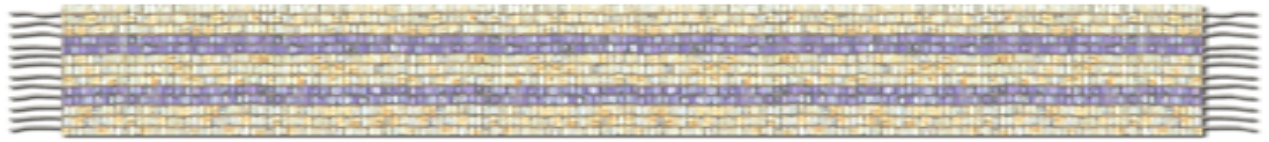


Professional Development Plan 2018-2021



Salmon River Elementary School
Salmon River Middle School
Salmon River High School
St. Regis Mohawk School

Approved by SRCSD BOE, 8/22/18



I. Introduction

This Professional Development Plan for the Salmon River Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice. **Throughout this document, we reference the ultimate goal of professional development: improved student learning.**

The scope of professional development (PD) at Salmon River Central will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self- assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions. SRC has begun to implement Professional Learning Communities (PLC) and will work to sustain this structure as one of our PD avenues. **Instructional support staff in the District will support building principals to implement PD on an on-going basis. District Administration supports the idea of creating common planning time within the master schedule to provide teaching staff with opportunities for PD with consultants, with principals and IST, and also to enable teachers to collaborate to share best practices with colleagues.**

In the Salmon River Central School District, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. As such, the quality of our professional development programs is influenced by a variety of factors.

The National Staff Development Council recognizes these variables as the essential standards for professional development in education. The standards are:

CONTEXT

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

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.

Researched-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 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 students' 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.

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.

II. New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities *and* how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 clock hours of professional development every five years.

The SRCS District maintains staff professional development credits with My Learning Plan. **It is ultimately the teacher's responsibility to monitor their own certificate progress and requirements.**

All professional development activities will be provided by NYSED approved providers. Employees who provide PD will be covered under the district's sponsor approval. Other providers of professional development to Salmon River staff will include the following entities:

- All 37 BOCES in NYS
- Capital District/North Country RSE-TASC – special education, intervention
- NYS School Boards Association – assorted topics
- Capital Area School Development Association (CASDA)
- NYS Council of School Superintendents (NYSCOSS)
- Guercio & Cuercio, LLP and Honeywell Law Firm – DASA, Title IX, Civil Rights
- APL Associates – Effective Teaching/Instructional Skills
- Buck Institute – Project Based Learning
- A+ (A Plus) Educators/WozU and affiliated consultants/presenters
- Dr. William R. Daggett/International Center for Leadership in Education
- Mike Fisher – common core, curriculum mapping
- Professional Development Partnership with SUNY Potsdam
- Clarkson University, STEM/Robotics
- James McDougal – DDI, RTI, Intervention, School Improvement Planning
- Adirondack Teacher Center
- North Country Teacher Resource Center, Plattsburgh
- SUNY Oswego Technology Conference
- NYS School Music Association workshops
- Institute for Learner Centered Education/Standards-based Constructivist Conference
- NERIC – Model Schools Program
- McGraw Hill, PD for Wonders Reading and Science series
- Seiman's and King & King Sponsored Project Based Learning workshops
- Webinars associated with software and curriculum materials

- Title VII endorsed Mohawk Cultural Sensitivity Training – D.Tonemah, St. Regis Mohawk Tribal Services
- Math and Movement Training – Consultant/Trainer/Turn-Key Trainings
- The Omega Institute -Rhinebeck , NY – Leadership and Mindfulness in the classroom
- NYSED – DTSDE trainings
- NYS Approved Speech/Language Trainings
- NYS AHPERD (Health, PE, Recreation, Dance)
- Committee for Children, Second Step Curriculum Trainers
- John Mighton, Jump Math
- McGraw Hill Curriculum Trainers
- PBIS trainers
- Teachers College, Columbia University, Reading and Writing Project
- Dave Weber and Associates

