Instructional Delivery	X		Cooperative Learning 1 and 2	BT BOCES	Sustain - New Teachers	Sustain - New Teachers	Sustain - New Teachers
SWD	X		Google Read and Write	District Staff: Teachers and Tech Mentors	For special education teachers who will work with students who may benefit from using Google Read & Write.	For special education teachers who will work with students who may benefit from using Google Read & Write.	For special education teachers who will work with students who may benefit from using Google Read & Write.

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
SWD	X		Co-Teaching	District Staff: Directors of Special Services and Special Education Teachers	Sustain training for new teachers and teachers who want a refresher to strengthen co-teaching and co-planning. • Co-teaching cycle • Using data to inform instruction • Specially Designed Instruction • Models and approaches • Cooperative learning strategies • Student engagement strategies	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher
SWD	X		Co-Teaching at BHS & Co-Teaching in the Workshop Model at BF	District Staff: Director of Special Services and Special Education Teacher Coach.	Strengthen co-teaching and co-planning at the secondary level. Refreshers on models/approaches, cooperative learning/constructivism, SDI & DDI.	Strengthen co-teaching and co-planning at the secondary level. Refreshers on models/approaches, cooperative learning/constructivism, SDI & DDI.	Strengthen co-teaching and co-planning at the secondary level. Refreshers on models/approaches, cooperative learning/constructivism, SDI & DDI.

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
SWD	X		IEP Transition & Compliance	District Staff: Director of Special Services and Special Education Teacher Coach & BT BOCES.	Train all secondary teachers and train all new secondary teachers	Sustain training for all secondary teachers and train all new secondary teachers	Sustain training for all secondary teachers and train all new secondary teachers
Instructional Delivery			Implicit Bias Training	Safe Schools Module	All staff complete and pass assessment on Safe Schools for implicit bias awareness	All staff complete and pass assessment on Safe Schools for implicit bias awareness	All staff complete and pass assessment on Safe Schools for implicit bias awareness
Instructional Delivery/SWD	X		IEP/BIP Goals & Progress Monitoring	District Staff: Directors of Special Education, Regional SESIS	Sustain training for new teachers and refine for existing staff	Sustain training for new teachers and refine for existing staff	Sustain training for new teachers and refine for existing staff
Instructional Delivery- *needs 65 participants for a valid simulation*	X		Poverty Simulation	United Way	Sustain for New Teachers - Faculty and Staff	Sustain for New Teachers - Faculty and Staff	Sustain for New Teachers - Faculty and Staff

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Instructional Delivery	X		Culturally-Responsive Practices	Consultant: Dr. Sharroky Hollie District Staff: Department Chairs	Build upon 2019-2020 work with ALL staff; continue PD for new and returning staff	continue PD for new and returning staff	continue PD for new and returning staff
Instructional Delivery	X		Edgenuity Transition: 9-12	District Staff: Directors	Transition to program for Twilight and EBL; train up to 15 teachers	Train any new teachers; sustain training for teachers	Train any new teachers; sustain training for teachers

District Goal: The Binghamton City School District will provide safe and structured environments that ensure students' academic, social, and emotional well-being.							
Content	**Pedagogy**	**ELL**	**PD Focus**	**Provider(s)**	**2020-2021**	**2021-2022**	**2022-2023**
Social Emotional Learning	X		Responsive Classroom	BT BOCES	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff
Social Emotional Learning	X		Guided Discipline	Consultant: Lisa Cureton	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff
Social Emotional Learning	X		Student Conferencing	Consultant: Lisa Cureton	Sustain - New Teachers	Sustain - New Teachers	Sustain - New Teachers

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Social Emotional Learning	X		Restorative Practices	District Staff: Restorative Practices Coaches	Continue district-wide; Sustain for all New Teachers and Staff	Continue district-wide; Sustain for all New Teachers and Staff	Continue district-wide; Sustain for all New Teachers and Staff
Social Emotional Learning	X		Positive Behavior Supports and Interventions (PBIS)	District Staff: RTI Coordinator	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff
Social Emotional Learning	X		Youth Mental Health/First Aid	District Staff: RTI Coordinator	District Staff	District Staff	District Staff
Social Emotional Learning	X		Connected and Respected	District Staff: Social Workers	Sustaining - New Teachers	Sustaining - New Teachers	Sustaining - New Teachers
Social Emotional Learning	X		Non-Violent Crisis Intervention (CPI)	District Staff: RTI Coordinator and Special Services Directors	Sustain - New Staff; Refresher every two years.	Sustain - New Staff; Refresher every two years.	Sustain - New Staff; Refresher every two years.
Social Emotional Learning	X		Olweus	District Staff: Trained Trainers BT BOCES	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff	Sustain - New Faculty and Staff

