

# Professional Development Plan

2006 - 2009



City School District of Albany

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# **City School District of Albany**

## **Professional Development Plan**

BEDS Code: 010100010000

SUPERINTENDENT: Eva C. Joseph, Ed.D.

ADDRESS: Academy Park (Elk Street), Albany, New York 12207

PHONE: (518) 475-6000      FAX: (518) 475-6009      EMAIL:  
[www.albanyschools.org](http://www.albanyschools.org)

YEAR(S) PLAN IS EFFECTIVE: 2006-2009

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## Professional Development Planning Committee Members

2006-2007 and 2007-2008

<b>Name</b>	<b>Affiliation</b>	<b>Year</b>
<b>Mario Arthur (co-chair)</b>	<b>Teacher, Albany High School</b>	<b>2006-2007</b>
<b>Connie Steinbach Blair (co-chair, 2007-2008)</b>	<b>Teacher, Albany School of Humanities</b>	<b>2006-2008</b>
<b>Linda Rudnick (co-chair, 2006-2008)</b>	<b>Director of Instruction</b>	<b>2006-2008</b>
<b>Dr. Joseph P. Dragone</b>	<b>Assistant Superintendent For Secondary Education</b>	<b>2006-2008</b>
<b>Kent Baker</b>	<b>Instructional Technology Coordinator</b>	<b>2007-2008</b>
<b>George Benson</b>	<b>Teacher, Harriet Gibbons</b>	<b>2006-2008</b>
<b>Jackie Carrese</b>	<b>Instructional Supervisor for Science</b>	<b>2007-2008</b>
<b>Rita Floess</b>	<b>Mentor Teacher Coordinator; Middle School Math Coach</b>	<b>2006-2008</b>
<b>Kara Ford</b>	<b>Teacher, Myers Middle School</b>	<b>2007-2008</b>
<b>Dr. Virginia Goatley</b>	<b>University at Albany</b>	<b>2006-2008</b>
<b>Teresa Haig</b>	<b>Teacher, Philip Livingston Magnet Academy</b>	<b>2007-2008</b>
<b>Beverly Hayes</b>	<b>Teacher, Schuyler Achievement Academy</b>	<b>2007-2008</b>
<b>Dawn Ray</b>	<b>Teacher, Arbor Hill Elementary School</b>	<b>2006-2008</b>
<b>Dr. Rachelle Salerno</b>	<b>Principal, Thomas O'Brien Academy of Science and Technology</b>	<b>2006-2008</b>
<b>Barbara Scharbach</b>	<b>Teacher, Arbor Hill Elementary School</b>	<b>2006-2008</b>
<b>Onnolee Smith</b>	<b>Parent</b>	<b>2006-2008</b>
<b>Nancy Vigianni</b>	<b>APSUE</b>	<b>2006-2008</b>

## Introduction

As stipulated in Part 100 of the Commissioner's Regulations, the City School District of Albany convened a team of teachers, administrators, a parent, and a higher education representative to create a Professional Development Plan. The members of the Professional Development Planning Committee appreciate and respect that the Professional Development Plan is a fluid document based on the district's needs, available professional growth opportunities and other dynamic factors that contribute to assessing and sustaining professional practice. The purpose of this plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students. We believe that a plan for better schools needs to start with a focus on student learning and improving pedagogical practice.

The District accepts the following assumptions established by the State in their document, Professional Development: A Strategy for School Improvement, as its basis for commitment:

- Professional development programs are the foundation for system change at the district and school level.
- When programs become places for teachers to learn, they become schools on the way towards improvement.
- Improving the skills and knowledge of teachers will result in the improved performance of students.
- The educational system today must produce students who are adaptable and ever learning in order that they may keep pace with the era of change in the society in which we live.

The district also accepts the assumptions for staff development as outlined by the National Staff Development Council:

### Context Standards:

**LEARNING COMMUNITIES:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**LEADERSHIP:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**RESOURCES:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### Process Standards:

**DATA-DRIVEN:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**EVALUATION:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**RESEARCH-BASED:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**LEARNING:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**COLLABORATION:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

### Content:

**EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

**QUALITY TEACHING:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**FAMILY INVOLVEMENT:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

# **Organization of the Professional Development Plan**

## ***1. Describe briefly how the district plan will ensure that the needs of the schools in the district are addressed.***

The Professional Development Planning Committee reflects the input of the teachers, administrators, support staff, and parents of the district. Teacher members represent the elementary, intermediate, middle and high school levels. The parent member has been an active participant in the district-wide parent-teacher organization. The administrators on the team represent elementary and secondary levels, personnel and instruction. The higher education representative also helped to broaden our knowledge base. The members of the team are committed to working together to develop a plan for professional development of district staff that will enable them to meet the needs of our diverse student population.