III. Philosophy

The purpose of the Salmon River Central School District’s professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making. Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. These practices are designed to enhance pedagogical skills, curriculum knowledge, instruction and assessment. Professional development for administrators will be focused largely on leadership and systemic processes.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district’s attention and resources on professional development strategies for improving student learning and achievement. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development at Salmon River Central School will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies

- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- **provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches**
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- **ensure that differentiated and developmental approaches are incorporated to meet individual and district needs relating to the teaching and learning process**
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Although professionals at Salmon River Central School are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. Identify school/district educational goals

- Review existing educational goals for state, district and schools
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. Plan for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals

- Identify sources of expertise to assist with identified needs and goals
- Select professional development content and process at each level (district, school, team, or individual)
- Identify sources and uses of financial resources

3. Implement professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Monitor progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback

IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Salmon River Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- School Safety and Educational climate (SSEC), formerly known as VADIR/DASA
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Data
- NYS Learning Standards; Next Generation Standards will be our focus
- College Acceptance data
- Academic Intervention Services Record
- Elementary Benchmark Reading Assessment
- Star Reading and Math; we will be implementing I-READY Diagnostic and Progress Monitoring assessments beginning with the 18-19 school year

- SAT/ACT Data
- Title I Data
- DIAL 3 (and 4) Pre-K/Kindergarten; we will begin to utilize the Brigance screening and monitoring system beginning with the 18-19 school year
- Reading Plus Assessment

Surveys

- Professional Development Needs Assessment Survey
- Professional Development Evaluation/Feedback Surveys
- Technology Survey
- PLC Data Triangle Surveys

Additional Data Sources

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Attendance, Retention, and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- Feedback from Building Teams
- SED Regulations and Mandates
- Mentor Program Feedback

V. Theory of Action

Goals and Implementation Plans for 2018-2021 Professional Development

The following professional development goals and objectives have been identified for the 2018-2021 school years. The data collected, generated and analyzed by the Salmon River Central School District in conjunction with district and school level plans

will support the goals, objectives, strategies, activities, and evaluations of this professional development Plan.

The district goals and each of the objectives designed to achieve such goals (all of which are detailed on subsequent pages) were identified through completion of needs assessments using FEH BOCES needs assessment. Additionally, recurring and ongoing annual commitments to professional development are noted.

Goal #1: Align program practices with all NYS (Transitioning from Common Core to Next Generation) Learning Standards (NGLS), Annual Professional Performance Review (APPR), and data-driven decision making.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Next Generation Learning Standards.

Essential Question: How can learning standards be used to inform instruction and develop literacy and numeracy skills required for college and career readiness?

Activities and Strategies

- Continue to revise curricula and programs for alignment to NYS P-12 Next Generation Learning Standards for ELA and Mathematics
- Continue to provide training and support for implementation of NYS P-12 Next Generation Learning Standards for ELA and Mathematics in accordance with the following NYS timeline:
 - **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
 - **Phase II: Build Capacity (Spring 2019-Summer 2020):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
 - **Phase III Full Implementation (September 2020 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.
 - **Spring 2021:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.
- Provide training and support for the implementation of Project-Based Learning

and integration with humanities and arts.

Actions	Evidence	Responsibility	Timeline
<p>Create awareness, fluency and develop a common language supporting NG standards implementation</p> <p>Share NYSED Transition timeline with all staff (2018-2021)</p>	<p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Observation and feedback surveys and notes</p>	<p>Asst. Supt. For Curriculum & Instruction/Data Coordinator , Building Principals, Instructional Support Teams</p>	<p>Ongoing</p>
<p>Assess capacity for full implementation of NGLS and ensure successful transition for the school years 2018-2021</p>	<p>Communication Artifacts (meeting agendas, minutes, materials, etc.)</p>	<p>Teacher lesson plans and observation documentation</p>	<p>Ongoing</p>
<p>Support faculty in understanding and implementation of NGLS aligned curricula, instructional models, modules/units & projects</p>	<p>Curriculum documents/maps/calendars aligned with common core and inclusive of aligned units/modules for implementation</p>	<p>Asst. Supt. For Curriculum & Instruction/Data Coordinator, Building Principals, Instructional Support</p>	<p>Ongoing</p>

Objective 1.2: Annual Professional Performance Review: Support instructional leaders and faculty in implementation of performance evaluations.