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Social Emotional Learning			Naviance: College and Career Readiness	District Staff: Department Chairs Building Administrators	Introduce 9-12 students and Counselors to Naviance in English and Social Studies Classes	Train Admins and Counselors on Naviance assessments and CCR modules	Monitor student progress towards CCR indicators; ongoing
Intervention	X		RTI Edge	BT BOCES District Staff: RTI Coordinator	Sustain training for all New and Existing K-8 Staff	Sustain training for all New and Existing K-8 Staff Begin Grades 9-12 Staff	Sustain training for all New and Existing K-12 Staff
Intervention	X		Introduction to RTI - New Staff	District Staff: RTI Coordinator	Sustain with New Teachers	Sustain with New Teachers	Sustain with New Teachers
Intervention	X		RTI Process & Cycle	District Staff: RTI Coordinator	Sustain with K-8 Staff Begin Grades 9-12 Staff	Sustain with K-8 Staff Continues Grades 9-12 Staff	Sustain with K-12 Staff
Instructional Delivery	X		IB for All	Consultant: IB Training IB Coordinator	Continue to support IB training components	Continue to support IB training components	Continue to support IB training components

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Instructional Delivery	X		Mentor-Teacher Program	District Staff: Director of Personnel, Mentor Coordinator, Mentor Teachers	First and Second Year Teachers	First and Second Year Teachers	First and Second Year Teachers
Intervention		X	Imagine Learning; Online Learning for ENL Students	Consultant: Eric Miller District Staff: Tech Mentors, ENL Teachers	Utilize data to support Co-Teaching Model	Utilize data to support Co-Teaching Model	Utilize data to support Co-Teaching Model
SWD	X		Zones of Regulation Behavior Management	Staff: teachers and coaches	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher
SWD		X	Behavioral Support	Staff: School Psychologists, teachers and coaches	Sustain training for new teachers and teachers who want a refresher. • Fostering self-regulation and emotional control (ex. Zones...) • Trauma Informed Practices-strategies • Tier 1 and 2 interventions	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
SWD		X	Behavioral Support	Staff: School Psychologists, teachers and coaches	Sustain training for new teachers and teachers who want a refresher. • Fostering self-regulation and emotional control (ex. Zones…) • Trauma Informed Practices-strategies • Tier 1 and 2 interventions	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher
SWD	X		Strategies for teaching students with Autism	Staff: teachers and coaches	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher
SWD	X		Ensuring a compliant IEP/ IEP/BIP Goals Progress Monitoring/ IEP Development	Staff: Directors of Special Services and teacher coaches	Sustain training for new teachers and teachers who want a refresher. • IEP 101 • Transitions • Progress Monitoring (IEP/BIP goals) • FBA & BIP development	Sustain training for new teachers and teachers who want a refresher	Sustain training for new teachers and teachers who want a refresher

District Goal: All stakeholders will consistently communicate, collaborative, and engage with each other.							
Content	**Pedagogy**	**ELL**	**PD Focus**	**Provider(s)**	**2020-2021**	**2021-2022**	**2022-2023**
Leadership	X		Walkthrough Tool for Effective Feedback	District Staff: Director of Technology, Assistant Superintendent	Effective feedback targeting needed areas of improvement based on Pearson rubric outcomes	Effective feedback targeting needed areas of improvement based on Pearson rubric outcomes	Effective feedback targeting needed areas of improvement based on Pearson rubric outcomes
Leadership			Dignity for All Students Coordinator Training	BT BOCES	Train new admins; sustain for returning leaders	Train new admins; sustain for returning leaders	Train new admins; sustain for returning leaders
Leadership	X		Interrater Agreement Training for Leadership	BT BOCES	Inter Rater Training with Walkthrough	Inter Rater Training with Walkthrough	Inter Rater Training with Walkthrough
Leadership	X		Shared Leadership Team: Framing Mission and Practice for SLTs	District Staff BT BOCES Consultant: Mike Mattos	Build upon effective PLC and SLT components to implement building plans	Build upon effective PLC and SLT components to implement building plans	Build upon effective PLC and SLT components to implement building plans
Leadership	X		Interrater Reliability for Leadership: Referrals and Code of Conduct	District Staff: Assistant Superintendent and Executive Director	Build capacity around updated Code of Conduct; Table Top Procedures; Admin Regulations	Utilize discipline data to inform interventions based on updated Code of Conduct	Sustain training for new admins