## ***2. The Professional Development Committee shares responsibility and commitment.***

The Professional Development Planning Committee was responsible for writing the initial District plan. It will be responsible for revising and evaluating the plan annually. The coordination of professional development activities designed to satisfy the plan is their responsibility. This team will assure that the District plans, including the Curriculum Program Review, and building professional development plans align with the District's five focus areas (literacy, curriculum, assessment, technology, and diversity) and with the building's selected targeted areas.

As a resource, in preparing this document the Professional Development Planning Committee gathered information and reviewed various Professional Development Plans and formats from several other NYS urban districts, including Binghamton, Syracuse, Utica, and Yonkers.

## ***3. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.***

Staff currently have opportunities to participate in professional development during the school day, after school, on weekends and in the summer. There is one scheduled Superintendent's Conference day, which totals 6.5 hours. There is one faculty meeting per month, which lasts approximately one hour. New teachers participate in 14.5 hours of summer orientation and are provided additional professional development opportunities throughout the school year. Teachers are required to participate in a minimum of 20 hours of professional development, and paraprofessionals are required to participate in a minimum of 10 hours of professional development.

Through Annual Professional Performance Review, the Professional Development Planning Committee is committed to the importance of having teachers develop their individual professional growth plan aligned with the District's five focus areas of literacy, curriculum, assessment, technology, diversity and the building's selected targeted goals.

## **City School District of Albany Mission Statement**

**The mission of the Albany City School District shall be to prepare all of its students for full effective participation in our society.**

**The success of our mission rests on the basic proposition and belief that all students can learn at the significantly higher levels required by today's technological society. Each of us must unrelentingly demand the best from students and staff alike. Our instructional materials and teaching strategies must reflect these expectations. No student will be tracked away from academic rigor, but must instead be nurtured and motivated in the pursuit of excellence.**

**We must also ensure that learning about and understanding the many cultures making up the mosaic of our society must be an integral part of the regular experiences of our students.**

**In order to fulfill this mission, the District must provide the required resources and ensure the broadest possible access for all of the stakeholders. With their involvement and support we will continue to refine an education system that will sustain and improve the quality of life for our students and our community.**

## **Goals of the City School District of Albany**

### **Goal 1:**

To improve student achievement

### **Goal 2:**

To increase the participation of parents and community members in school improvement efforts

### **Goal 3:**

To improve communication with all aspects of the school community

### **Goal 4:**

To improve accountability for school performance throughout the District.

The CSD of Albany's Goals have translated into the priorities that the District continues to address through the work and collective thinking and efforts of the District Comprehensive Education Planning Committee, namely:

### **CDEP Priorities**

- Identify all at-risk students beginning at pre-Kindergarten and provide consistent, comprehensive high-quality resources to ensure that they receive data-driven, targeted AIS until they reach proficiency.
- Continue to closely monitor the progress of students with disabilities. Examine where we are succeeding and failing with accurately identifying, placing and educating students with disabilities. Implement alternative approaches as necessary.
- Closely monitor each cohort, grades pre-K to 12, to ensure that all students and all subgroups have the expectation that they will graduate in four years.

### **CDEP Strategies**

- Implement a quality district wide, research based reading and writing program.
- Collaborate with the National Urban Alliance to create an environment of high expectations that represents values and supports the diverse cultures of our urban population.
- Provide standardized resources and monitoring necessary to implement the core curricula consistently across all buildings. Align progress reports with core curricula.
- Build and support a system of embedded, tiered and sustained professional development, targeting individual teacher's needs and student achievement gaps based on district priorities.
- Use assessment data to drive instruction PK-12 in ways that improves the performance of individual learners.
- Continue to provide and improve comprehensive K12 alternative education programming.
- Build strong partnerships with families and communities.
- Implement a comprehensive district wide positive behavior improvement program.
- Improve attendance: Identify issues that impact student attendance and provide targeted interventions.

