West Seneca Central Schools
Professional Development Plan
2020 - 2021

A Vision of Excellence for All

Mission:

The mission of the West Seneca Central School District is to provide a diversified educational program which will produce literate, caring, ethical, responsible, and productive citizens who are capable of adapting to change.

Belief Statements:

1. All children have the right to a learner-centered education that promotes and supports intellectual, emotional, physical and social growth and ensures opportunities for achievement at their highest potential.
2. Education requires the commitment of all community stakeholders including students, staff, parents, the Board of Education and the community.
3. High expectations lead to high levels of achievement.
4. Literacy skills are fundamental to student achievement.

Professional Development Plan

INTRODUCTION

The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.

- Richard DuFour & Robert Eaker, 1998

"High quality" professional development promotes continuous inquiry and improvement embedded in the daily life of our schools. It encourages a high level of personal, student-centered, instructional conversation that grows out of work undertaken in the classroom. Professional development allows us as educators to interact with one another in responsive, reflective and respectful ways, with opportunities for collaboration facilitated by building teams and district leaders.

This plan was reviewed and updated by:

The WSCSD Professional Development Team
August 4th, 2020

Facilitator of Staff Development:
Jason Marchioli

Professional Development Mission Statement

The West Seneca Central School District will provide professional development opportunities for all district community members that will improve the quality of teaching and learning and meet the learning needs of all students.

Beliefs

Our beliefs represent the guiding assumptions of professional development, which support and sustain West Seneca's community of learners.

- All district community members are committed to their own professional growth and development
- All district community members need to be actively involved in the process of improving their professional practices
- The school community is committed to continued growth and development to improve the educational opportunities of all students
- The school community is committed to recognizing and making changes for school improvement and reform efforts
- The school community values staff feedback and reflects that feedback in professional development opportunities

We believe that professional development:

- Has a positive impact on teaching and learning
- Is data informed
- Involves teachers, classified/support staff members, and district community members in the identification, application, and reflection of their own learning needs
- Includes and contributes to current research findings
- Is built on principles of adult learning and the change process
- Is continuous and ongoing, including follow-up and assessment for further learning
- Is supported by school and district leadership
- Integrates individual goals with school and district goals
- Encourages lifelong learning

Standards

The **New York State Professional Development Standards** are an integral component of our District Plan.

The Ten Standards for High Quality Professional Development

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.

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

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

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

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

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

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

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

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

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

Intended Plan Goals and Objectives

The Facilitator of Staff Development will convene the Professional Development Team each summer to evaluate the effectiveness of the plan in preparation for the subsequent school year.

The *Professional Development Team,* consisting of representatives from various stakeholder groups, district-wide:

- Works collectively to evaluate and address the professional needs (Needs Assessment) of our community and the success of our students using multiple sources of information.
- Identifies the resources and programs that will actively engage all members of the school community in continuous professional growth and increase the success of *all students*.
- Fosters a Professional Learning Community of collegiality and collaboration that offers all employees opportunities to increase knowledge, improve performance, and enhance professional practices.
- Prepares members of our community to increase their literacy level utilizing technology

The outcomes listed below identify needs and provide evaluation criteria in three areas:

Student Outcomes

- Meet or exceed NYS Next Generation Learning Standards
- Become active participants in their learning
- Maximize their potential
- Become independent learners
- Assume increasing responsibility for their learning
- Make connections between school and the real world
- Demonstrate knowledge and performance at appropriate intervals
- Become literate 21st Century Learners
- Partake in real world activities that nurture character in leadership and global citizenship
- Provide students with a platform to succeed in a digital world

Professional Practice Outcomes

- Engage in professional, collaborative dialogue and reflection
- Enhance professional performance by pursuing professional development opportunities
- Gather, analyze and utilize data to guide instruction aligned to district initiatives
- Expand instructional and assessment methodologies, to include literacy
- Keep pace with educational research and practices
- Develop a variety of effective teaching strategies
- Boost leadership capacity
- Become literate 21st Century Educators and district community members
- Integrate technology skills and knowledge into daily practices to maximize organizational efficiency
- Expand our ability to utilize deeper levels of digital instruction to further facilitate teaching and learning