Essential Question: How can annual professional performance reviews (APPR) and evidence of student learning be utilized to sustain professional growth and maximize student achievement?

Activities and Strategies

- Revise local APPR plans and tools to align with NYS Education Law §3012-d (and future updates to this law) and the Commissioner’s Regulations
- Provide training for teachers and evaluators on evidence-based observation, Teaching Standards Rubric
- Provide training and calibration for rater reliability and utilization of adopted rubrics for evaluation

Actions	Evidence	Responsibility	Timeline
Review local APPR plan and tools to maintain alignment with NYS Education Law §3012-d (and any future updates to the law) and the Commissioner’s Regulations	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.) Observation and feedback, and notes Revised bargaining agreements/contracts	Asst. Supt. For Curriculum & Instruction/Data Coordinator, Building Principals, SRTA	Annually

Objective 1.3: Instructional Support Teams: Provide ongoing training for data-informed instruction.

Essential Question: How can local and NYS student assessment data be effectively utilized by collaborative teams to inform instruction and maximize student learning?

Activities and Strategies

- Maintain Instructional Support Teams and processes for ongoing and collaborative review of student assessment data
- Provide training for teachers and leaders on effective assessment practices, data collection and analysis, and data-informed instruction and decision making
- Provide training and support for timely and effective use of data systems (local and NYS)

Actions	Evidence	Responsibility	Timeline
Assess the quality of each school's implementation of data-informed instruction and decision making	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.) Grade level meetings, Dept. meetings, - I-Ready and curriculum related assessments Interim Assessment Analysis and Action Plan meetings Building Level School - Wide Plans (title 1) SCEP (SR Middle School) /DCIP 2018-19 Improvement plans with SMART goals MS Self Reflection (DTSDE) DCIP 17-18 Plan Review Action Research Process	Superintendent of Schools, Asst. Supt. For Curriculum & Instruction/Data Coordinator, Director of Special Education, Building Principals, Instructional Support	annually

Goal #2: Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Objective 2.1: Train instructional staff in the application of instructional technologies (projection systems, interactive whiteboards, and Google Apps for Education).

Essential Question: How can effective applications of instructional technologies enhance student engagement, learning and achievement?

Activities and Strategies

- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation, including workshops conducted by current staff with expertise (build in-house capacity)
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide training in instructional tools such as: projection systems, interactive whiteboards, active response systems, iPads, Chromebooks and Google Apps
- Provide staff with opportunity to learn current advancements in web-based technology resources

Actions	Evidence	Responsibility	Timeline
Successful and consistent offerings to accomplish objective	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) District Technology Plan	Asst. Supt. For Curriculum & Instruction/Technology Committee Chair, Building Principals, Technology committee	ongoing
Turnkey training and sharing at grade level and faculty meetings	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Observation/feedback	Asst. Supt. For Curriculum & Instruction/Technology Committee Chair,, Building Principals, Technology team- reps, NERIC Instructional Specialist, Director of Technology	ongoing

<p>Share exemplar uses of technology for instruction and learning through grade level and faculty meetings, during and after school.</p>	<p><i>Lesson plans and staff meetings</i></p> <p>District Technology Plan</p> <p>Exit surveys</p>	<p>Building Principals, Technology Committee Reps, Instructional Staff</p>	<p>ongoing</p>
<p>Use of access and usage data to identify preferred technologies</p>	<p>Building calendars for use sign out and use of hardware/labs</p> <p>BrightBytes Survey of staff, students and parents to identify technology needs and suggest training</p> <p>System report tools (e.g.,papercut,)</p> <p>District Technology Plan</p>	<p>Asst. Supt. For Curriculum & Instruction/Technology Committee Chair, Director of Technology, Building Principals, Technology team</p>	<p>ongoing</p>

Objective 2.2: Continue support of teachers, secretaries and administrators in the use of Student Management Systems (SchoolTool), and School Management Systems (AESOP, WINCAP)

Essential Question: How can web-based applications enhance the ease of access, effective use and management of student information/data?