# **Superintendent's Expectations**

## **Effective Leadership**

A leader is an architect of sustained improvement and individual and organization performance.

A leader has the ability to\*:

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

\*(Kouzes and Posner: The Leadership Challenge)

## **Quality Teaching (from National Board for Professional Teaching Standards)**

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities

## **Accountability**

- Practice life-long learning
- Experiment and take risks by constantly generating small wins and learning from mistakes.
- Search for opportunities by seeking innovative ways to change, grow, and improve
- Foster collaboration by promoting cooperative goals and building trust
- Decisions based on data
- Driven by excellence
- Have standards and high expectations for all students
- Learn from the past, yet embrace change for the future

# **Needs/Data Analysis for Professional Development Plan**

- 1. Describe how the professional development plan was aligned with the New York State Learning Standards and assessments, student needs and is articulated within and across grade levels.***

School report card data and State assessments were analyzed. The results were correlated to teacher responses and input gathered from colleagues by members of the planning team. Annual reports from all professional development partners were shared and reviewed. District priorities for professional development were then determined.

The highest priorities for professional development in the District are those that have the greatest potential to impact student achievement and teacher instruction.

- 2. Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.***

This plan originally represented a one-year initiative focused mainly on a process for district-wide professional development. At the end of the second year, the plan was evaluated based on current needs and on the five focus areas of literacy, curriculum, assessment, technology, and diversity. Annually, the plan is evaluated and revised.

The needs assessment sources identify areas that would most likely require attention over several years.

Identified areas of need from our data sources are:

Curricula aligned with the New York State Learning Standards

Instructional practices that meet the academic needs of our diverse students

Curriculum Program Review

Student data to evaluate student achievement

Increased graduation rate

Instructional technology

Effective family/school communication

## School Improvement Planning

Five Focus Areas: Literacy, Curriculum, Assessment, Technology,

Diversity

The Professional Development Planning Committee recognizes that there will need to be a commitment from the City School District of Albany to focus on job-embedded professional development, to allocate time for professional development and to provide resources to support professional development. In addition, the CDEP and Curriculum Program Review will be used to guide the professional development planning at the building and District levels.

### **Data Sources**

Currently, the needs assessment analysis as noted above focused on quantitative achievement data from various formative and summative measures, including state the NYS assessment system. The list below recognizes the sources that were used.

However, through the continued planning process, a committee goal will be to become holistic regarding the use of qualitative and perception information as needs assessment indicators. We will look to multiple sources, and this ongoing process will include formal and informal information, department and building level data and other measures that assess the characteristics of multi-dimensional measures. That being said, this information coupled with plans for curriculum adoptions and pedagogical frameworks will support effective planning at the district level, and school buildings will support planning around unique student and teacher needs.

Student attendance rates

Graduation and drop-out rates

Student performance results disaggregated by ethnicity, gender and other special needs annually and longitudinally

New York State Assessments

Curriculum surveys

City School District of Albany Comprehensive District Education Plan (CDEP)

National Staff Development Council Standards for Staff Development

Current Funding Sources

Past Professional Development Plans

Average Yearly Progress Information

Building and District Performance Results

Annual Professional Performance Reviews (“APPRs”)

## Needs Assessment Prioritizing

Student Performance	District Goal/Objective	Professional Development Need:
<p><b>ACHIEVEMENT DATA</b> 2005-06 NYS Assessment Results:</p> <p>English Language Arts:</p> <p>50.5% of Grade 3 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>47.7% of Grade 4 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>46.0% of Grade 5 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>42.7% of Grade 6 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>33.6% of Grade 7 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>25.4% of Grade 8 students met SED Standard of Performance Levels 3 and 4 on NYS ELA.</p> <p>62.67% of Total District Grades 3-8 scored at ELA Level 3 and 4</p> <p>84% of Average Grade Enrollment passing NYS Comprehensive English Regents Examination between 65 – 100.</p>	<p>To increase the number of students who are reading, writing, listening, and speaking at grade level throughout the system.</p>	<p>Three levels of knowledge and/or skill:</p> <ul style="list-style-type: none"> <li>- Building and District-wide awareness of ELA tasks.</li> <li>- Instructional planning – restructure coursework to align with ELA tasks and assessments.</li> <li>- Use assessments to inform instruction.</li> </ul> <p>Integrate ELA tasks across the curriculum and within a multicultural context.</p> <p>Integrate ELA task-scoring rubrics across all content areas.</p> <p>Ability to integrate cross-curricular skills/ expectations (writing constructed, short, and extended response) into all areas of instruction.</p> <p>Training in effective instructional strategies for differentiated student learning.</p>