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Leadership			Constructing Effective Professional Learning Communities (PLCs)	Consultant: Mike Mattos, Solution Tree	Admin Staff and building-based SLTs to support SCEP and related plans	Admin Staff and building-based SLTs to support SCEP and related plan; onboard new and existing staff	Admin Staff and building-based SLTs to support SCEP and related plan; onboard new and existing staff
Social Studies	X		Next Gen Standards Alignment and Curriculum Development	District Staff: Directors	Review and Revise Curriculum Maps to reflect new standards and prioritize learning targets	Review and Revise Curriculum Maps to reflect new standards and prioritize learning targets	Review and Revise Curriculum Maps to reflect new standards and prioritize learning targets
Instructional Delivery	X	X	Supporting ELLs in Daily Classroom Instruction	Consultant: RBERN District Staff: ENL Teachers	Coaching on SIOP strategies	Coaching on SIOP strategies	Coaching on SIOP strategies
Technology	X		1:1 Technology	District Staff: Tech Mentors District Tech Integrator from BOCES at BHS	Build capacity with G Suite, and promote instructional connections	Build capacity with G Suite, and promote instructional connections	Build capacity with G Suite, and promote instructional connections

Content	Pedagogy	ELL	PD Focus	Provider(s)	2020-2021	2021-2022	2022-2023
Technology	X		Increasing student engagement, accountability and assessment	District Staff: Tech Mentors & District Tech Integrator from BOCES at BHS	Train on use of Edpuzzle, Nearpod, Peardeck. Begin District library of Nearpod Lessons based on Grade Level/Content	Build District Library of Nearpod Lessons, continue training	Continue training in previously mentioned programs as well as any additionally purchased items
Technology	X		Use of responsible social media	District Staff: Tech Mentors & District Tech Integrator from BOCES at BHS	Train staff and admins on changing social media landscape - use of Twitter, Instagram, etc.	Continued Training staff and admins on changing social media landscape - use of Twitter, Instagram, etc.	Continued Training staff and admins on changing social media landscape - use of Twitter, Instagram, etc.
Technology	X		Google Classroom for organization, communication, and feedback	District Staff: Tech Mentors & District Tech Integrator from BOCES at BHS	Train staff on use of Google Classroom as LMS K-12 - use for feedback and communication with students	Continue to build capacity with staff on use of Google Classroom as LMS K-12 - use for feedback and communication with students	Continue to build capacity with staff on use of Google Classroom as LMS K-12 - use for feedback and communication with students

CTLE Tracking: Binghamton CSD utilizes Frontline Professional Growth to track CTLE hours for Administrators, Teachers, and Level III Teaching Assistants with Professional Certification, in line with CTLE requirements - http://www.highered.nysed.gov/tcert/resteachers/ctle.html

Binghamton City School District Professional Learning Providers
2020-2023

- Binghamton University
- New York University
- Cornell University
- SUNY Cortland
- Columbia University: Teachers College
- Broome-Tioga BOCES
- OCM BOCES
- PNW BOCES
- Consultant: Dr. Sharroky Hollie
- Consultant: Curriculum Associates
- Consultant: Buck Institute
- Consultant: Deborah Caldwell-Stone
- Consultant: Imagine Learning
- Consultant: Expeditionary Learning
- Consultant: Explore Learning
- Consultant: Solution Tree
- Consultant: Center for Responsive Schools
- Consultant: Engaging Schools
- Consultant: Greg Tang
- Consultant: Jackie Thompson
- Consultant: RBERN
- Consultant: Math Solutions
- Consultant: Olivia Wahl
- Consultant: Shelia Bertoni