Organizational Outcomes:

♦ Commit to continuous improvement through collaboration
♦ Become reflective of and responsive to the diverse needs of the district school community
♦ Enhance organization's effectiveness by providing professional development to all district employees
♦ Conduct deliberate planning to achieve coherence and cohesiveness
♦ Commit to school safety, literacy, and technology integration
♦ Generate support and opportunities to achieve professional outcomes
♦ Provide staff members with effective means to deliver remote instruction
♦ Offer a universal platform to deliver digital learning content to our students

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New York State Teacher Certification Requirements
(This section is specific to teachers and NYS requirements)

New York State requires all professionally certificated staff to successfully complete 100 hours of Professional Development over 5 years as part of the Continuing Teacher and Leader Education (CTLE) requirement.

Pursuant to the requirements of the **Regulations of the Commissioner of Education** our plan:

• Provides teachers with at least 35 hours of PD each school year

• Proposes to improve the quality of teaching and learning by ensuring that teachers participate in high quality professional development in order that they remain current with their profession and meet the learning needs of all students

• Is a free standing plan

• Includes goals, objectives, strategies, activities and evaluation standards

• Describes how the district will provide substantial professional development opportunities directly related to student needs and achievement

• Describes:

  ✓ Teachers' expected participation in professional development
  ✓ Alignment of professional development with New York State standards, assessments, and meeting all student Needs (including the needs of students with disabilities and English Language Learners)
  ✓ Articulation of professional development across grade levels
  ✓ Efforts made to ensure that professional development is continuous and sustained
  ✓ The manner in which the school district will measure the impact of professional development on student achievement and teachers' practices
  ✓ A commitment towards providing training related to school violence prevention

Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed Every Student Succeeds Act (ESSA) into federal law. This bipartisan effort reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), which provides federal funds to improve elementary and secondary education in the nation's public schools.

ESSA retains many of the core provisions of No Child Left Behind (the previous reauthorization of ESEA) related to standards, assessments, accountability, and use of federal funds. However, ESSA also provides states with much greater flexibility in several areas, including the methodologies for differentiating the performance of schools and the supports and interventions to provide when schools need improvement.

On January 16, 2018, the United States Department of Education (USDE) approved New York's Every Student Succeeds Act (ESSA) school and district accountability plan.[1] The goals and objectives of this plan are designed to support student achievement, growth, progress, English language proficiency, and success after high school as identified by New York's adopted ESSA plan.

New York State Teaching Standards identify the knowledge and skills a teacher must have to meet the learning needs of students. The **New York Teaching Standards** are embedded outcomes within professional development activities delivered throughout the district.

NYS Teaching Standards

➢ **Standard I: Knowledge of Students and Student Learning**

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

➢ **Standard II: Knowledge of Content and Instructional Planning**

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

➢ **Standard III: Instructional Practice**

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

➢ **Standard IV: Learning Environment**

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

➢ **Standard V: Assessment for Student Learning**

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

➢ **Standard VI: Professional Responsibilities and Collaboration**

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

➢ **Standard VII: Professional Growth**

Teachers set informed goals and strive for continuous professional growth.