Student Performance	District Goal/Objective	Professional Development Need:
<p>Mathematics:</p> <p>63.8% of Grade 3 students met SED Standard of Performance Levels 3 and 4 on NYS Math 3.</p> <p>54.4% of Grade 4 students met SED Standard of Performance Levels 3 and 4 on NYS Math 4.</p> <p>46.3% of Grade 5 students met SED Standard of Performance Levels 3 and 4 on NYS Math 5.</p> <p>39.1% of Grade 6 students met SED Standard of Performance Levels 3 and 4 on NYS Math 6.</p> <p>22.2% of Grade 7 students met SED Standard of Performance Levels 3 and 4 on NYS Math 7.</p> <p>27.1% of Grade 8 students met SED Standard of Performance Levels 3 and 4 on NYS Math 8.</p> <p>41.3% of students met SED Standard of Performance Levels 3 and 4 on NYS Math 3 – 8.</p> <p>72% of Average Grade Enrollment passing NYS Mathematics A Regents (65 or higher).</p>	<p>To increase the number of students who score at Levels 3 and 4 on the NYS Math 3 – 8.</p> <p>To increase the number of students who take and pass the <i>Math A Regents</i> Exam and Algebra 1 Regents Exam, depending on cohort.</p>	<p>Knowledge of content expectations and problem-solving skills at all levels.</p> <p>Use of manipulatives in the development of math concepts.</p> <p>Use of calculators to teach mathematics.</p> <p>Ability to develop and deliver specific instructional strategies that support students’ acquisition of content knowledge and problem-solving skills (differentiated instruction)</p> <p>Integration of higher-level thinking skills</p> <p>Conceptual understanding of math inquiry and ability to conduct inquiries in their classrooms</p> <p>Ability to integrate cross-curricular skills/expectations (reading and writing constructed, short, and extended responses, listening and speaking ) into instruction.</p>

Student Performance	District Goal/Objective	Profession Development Need:
<p>NYS Regents Examinations</p> <p>68.9% of graduates obtain Regents diplomas</p> <p>83% of all students pass Comprehensive English</p>	<p>Increase the number of students who take and pass the Regents examinations by implementing effective instructional practices.</p>	<p>Integrate content and strategies across various curricular areas.</p> <p>Training in effective instructional delivery strategies, including differentiated instruction, cooperative learning, cultural competencies, interdisciplinary teaching, and team teaching.</p> <p>Training to use data to drive instruction.</p>

Student Performance	District Goal/Objective	Professional Development Need
<p>High School Graduation Rate</p>	<p>Increase the High School graduation rate</p>	<p>Training in cultural competences, differentiated instruction, cooperative learning, classroom management and different assessment tools.</p>

# **City School District of Albany**

## **Professional Development Plan**

The City School District of Albany Professional Development Plan is predicated on the following beliefs:

**Quality teaching makes a difference in student learning**

**The professional learning of teachers is a central factor in determining the quality of teaching**

**The professional learning of Principals is a central factor in determining the quality of instructional leadership**

**Deep changes in practice and school structures are necessary to achieve the ambitious goals for student and adult learning**

**Powerful professional development for all staff is standards based, intellectual rigorous and embedded in one's daily work**

**A collective focus on the learning of all students and a shared responsibility for student learning are the essential hallmarks of effective professional learning communities**

**Professional development is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; this assessment guides subsequent professional development efforts and is driven by a coherent and long term plan**

Inherent in the process of selecting Professional Development that meets the needs of all District staff is the commitment to creating for students culturally responsive classrooms where adults, responsible for the quality education of children:

Continually examine how our own life experiences, perspectives, and behaviors regarding culture, language, racial identity, and equity impact our work in teaching and learning.

Implement a relevant and challenging curriculum which:

- Draws upon and affirms the cultural knowledge, life experiences, interests and competencies of each student.
- Expands students' knowledge of diverse cultural perspectives within their communities and society as a whole

Design and implement equitable opportunities that maximize student learning through full participation, interaction, and empowerment.