- Consultant: School Messenger
- District Staff:
    - Assistant Superintendent for Instruction and Budget
    - Executive Director of Human Resources and Operations
    - PK-12 Directors
    - Department Chairs
    - Building Principals, Associate Principals, and Assistant Principals
    - Collaborative Coaches
    - ENL Teachers
    - Mentor Teachers
    - Technology Mentors
    - Math Mentors
    - RTI Coordinator
    - IB Coordinator
    - Interventionists
    - Project Lead the Way Teachers
    - Teachers

Binghamton City School District

Mentor Teacher Internship Program 2020-2023

Co-Coordinators
David Thon, Director of Personnel
Brieanna Moreno, Assistant Mentor Coordinator

I.   **Release-Time Component:**   **Proposed time configuration:**

Mentors and New Teachers (Mentees) will spend a minimum of 1 hour per month or 10 hours per year working together following a modification of Gray's Mentor-Protégé Model observing/demonstrating, planning and conferring. New Teacher Mentee's can have release time that will be spent in training and observing "best practices" of other teachers in the Binghamton City School District (BCSD). The teacher mentees will keep reflection logs in My Learning Plan/ Frontline so that professional learning hours can be recorded. "My Learning Plan" which is now called "Frontline" will be the program that records the history of mentor time spent working with new teachers.

Examples of time spent mentoring may include any of the following:
● At the middle and high school levels Mentors and new teachers could meet during their prep/planning period, before and after school or during their lunch time.
● At the elementary level, Mentors could meet with new teachers during their grade level meetings as well as before and after school or during their lunch time.

II.   **Setting Directions**

Mentors and New teacher mentees will have one another's e-mail addresses and will need to arrange an initial meet time before the school year begins or as soon as possible. At "New Teacher Orientation" Mentor's are invited to attend the Mentor/Mentee workshop and have a Luncheon at the Relief Pitcher sponsored by BTA. It is up to the mentor to reach out to the mentee and set a tentative schedule for face to face interaction.

Under the supervision of the Mentor Coordinator, mentors will help new teacher mentees process a needs assessment using cognitive coaching techniques. In addition, mentors and new teacher interns will be introduced to a research-based, curriculum, to provide focus for their work together. The curriculum will feature timely activities, best practices and organizational procedures to follow throughout the course of the year.

Mentors will be offered a copy of **The 21st Century Mentor's Handbook** by Paula Rutherford
New teacher mentees will receive a copy of **Poor Students, Rich Teaching: Mindsets for Change** by Eric Jensen.

The 21st Century Mentor's Handbook

Supports mentors in the following areas:
- Best Practices in Mentoring, Teaching and Learning
- Roles and Responsibilities in Mentoring Programs
- Stages of New Teacher Development
- Peer Observation and Feedback Options

Poor Students, Rich Teaching: Mindsets for Change
- Addresses four mindsets needed to reach and teach students in poverty:
- The Relational Mindset
- The Achievement Mindset
- The Rich Classroom Climate Mindset
- The Engagement Mindset

A **Needs Assessment** will be administered at the beginning of the school year that will provide mentors and new teacher mentees a base of information to effectively plan together.

The mentor and new teacher mentee will also review the **Self-Assessment Instrument together,** noting the new teacher intern's progress from "needs" to "strengths" in the areas of communication, instructional planning, presentation, and classroom management. Mentors and new teacher interns will demonstrate their use of the introductory training and supportive curriculum by submitting a reflection statement following each time they meet.

III.   Training
Mentors new to the program will be provided training in mentoring, available through the BT BOCES. Additionally, mentees will participate in a full-induction week, inclusive of core training in essentials of classroom management and planning of instruction if hired in the beginning of the school year. If hired mid- year, some will be invited to the trainings the following year or as they are available during the current school year.

IV.   Selection of Mentors

Criteria: "A dedicated, experienced teacher becomes a highly effective and accomplished mentor by design and training, not by chance" (Porter, 1988). Evaluation of our previous programs continues to indicate that our success is due, in large part, to the care with which mentors have been selected.