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[1] http://www.regents.nysed.gov/common/regents/files/Meeting%20of%20the%20Board%20of%20Regents%20-%20USDE%20Review%20and%20Approval%20of%20New%20York%E2%80%99s%20Every%20Student%20Succeeds%20Act%20%28ESSA%29%20State%20Plan.pdf

Administration of the WSCSD Professional Development Plan

Professional Development: *Hour Requirements*

New York State requires all professional certificated staff to successfully complete 100 hours of Professional Development over 5 years. Pursuant to the Regulations of the Commissioner of Education, our West Seneca Professional Development Plan will provide:

- 24 hours of district-sponsored professional development (*non ARO hours)*
    (*For example: Superintendent's Conference Days)*
- 8 contract hours allocated to professional activities in each building
- An option of 30 hours of district approved, self-selected professional development (ARO) hours

Professional Development: *Strategic Planning Process*

Planned Professional Development Activities will be:

- Directly related to the overall vision and mission of the West Seneca CSD
- Designed to meet all student needs, including the needs of students with disabilities and English Language Learners (ELLs)
- Aligned to specific curriculum (Curriculum Cabinet), building, and/or community goals
- Consistent and accessible across all grade levels and settings
- Data informed
- Standards based
- Research driven
- Job embedded, as applicable
- Available to all staff to support ongoing professional needs

Professional Development: *Specific Delivery Methods*

- Superintendent's Conference Days
- Professional Study Plan (PSP), aligned to specific building goals
- Professional Study Team (PST), aligned to curriculum or pedagogical needs
- Conferences
- West Seneca Teacher Center (WSTC) courses
- Other district-approved professional development opportunities
- District early release days

Professional Development: *Characteristics*

- District Community members collaborate to establish quality learning environments
- Teachers implement research-based educational practice in their classrooms
- Teachers collaborate to examine the impact of their topic on student learning/achievement
- Teacher groups collect evidence to share with others
- Support staff members receive necessary training to meet both student and organizational needs
- District community members learn with and from each other
- District community members will strive to establish and maintain professional learning communities

Evaluation of the WSCSD Professional Development Plan

The Professional Development Team will align its evaluation practices to the performance indicators listed as part of Standard 10 of the NYS Professional Development Standards (See appendix). Classroom instruction and teacher practice will be improved as a result of professional development activities aligned to:

- New York State Learning Standards
- New York State Professional Development Standards
- New York State Teaching Standards

The Professional Development Team will utilize multiple sources of information (Data analysis) as related to improving professional practice and student learning (Professional development activities will be adjusted according based on relevant data through the recommendations of the Professional Development Team). Some examples of multiple sources of information include, but are not limited to:

- School/District Report Card Information
- Assessment results (Formative and Summative)
- Demographic factors
- Examples of student work
- Trend data from various data-points
- Workshop evaluations and Needs Assessment Surveys
- Study Team Research Findings and Scholarly Research

The WSCSD Professional Development facilitator will present the evaluation of the PDP to the Board of Education as part of the annual review process.

New Teacher Academy

The *New Teacher Academy* will provide specialized training to acclimate probationary teachers to the West Seneca Central School District. This professional development opportunity is mandated for all probationary teachers within their first three years of employment in the district (as per WSTA agreement, Article 15.3.1). First year teachers will attend 5 days, while second and third year teachers will attend for three days. Participation in the *Academy* is required for the first three years of service in the District. In addition, subsequent workshops may be scheduled during the school year to address the needs of beginning teachers.

The goals of the West Seneca New Teacher's Academy (ultimately intended to improve student achievement) are to:

- Improve teaching performance by focusing on research-based, effective instructional methodology
- Articulate district culture, expectations and basic procedures
- Increase the retention of promising beginning teachers
- Promote the personal and professional well-being of beginning teachers
- Provide opportunities for professional dialogue and reflection
- Provide a forum for collegial support and discussion for beginning teachers
- Develop common language and expectations within the district
- Promote mentor/mentee relationships

(*New Teacher Academy continued...*)

New Teacher Academy topics may include but are not limited to:

<u>Year One</u>

♦ Overview of each district department, including special education, buildings/grounds, etc…
♦ Overview and "hands-on" training involving the District technology (WinCap, eDoctrina)
♦ Classroom management
♦ Assessment in the classroom
♦ Literacy, including reading/writing in the content area
♦ Importance of professional practices (Including Social Media)
♦ District APPR process