- Explicitly teach in a meaningful context the academic and communication skills, strategies and conventions that are required for success in advanced learning and the larger society.
- Understand, value, and build upon the dynamic cultures, knowledge, languages, experiences, and critical issues of families and other members of the school community.

Towards Equity: A Guide for Teaching and Learning in a Multicultural Society Irene McGinty and Noni Mendoza-Reis

## **Professional Development Plan** **Implementation Goals and Objectives**

### **Goal #1: Improve achievement for all students through quality professional development.**

Objective #1: To effectively coordinate the District's professional development initiatives and offerings.

Objective #2: To implement effective, research-based professional development practices to support the five targeted areas of Literacy, Curriculum, Assessment, Technology, and Diversity.

Objective #3: To provide quality professional development for all instructional support personnel.

Objective #4: To provide a new teacher induction program for probationary teachers, including orientation, a mentored teaching experience for those holders of initial certification, and ongoing quality professional development.

Objective # 5: To revise the current Annual Professional Performance Review Plan and process to implement individual professional growth plans.

Objective #6: To educate the extended school community as to the purpose of professional development.

**Goal #2: Efficiently and effectively utilize resources to achieve quality professional development.**

Objective #1: To target fiscal and human resources to Professional Development Planning Committee identified professional development initiatives.

Objective #2: To develop a process to equitably provide resources and support for professional development.

Objective #3: Evaluate the effectiveness of professional development activities that are in district and district sponsored.

# City School District of Albany

## Professional Development Plan

**Goal #1: Improve achievement for all students through quality professional development.**

**Objective #1:** To effectively coordinate the District’s professional development initiatives and offerings.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Support the professional development needs identified in buildings’ school improvement plans and District improvement plans	<b>Collect</b> - Establish committee membership for the 2007-2008 school year	Committee chairs/Asst. Supt.	Accomplished	Committee members in place
	- Summarize APPRs for each building from Human Resources	HR	In Motion	Professional Development Reporting form/Software
	- Collect, collate and summarize the record of professional development hours for APSTA members	HR	In Motion	“
	- Collect, collate and summarize the record of professional development hours for APSAA members	HR	In Motion	“
	- Collect, collate and summarize the record of professional development hours for APSUE members	CDEP, PDPC	In Motion; October 2007 CDEP	Summary of all Plans collated and reviewed
	- Assist with the implementation of PD Express	CDEP, PDPC, HR	In Motion; October 2007 CDEP	Software Initiated
	- Collate and summarize the School Improvement Plans and District Improvement Plans	PDPC, CDEP	Pending Oct. CDEP Meeting	List completed, distributed to all buildings
	- Collect and compile all District Plans that identify actions for professional development	PDPC/Ronnie Pastecki	In Motion	List Completed
	- Collate and summarize all Curriculum Program Reviews for actions that identify areas of professional development	PDPC, CDEP	In Motion	List Completed

	<ul style="list-style-type: none"> <li>- Collaborate with Special Programs office regarding program specific PD</li> </ul>	PDPC	In Motion	Grant summary reviewed
	<p><b>Process</b></p> <ul style="list-style-type: none"> <li>- Identify PD contact person for each building</li> </ul>	PDPC	In Motion	Contact Identified
	<p><b>Disseminate</b></p> <ul style="list-style-type: none"> <li>- Develop and publish a District-wide Web-based organizational chart of professional development resources and opportunities available</li> </ul>	PDPC and Technology Dept	Partially Accomplished	Chart published on website
	<ul style="list-style-type: none"> <li>- Develop a District-wide professional development calendar of all professional development activities that is posted on web sites</li> </ul>	PDPC and Technology Dept	Partially Accomplished	Calendar published on website
	<ul style="list-style-type: none"> <li>- Schedule professional development forums for BLTs and District professional development providers to inform all instructional personnel of available resources</li> </ul>	PDPC	In Motion	Log of meetings with schools
	<ul style="list-style-type: none"> <li>- Charge PD contact person in each building with communicating and promoting website and annual events to building staff</li> </ul>	PDPC	In Motion	CSDA staff is aware of and makes use of website
	<ul style="list-style-type: none"> <li>- Distribute PDP to all Building Teams</li> </ul>	PDPC	In Motion	PDP distributed to each building
	<ul style="list-style-type: none"> <li>- Identify a structure to improve delivery and communications related to district and site professional development</li> </ul>	PDPC	In Motion	Structure identified and ready for implementation
	<ul style="list-style-type: none"> <li>- Develop evaluation tool for professional development offering</li> </ul>	PDPC, Building Teams	In Motion	Evaluation tool utilized