The formal criteria for selection include:
● Academic background, which indicates a thorough understanding of subject matter;
● Appropriate certification;
● Tenured with 5 years experienced;
● Demonstrated knowledge of current research and of a variety of techniques in the areas of classroom management, effective teaching, and augmenting self-esteem;
● Communication skills, both oral and written, as determined by informal and formal presentations, reports, and/or observations by evaluators;
● Ability to cooperate and work effectively with peers and administrators as evidenced by work on district committees, with parents and teachers within a particular school, and/or cooperating teachers; and,
● Building location and current assignment.
● Earning of Effective or Highly Effective rating on both the "Other Measures" section of APPR, as well as, on the overall composite rating.

Assignment of mentors: The Assistant Mentor Coordinator, under the direction of the Director of Personnel, reviews the list of available Mentors and pairs them up with the mentees. These pairings are confirmed by the building principal where the mentee is assigned and the personnel office.

Principals, Directors, and peers are able to nominate a teacher to be a mentor. (See Appendix) Teachers who want to be mentors can also self-nominate. All nominations must include two recommendations supporting the mentor assignment. The nominations would be reviewed by the Assistant Mentor Coordinator and Director of Personnel. The final list would become the "Mentor Pool" for the Coordinator and Director of Personnel to draw upon and assign to new teachers.

Contingency plans for mentor/mentee pairing adjustment: All Mentor/New Teacher Mentees participants have frequent contact with each other and access to the Assistant Mentor Program Coordinator. Mentors and new teacher mentees are encouraged to make suggestions for improvement.

In the event that a problem with a mentor-new teacher intern pairing occurs, the concern will be brought to the attention of the Assistant Mentor Coordinator and/or Director of Personnel. A decision will be made in the best interest of the new teacher mentee and Mentor.

We will also be using google classroom, google documents and google forms in addition to the forms that are currently available in this handbook as we attempt to utilize technology more in this journey.

V.   Role of the Mentor

Mentor support for New Teacher Interns: The mentor's role in relation to the new teacher mentee will be that of guide as opposed to sage. They will help the new teacher interns navigate the terrain of teaching and learning. It is the mentor's responsibility to provide support, modeling and guidance in classroom management, assist in understanding the school cultures and contexts, expand upon teaching skills to address the specific needs of their students, and integrating district curriculum maps.

The mentor's activities will include:
● Socializing and get to know each other
● Helping to organize and manage materials, sharing activities, helping to determine and prioritize "must do" activities
● Encouraging and Supporting
● Identifying resource people, e.g., social worker, outreach worker, counselors, nurse, etc.
● Modeling best practices by embedding CCLS in all teaching, lessons, lesson plans, and instructional techniques
● Sharing the intern's ideas and enthusiasm
● Observing and responding positively
● Team teaching and coaching
● Learning and reflecting critically on their own practices
● Assessing students' needs based on existing data reports; and,
● **SHARING, PRAISING, LAUGHING, AND LISTENING.**

Confidentiality of the mentor/new teacher intern relationship: The mentor will not evaluate the new teacher mentee. Emphasis in all areas is on sharing, praising, laughing, and listening. The reflection logs are used to document professional learning hours for "Front Line".   The mentor will be neither evaluated nor subjected to discipline by the district for activities connected to his/her responsibilities as a mentor. The mentor will continue to be held accountable for all areas of responsibility normally expected of a teacher, as specified in the teachers' contract.

VI.   Role of Principal

The building principals shall have a key role in the effectiveness of the Mentor program by providing credit and support to the program. Principals will be active participants in conferring and confirming the mentor-mentee pairing. Principals shall be respectful of the relationship between mentor and new teacher mentee and provide support for the mentor's cognitive coaching process. Building principals will also provide opportunities for and encouragement of professional learning and participation in professional associations. In supporting the role of the mentor and mentee relationship flexible release time may be necessary for some pairs to collaborate.

VII.   New Teachers (Mentees)

New teacher mentees are all probationary teachers in their first, second year or third year of service in the Binghamton City School District. They all hold at least a Provisional or Initial certification. They are all members of the Binghamton Teachers' Association. All "Initial" certificate holders must have one year of mentoring in order to move to a "Professional" certificate and this program offers that opportunity.