<u>Year Two</u>

♦ Classroom management
♦ Assessment in the classroom
♦ Literacy, including, reading/writing in the content area
♦ Additional technology training
♦ Differentiated instruction

<u>Year Three</u>

♦ Assessment in the classroom
♦ Literacy, including reading/writing in the content area
♦ Continued training in technology and technology integration
♦ Presentation of materials for the tenure process with other new peers

Mentoring

The Peer Mentoring Program will be utilized to support certificated staff (teachers, counselors, etc.) new to the West Seneca Central School District. The program will provide first year faculty with the opportunity to develop a supportive, confidential, collegial, relationship with an exemplary educator and to reach the standards of tenure.

All certificated staff new to the West Seneca Central School District as per the terms of the collective negotiations agreement, will be assigned a mentor in their first year of employment in West Seneca. The ratio shall be one mentor for every first year employee. The mentor is expected to provide the first year employee with regular and consistent support.

Members who are interested in applying to become Mentors must:

1. Be tenured
2. Be considered successful in the classroom
3. Be positive in their interactions with faculty, students and parents
4. Demonstrate the effective use of a wide range of instructional strategies

The principal or administrator shall post and inform, in writing, all of the members of the building of the availability of mentor positions. Applications must be submitted within ten calendar days to the principal.

Recommendations of individuals to be considered for appointment shall be made by the building principals to the Superintendent or his designee.

Final selection of a mentor shall be made by the Superintendent and/or his designee in collaboration with the President of the West Seneca Teachers' Association, Inc., and/or his designee.

Mentors will provide guidance to promote understanding of the following:
- a)   Lesson planning and record keeping
- b)   Goal Setting Plan, self-reflection (APPR)
- c)   Development of professional portfolio
- d)   Classroom management and communication skills
- e)   Pedagogy and subject matter
- f)   NYS Learning Standards and Performance Indicators; Regents requirements
- g)   Building and District-level processes, procedures, programs, events, and routines
- h)   Other areas as needs arise

Activities may include:
- a)   Classroom visitations (both ways)
- b)   Conferencing
- c)   Other

Prior to the first mentoring assignment, new mentors will complete a 5-hour introductory course. These hours will be granted as "ARO" credits (Established mentors will have already received the course).

Members who perform the duties of a mentor or mentor facilitator pursuant to an appointment hereunder will be paid $550.00 per year. Each mentor and mentee is responsible to keep a log of all mentoring activities (see attached log). These logs will be submitted to the Staff Development office biannually (December 15 and June 15) of each school year.

WSCSD Commitment to Digital Literacy

The West Seneca Central School District is focused on providing its staff and students with opportunities for extending the teaching and learning process to the digital world. The utilization of instructional technology in the West Seneca Central School District exists to support the overall mission of the district: To provide a diversified educational program which will produce literate, caring, ethical, responsible, and productive citizens who are capable of adapting to change." Effective technology integration, maintenance, and ongoing support will equip students with the skills they need to become productive citizens who are capable of adapting to change.

The purpose of this commitment is to provide guidance to staff regarding the implementation of a digital framework, specifically related to the "G-Suite for Education". The district will provide access to relevant and rigorous professional development, to ensure educators and leaders are proficient in the integration of G-Suite for Education. A need which has recently been highlighted by the 2020 school closure resulting from the CoVid-19 pandemic.

As such, the West Seneca Central School District will be making a shift to the Google platform for all students and staff beginning in June of the 2019-20 school year on a tiered basis. A Google survey was shared with staff for feedback and

input, to help identify overall familiarity of Google Applications. The survey's purpose was to assist in indicating the frequency in which these Apps are used, as well as possible areas of need. This survey was designed to help identify practicable levels of support in regards to professional development, as well as potentially driving new ARO Offerings through our Teacher Center.