**Goal #1: Improve achievement for all students through quality professional development.**

Objective 2: To implement effective, research-based professional development practices based on the five targeted areas of: Literacy, Curriculum, Assessment, Technology, and Diversity.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Align all professional development with District goals.	<p><b>Collect</b></p> <ul style="list-style-type: none"> <li>- Develop criteria for determining and identifying professional development that aligns with District goals and improvement plans.</li> </ul>	PDPC	In Motion	Professional development is aligned with District goals. Criteria is developed and communicated.
2. Support the implementation of effective research-driven practices, including those identified by CDEP and in Curriculum Program Reviews.	<p><b>Provide a variety of professional development opportunities:</b></p> <ul style="list-style-type: none"> <li>- Collegial Circles</li> <li>- Site-based courses</li> <li>- Book discussions</li> <li>- Peer coaching</li> <li>- Online courses</li> <li>- Job-embedded</li> <li>- In-service courses</li> <li>- Study groups</li> <li>- Mentoring</li> <li>- Conferences</li> <li>- Graduate course work</li> <li>- Site visits</li> <li>- After-school workshops and mini courses</li> <li>- Curriculum development and training</li> <li>- National Board Candidate Support</li> <li>- Reflective practice/action research through use of APPR</li> <li>- new teacher orientation</li> </ul>	Instructional Supervisors, , HR, PC, TMU, Literacy Coaches, MSTF, BIT, NUA, R/W, DC, BLT, PDPC	In Motion	A variety of professional development opportunities are offered.
	<p><b>Provide professional development to support:</b></p> <ul style="list-style-type: none"> <li>- Completion of the 175-hour requirement for Teachers who hold Professional Certification</li> <li>- Completion of the 75-hour requirement for Teaching Assistants who hold Level III certification</li> </ul>	<p>HR, MTP, PDPC</p> <p>HR, PDPC</p>	<p>In Motion</p> <p>In Motion</p>	Records of PD maintained

<p>3. Support the needs of specific disciplines.</p>	<p><b>Provide professional development to support:</b>  - Identify needs by content area and schedule professional development throughout the school year</p>	<p>Instructional Supervisors, CDEP, PDPC</p>	<p>In Motion</p>	<p>Content specific professional development opportunities are identified and offered. Professional development schedule and calendar is created, kept updated, and disseminated.</p>
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**Goal #1: Improve achievement for all students through quality professional development.**

Objective #3: To implement professional growth plans and a professional growth process.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Sustain a three-year District professional development growth plan that supports District improvement plans.	- Target areas aligned with District and State goals (Literacy, Instruction, Curriculum, Assessment, Technology, and Diversity)	PDPC, CDEP	In Motion	Three-Year District PDP written and distributed
2. Develop three-year building professional growth plan	- Each building will establish a site professional development team, which will determine the building's needs and focus areas by collecting and analyzing data, which includes school report card, State initiatives, APPRs, student achievement data, aligned with the District goals.	BLT, MSTF, NUA	In Motion	Each building will submit the names of the Building Team and Data Management Team to the PDPC.
	- Each building shall implement the plan by designing a process for staff development reflecting a variety of professional development opportunities: - On-line courses - Site-based Courses - Mentoring - Job-embedded professional development - After-school workshops and mini courses - District in service courses - Study groups - Curriculum development and training - Book discussions - Peer Coaching - Conferences - Site visits - Reflective practice/action research through the use of the Annual Professional Performance Review (APPR)	BLT, MSTF, MPT	In Motion	Plans submitted and reviewed