New Teacher Mentee duties, responsibilities, and activities: Each new teacher mentee has a responsibility to participate in a one week New Teacher Orientation program offered during the third week of August. Each new teacher mentee also has the responsibility to self-evaluate honestly, to share and discuss openly, to ask and confide freely, to observe and to learn. Each new teacher mentee is responsible for participating in the staff development programs and for applying the appropriate techniques in their classroom. It is, also, the new teacher mentee's duty to attend and to participate in all team and group meetings. If a mentee is hired late in the year it is advised they sign up for the professional learning that they missed when offered

The mentee will perform all the responsibilities of a classroom teacher, or special area teacher. The mentee will

engage in self-assessment activities, will set several goals and develop an action plan, and will work with the mentor to increase proficiency. The new teacher mentee will confer with and observe the mentor and replacement teacher, be observed by the mentor and team-teach with the mentor if possible. The new teacher intern will maintain a teaching portfolio. The mentees may meet with the Mentor Program Assistant Coordinator upon request of mentee or coordinator.

VIII. Program Evaluation

Workshops will be conducted to provide coaching and leadership skills for mentors. Evaluations from workshops indicated a need to provide training in the use of technology for instructional delivery, strategies to close achievement gaps, differentiated instruction, classroom management and literacy.

Program benefit for mentors and mentees: A needs assessment will be administered at the beginning of the 2018-2019 school year that will provide mentors and new teacher interns a base of information to effectively plan together. The mentor and new teacher intern will also review the MTIP Self-Assessment Instrument together, noting the intern's progress from "needs" to "strengths" in the areas of communication, instructional planning and presentation, and classroom management.

At the conclusion of the school year, Mentors and new teacher mentees will complete the MTIP Summative Evaluation Program Survey, which will be shared with the Mentor Coordinator and Director of Personnel. The reflections permit both mentors and mentees to become more introspective, examining their year subjectively. Building administrators and/or program directors will assess the program with regard to its perceived effect on students of mentors and interns, school climate, and the attitudes of faculty toward it. Evaluation focuses only on the program, not on the participants.

Effectiveness of essential components: Release-time configuration, mentor training, new teacher intern training, selection procedures, and program management are all assessed both through ongoing survey process and in the Summative Program Evaluation Survey. The impact of the MTIP can be measured by the number of program participants who remain with the district and by the number of new hires who indicate the reputation of our MTIP played a role in deciding to teach in the BCSD. In the spirit of best practices, data assessed from the summary will be considered by the selection committee and recommendations will be made for program improvements.

IX. Program Management

The Director of Personnel and a member of Binghamton Teachers' Association shall serve as Mentor

co-coordinators to oversee the management of the program.   In addition, the co-coordinators will be assigned to review the mentoring program at new teacher orientation. Additional duties may include arranging professional learning workshops, updating the district mentoring website and handbook, as well as providing additional ongoing support and communication for the members of the program.

As part of the Mentor structure, all participants will be required to remit a reflection log to the Coordinator by the end of the school year. Pairings will be encouraged to fill out the form together as part of the mentoring process. A Mentor/Teacher Mentee Handbook shall be provided to all participants, articulating the mission of the program, purpose and practice of the release time model, the roles of mentors and new teacher mentees, and forms to be used for reflections, conference requests, school business, software and hardware, video use, and other reimbursements.

Roles and Responsibilities

Mentor:
Maintain a confidential relationship with the beginning teacher.
● 	Encourage your mentee/new teacher to discuss problems openly with you.
● 	Remember that your role is to support the beginning teacher, not to evaluate him/her.
Facilitate a strong start to the year.
● 	Help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials, are familiar with routines and schedules, and curriculum expectations.
Provide instructional support.
● 	Peer coaching: observing and conferring with each other
● 	Model instructional strategies
● 	Provide support on classroom management strategies
professional support.
● 	Inform your mentee/new teacher of district, school, and grade level/content team data and goals.
Serve as a liaison/resource.
● 	Inform your mentee/new teacher of opportunities and supports provided by the school, district, and professional

associations.
Play an active role in the mentoring relationship.

Mentee's Role
- Reflect on your own practice
- Identify areas where support may be needed
- Share reflections with your mentor
- Elicit feedback and set goals with your mentor
- Complete the Mentor Log at the end of each mentoring session.
  Seek out help.
- Advocate for oneself and request support from mentor, team members
  Participate regularly in programs organized for beginning teachers.
- Attend professional learning opportunities.
- Share your expertise with colleagues and contribute to a school culture of professional collaboration.