Therefore, The District, in conjunction with the Information Technology Department, will offer three tiers of professional development, which are indicated below:

TIER	WHAT?	WHEN?	HOW?
I	Identify District-Wide Google Classroom Needs Roll-out Google Classroom Professional Development.	June 2020	Create and send a survey to staff, designed to gauge Google Classroom ability-level. Provide Google Classroom training to all teaching staff
	Support G-Suite for Education summer professional development opportunities offered through the West Seneca Teachers' Center.	July/August 2020	Courses offered through the Teachers' Center (grant funded)
II	G-Suite core app interconnectivity and navigation. Google Docs,Sheets,Forms,Slides - Deep dive. Google Classroom - Organization, Framework , Communication and Student interaction	2020-2021 School Year	Training will address advanced Tier II topics, incorporating feedback received from Tier I sessions. Monitor progress using stakeholder feedback and adjust implementation accordingly.
III	In partnership with the Curriculum Cabinet, identify G-Suite Extensions to support best practices across the content areas. Begin implementation of additional extensions to support student learning and growth.	2020-2021 School Year	District-Wide Survey regarding G-Suite Extensions. Utilize feedback to drive additional decision-making.

Useful Descriptions and Definitions

ARO (Annual Renewal Option) – The purpose of the Annual Renewal Option (ARO) is to increase and/or improve an individual's knowledge and skills for the teaching and learning process. Preapproved ARO-related activities must be related to the individual's current subject area or grade level and the teaching and learning process. ARO activities must be new to a person and expand his/her professional growth. ARO activities must be held outside of the individual's regular work day.

Alignment to NYS Standards- Activities and initiatives promoted as part of the WSCSD PDP will be aligned to: *New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities.*

Addressing the needs of students with disabilities (SWD) and English Language Learners (ELLs) – The WSCSD PDP will support activities design to equip all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English language learners.

Classified/Support Staff – The school district will collaboratively work with support/classified staff leadership to strategize professional learning opportunities that meet their needs.

Continuing Teacher and Leader Education (CTLE) - 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) are required to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Curriculum Cabinet – The Curriculum Cabinet oversees the development and implementation of the instructional program for the district with the overall objective of supporting student and organizational success. Annually, the Cabinet sets goals based on multiple data points as well as other applicable district needs. Throughout the school year the Cabinet convenes to monitor the overall program and adjust accordingly based on student and staff needs.

PDP Participation Statement for Teacher Assistants/Long Term Substitutes – Staff members with level III teaching assistants certificates will have the opportunity to participate in certain components of the WSCSD PDP that are directly related to supporting their work. Substitutes, serving on a long-term basis, will also have the opportunity to participate in certain components of the PDP.

Reporting and Record Keeping – Necessary reporting and record keeping related to professional development activities and mentoring will be fulfilled through district office.

School Violence Prevention and Intervention – Employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention will receive at least one professional development opportunity in school violence prevention and intervention, which shall consist of at least two clock hours of training.

APPENDIX

- APPENDIX A - Conference Request Form
- APPENDIX B - Conference Summary Form
- APPENDIX C - Professional Study Plan Form
- APPENDIX D - Professional Study Plan Log
- APPENDIX E - Professional Study Team Proposal
- APPENDIX F - Professional Study Team Log
- APPENDIX G – A-Program Validation Form For District-Sponsored Courses
- APPENDIX H – B-Program Validation Form For District-Sponsored Courses
- APPENDIX I - New York State Professional Development Standards
- APPENDIX J - New York State Teaching Standards
- APPENDIX K - New Teacher Academy Letter
- APPENDIX L - Mentor / Mentee Log
- APPENDIX M - Google Apps Survey Questions (Response to COVID-19)
- APPENDIX N - Google Survey Responses (Response to COVID-19)
- APPENDIX O - Google Classroom Basics (A Training Session Response to COVID-19)
- APPENDIX P – G-Suite for Education Professional Development Plan

(Please note: District Forms may be updated throughout the year if needed)