	<ul style="list-style-type: none"> <li>- Each building shall seek support for their BPDP from available District resources.</li> </ul>	BLT, PDPC	In Motion	BLT will report progress toward meeting school improvement objectives to PDPC/CDEP and request assistance as needed from Instructional Supervisors, NUA, and other Resources.
	<ul style="list-style-type: none"> <li>- Provide updated training for administrators and teachers on developing site and APPRs.</li> <li>- Provide resources for implementation of BPDPs and APPRs, including: <ul style="list-style-type: none"> <li>- On-line courses</li> <li>- Site-based Courses</li> </ul> </li> <li>- Mentoring <ul style="list-style-type: none"> <li>- Job-embedded professional development</li> <li>- After-school workshops and mini courses</li> <li>- District in service courses</li> </ul> </li> <li>- Study groups</li> <li>- Curriculum development and training <ul style="list-style-type: none"> <li>- Book discussions</li> </ul> </li> <li>- Peer Coaching &amp; Observation</li> <li>- Action research</li> <li>- Teacher Leaders</li> <li>- Site visits</li> <li>- Conferences</li> <li>- Collegial Circles</li> </ul>	<p>HR, PDPC, and other Resources</p> <p>PDPC BLT and Building Principals</p>	<p>In Motion</p> <p>In Motion</p>	<p>Updated training provided.</p> <p>Resources and support indetified</p>
4. Provide and monitor NYS required professional development to maintain teacher and teaching assistant certification issued after 2/2/04.	<ul style="list-style-type: none"> <li>- Develop a process for providing and monitoring the 175-hour professional development required for Professional Certificate holders.</li> <li>- Develop a process for providing and monitoring the 75-hour professional development requirement for Level III teaching assistant certificate holders.</li> </ul>	<p>HR, and PDPC</p> <p>HR and PDPC</p>	<p>In Motion</p> <p>In Motion</p>	<p>Required professional development is provided and monitored.</p> <p>Required professional development is provided and monitored.</p>

**Goal #1: Improve achievement for all students through quality professional development.**

Objective #4: To provide quality professional development for all instructional support personnel.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Identify the professional development needs of instructional support personnel.	- Develop a needs assessment survey based upon the District's five focus areas.	PDPC	In Motion	Needs assessment survey is developed
	- Distribute the survey to support personnel.	PDPC, Building Teams	In Motion	Needs survey is distributed
	- Analyze needs assessment survey and compile a database of requested professional development (topic, building, level)	PDPC	In Motion	Database of requested professional development is compiled.
	- Disseminate data to Building Teams	PDPC	In Motion	Database of requested professional development is disseminated.
2. Provide appropriate professional development	- Help plan appropriate professional development based on analysis of data	CDEP, PDPC, BLTs	In Motion	Appropriate professional development opportunities are planned
3. Provide orientation for new personnel at (or prior to) the beginning of each school year and midyear.	- Help create and implement an orientation program.  - Identify and inform new hires.	HR	Partially Accomplished	Orientation program held at beginning and midyear.

**Goal #1: Improve student achievement for all (including English language learners, bilingual, and students with disabilities) through quality professional development.**

Objective #5: To educate the extended school community as to the purpose of professional development.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
Disseminate professional development information to parents, community partners, business partners, higher education, and CSDA staff.	- Develop strategies to disseminate information concerning professional development opportunities and benefits.	HR, Communicatiosn Office, PDPC, CDEP	In Motion	List of strategies completed and disseminated.
	- Develop a process for collecting professional development information and share collected information for inclusion in website.	PDPC, Tech Dept.	In Motion	Professional development information is collected and included in the District website.
	- Create, publicize, and use a professional development page on the District website.	PDPC, Tech Dept	In Motion	Professional development is available and used on the District website.

**Goal #1: Improve achievement for all students through quality professional development.**

Objective #6: To implement a new teacher induction program for probationary teachers that includes orientation, one-on-one support, and ongoing professional development.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Determine new teachers that will receive one-on-one support.	- Identify new teachers including certification.	HR	Accomplished	New teachers are identified.
	- Match mentors to new teachers with initial certification	Mentor Coordinator	Accomplished	Mentor-mentee pairs are identified.
2. Implement program that provides one-on-one support for new teachers	- Follow guidelines in Mentor Teacher Program	Mentor Coordinator	In Motion	New teachers receive one-on-one support - mentor/mentee contact logs
3. Continue to provide an initial orientation for new teachers	- Help support new teacher orientation	HR, PDPC, Mentor Teacher	Accomplished	Orientation takes place and is assessed for sustained implementation
	- Inform new hires	HR	Accomplished	New teachers attend orientation
	- Replicate program for late hires	HR, PDPC, Mentor Teacher	In Motion	Orientation is conducted for late hires
4. Establish process that addresses needs of mentors	- Provide mentor training	Mentor Coordinator, Teacher Center	Accomplished	Mentor training is held
	- Hold collegial circles (mentor directed)	Mentor Coordinator	In Motion	Professional development is provided to mentors
	- Provide ongoing professional development on topics such as coaching, data, and constructive feedback.	Mentor Coordinator, PDPC, CDEP	In Motion	Professional development is provided to mentors