Any forms that you need will be mailed electronically or provided through the google classroom

A Framework for Professional Learning

Highly qualified teachers are at the forefront of the education reform movement. Setting high standards for student performance and monitoring student success, along with adjusting when students are not demonstrating progress, are at the center of this process. A well-educated society is dependent upon high-quality teaching and learning. Additionally, high-quality teaching and learning requires that each educator continuously enhances their skills to meet changing needs.

This document has been developed to focus attention on and support for quality teaching. By outlining the dispositions, mindsets, tools, and resources necessary to build upon our strengths and address areas of growth, this plan illustrates a path forward for continuous improvement. With these frameworks in place, a common structure can be developed for fostering high-quality teaching and learning across the District.
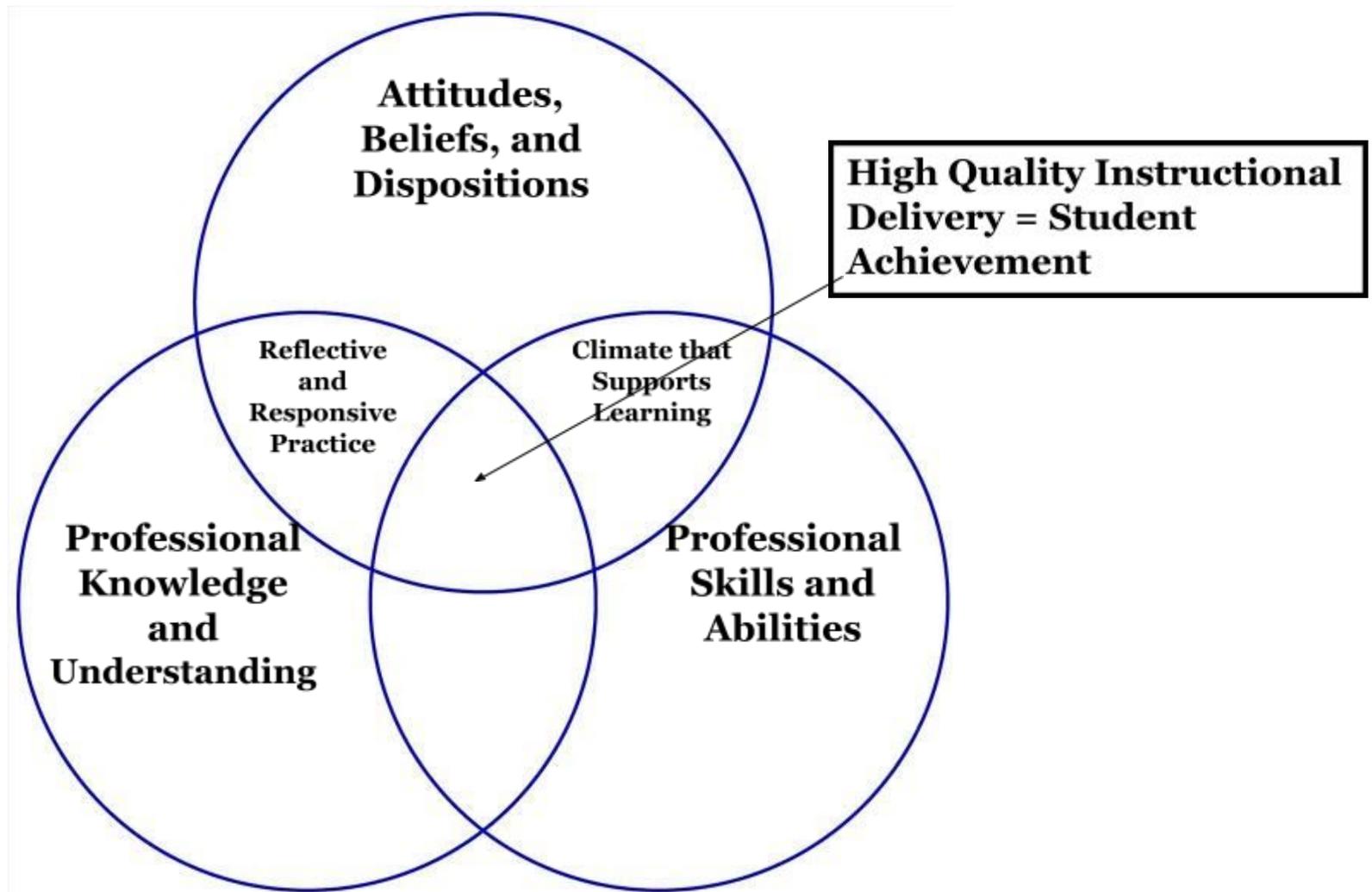
This framework can:
1. Guide the work conducted by all staff in their programs to enhance high-quality teaching and learning.
2. Present a filter through which staff developers can design their offerings with the goal of preparing a knowledgeable and effective teaching staff, monitor success, and ensure alignment with local, state, and national standards.
3. Reinforce that growth is the only option as an educator; as we are currently experiencing, both the beginning and veteran teacher will be constantly faced with new challenges, obstacles, and needs.