3. Implement a professional development program to support probationary teachers.	- Provide in-service courses/workshops appropriate for probationary teachers.	Mentor Coordinator	In Motion	In-service courses are provided.
	- Develop a process to inform probationary teachers of available resources and professional development opportunities.	Mentor Coordinator, PDPC	In Motion	Probationary teachers participate in professional development.
	- Connect with institutions of higher learning for presentation on in-service courses.	Mentor Coordinator, PDPC	In Motion	Institutions of higher learning are included.
	- Conduct Collegial Circles for second and third-year teachers.	Mentor Coordinator	In Motion	Probationary teachers attend collegial circles.
	- Develop a new teacher handbook.	HR	Accomplished	Handbook developed and distributed.
	- Develop a transition plan for continuing professional development for second and third-year teachers.	PDPC, CDEP, Mentor Coordinator	In Motion	Transition plan developed and implemented.
6. Provide professional development for other probationary staff.	- Review existing professional development opportunities.	Mentor Coordinator, PDPC	In Motion	Current professional development opportunities are listed.
	- Determine gaps in programming	Mentor Coordinator, PDPC	In Motion	Necessary professional development is identified.
	- Develop appropriate programs	Mentor Coordinator, CDEP	In Motion	Programs are conducted.

**Goal #2: Effectively and efficiently utilize resources to achieve quality professional development.**

Objective #1: To identify a process to equitably provide resources and support for professional development.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Seek and advocate for funding and resources to support professional development initiatives aimed at improving student achievement.	Review District, BDPC/BLT and APPR summaries	PDPC, CDEP, Grants Office	In Motion	Summaries are reviewed and used in grant applications
	Determine which grant opportunities could support identified initiatives	Office of Instruction, Grants Office	In Motion	Professional development activities are supported by available grants
	Promote awareness of funding opportunities for identified initiatives	Office of Instruction, Grants Office	In Motion	Funding opportunities for designated initiatives are identified
	Provide technical support to write grants	CDEP, PDPC, Office of Instruction, Grants Office	In Motion	Grants are written to support professional development
2. Maximize systemic impact of designated state and federal grants.	Review major grants to identify professional development opportunities for additional schools	Office of Instruction, Grants Office	In Motion	Potential for additional schools included in grant opportunities
	Develop and implement a process for allowing access to staff development by staff from buildings that are not identified in major grants	Office of Instruction, Grants Office	In Motion	Additional staff are included in professional development opportunities

**Goal #2: Effectively and efficiently utilize resources to achieve quality professional development.**

Objective #2: To target fiscal and human resources to PDP-identified professional development initiatives.

Strategy	Activity	Person(s) Responsible	Status	Performance Measure/ Data Source
1. Identify and support cost effective and efficient method to provide professional development.	- Explore online professional development course offerings	PDPC, Tech. Committee, CDEP	Needs Movement	Online professional development is offered.
	- Provide job-embedded professional development with use of District-trained Coaches and substitute teachers	Office of Instruction	Partially Accomplished	Substitute coverage for job-embedded professional development
2. Provide support for buildings to implement their professional development plans and District resources.	- Support and implement alignment of instruction with curriculum, NYS standards, and CDEP goals.	PDPC, Office of Instruction, CDEP	In Motion	Building professional development and CDEP goals are met
	- Support building professional development plans and initiatives.	PDPC, CDEP	In Motion	Building professional development goals and CDEP goals are met
3. Efficiently utilize resources for professional development.	- Share information about initiatives for professional development with building professional development teams.	PDPC, CDEP	In Motion	Schools receive information and coordinate planning.
	- Use website to share information re professional development offerings and initiatives.	CDEP, Tech. Committee	In Motion	Website used to share information.