This framework encompasses two pieces. First, a diagram is presented that demonstrates characteristics of knowledgeable and effective teachers and their interrelationships. As the diagram illustrates, when these pieces are working towards the same goal, a learning community can thrive. These characteristics then become embedded within the head, heart, and soul of our District and inform ongoing professional learning opportunities.

Moreover, a rubric is presented as a measurement tool and, more importantly, a guide for ongoing teacher and leader development. Each step on the chart indicates the impact teaching and learning has. Research has established that achieving the highest indicators has a demonstratively positive impact on teaching and learning.

Professional Learning Design Objectives

Attitudes, Beliefs, and Dispositions

High Quality Instructional Delivery = Student Achievement

Reflective and Responsive Practice

Climate that Supports Learning

Professional Knowledge and Understanding

Professional Skills and Abilities

New York State Impactful Professional Development Rubric

Adapted from Paul BambrickSantoyos'sProfessionalDevelopmentEvaluationRubric 2011-12 and Tom Guskey'sFive Levels of Professional Development EvaluationRubric

		Highly effective Indicators
Context	Setting Participants up for Success	• Accountabilities are in place for implementation appropriate to various roles. • There are "public and overt" plans for advocacy and facilitation of implementation. • Sufficient resources are made available. • A plan is in place to problem solve and name/celebrate successes. • Plans are in place for job embedded supports which ensure quality and fidelity of implementation.

Planning	Generating Objectives	• Objective/outcome of the workshop is concrete, reasonable for the time allotted, and represents knowledge and skills the participants do not currently have.
		• Objective is directly aligned with the most important initiatives and strongest learning needs of the school/district at the time of the workshop.
		• Objectives are generated from evidence and are tightly aligned to:
		    o Desired change/ upgrade in participant practice/ behavior
		    o Participants' current knowledge and skill
		    o Participants' organizational (district/school) context regarding systemic support and accountability

	Targeted, efficient activities	• Agenda includes activities that are tightly planned and 100% relevant to the objective so that participants experience zero downtime and stay challenged (intellectually engaged with discussion/ activities). • Activities consider the real and perceived learning needs, orientation, and culture of participants • High quality discussion questions are pre-planned. • Materials are carefully aligned to activities and provisioned/organized ahead of time. • Activities feel satisfying to the participants.
	Pacing, tone, time management	• Appropriate, precise, and responsive balance of time for processing, application, reflection, new information received (approximately 25% each). • Presenter adjusts agenda, activities, and interventions based on the tone, reactions, and misconceptions of the participants. • Participants experience a steady flow due to tightly managed transitions and discussions, along with clear written and verbal instructions for each activity. • Presenter starts and ends on time. • Presenter fosters an environment of dual intensity toward intellectual rigor and risk taking. • Leader is motivational, warm, and inspiring, fostering a sense of urgency.
	Facilitation of Adult Learning	• Presenter scaffolds activities and discussion so that participants do most of the thinking/talking and gain new knowledge and skill. The presenter usually speaks less than 30% of the time. • The presenter's response to preconceptions or misconceptions is skillful, respectful, and strategic. • Reflection time is brief, targeted, and carefully structured to capture big takeaways and help participants plan next steps. Summarizing component of the session concisely and articulately sums up the key takeaways for participants.

	Evaluation	• Participant learning is measured and affirmed before the end of the session.
		• Impact of participant learning over time is measured in terms of:
		    o Organizational change
		    o Participants' use of new knowledge and skills
		    o Student learning