Activities and Strategies

- Provide a variety of opportunities for staff to develop the skills needed for effective use of Student Management Systems
- Provide administrators and clerical staff with necessary skills for technical and administrative management of systems
- Develop supporting documentation and start-up guides to ease transition to information applications

Actions	Evidence	Responsibility	Timeline
Administrative and technical trainings for configuration of Student Management System (SMS) and School Management Systems Continued trainings and support for SMS	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Feedback notes from Building Principals, District, & Instructional staff Development of annual master schedule	Business Executive, Asst. Supt. For Curriculum & Instruction/Technology Committee Chair, Building Principals, Instructional staff, Teachers, Clerical Staff, and NERIC Staff	ongoing
Required trainings for utilization of systems by clerical and teaching staff and ongoing support	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Asst. Supt. For Curriculum & Instruction/Technology Committee Chair, Building Principals, Instructional staff, Clerical Staff, NERIC, nurses, and transportation supervisor	ongoing
Guided-work sessions for sustained training and support	Communication Artifacts (meeting agendas, materials.)	Asst. Supt. For Curriculum & Instruction, Building Principals, Instructional staff, Clerical Staff, NERIC	ongoing

Access for Office Staff to attend training for general applications to enhance administrative effectiveness (email, spreadsheets, WORD, Google Applications, calendar, etc.)	Communication Artifacts (meeting agendas, materials.)	Asst. Supt. For Curriculum & Instruction, Building Principals, Business Executive, NERIC, Director of Special Education	As needed

Goal #3: Ensure that all members of the Salmon River Central School professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

Objective 3.1: Promote literacy development K-12 and in all content areas
Essential Question: How can reading and writing across the disciplines positively affect learning and achievement?

- Activities and Strategies**
- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
 - Include NGLS literacy frameworks in curriculum maps for each discipline or ensure that literacy is embedded in lesson plans
 - Continue to support teachers' administration for RTI Progress Monitoring
 - Continue to develop collaborative structures for literacy coaching at the elementary and middle school level
 - Maintain strong partnerships with higher education (e.g., Clarkson University (STEM/Robotics), SUNY Potsdam)
 - Facilitate Curriculum Mapping with continued focus on workshop structures and alignment with RTI plans, NG Standards, curriculum calendars, etc.

Actions	Evidence	Responsibility	Timeline
<p>Develop curriculum maps for integration of NG literacy frameworks for subjects other than ELA and Math;</p> <p>Begin to implement vertical alignment for all subjects, beginning with ELA and Math; assess gaps in curriculum as well as student skill deficits to support supplemental instruction.</p> <p>Continue to integrate writer's workshop methods into K-8 ELA</p>	<p>Curriculum maps, Lesson Plans, and documentation for communication</p> <p>Lesson Plans, curriculum maps, observations</p>	<p>Assistant Superintendent, Director of Special Education, Building Principals, Instructional Support Staff , Instructional Staff</p>	<p>ongoing</p>
<p>Incremental planning and implementation of Response-to-Intervention frameworks for elementary, middle school and high school literacy and reading instruction and interventions</p>	<p>Completed RTI for High School reading</p> <p>Completed RTI for Middle School reading</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</p> <p>Rates of referrals for Interventions at all tiers</p> <p>Documentation of intervention plans</p> <p>Student progress monitoring data</p>	<p>Assistant Superintendent, Language Arts Teachers, Salmon River High School Principals, Instructional support staff for ELA</p>	<p>Review and update annually</p>

Grade Level/ Department meetings, PLCs in all buildings	Communication Artifacts (meeting agendas, materials, guidance documents, etc.) Completed trainings with evaluations of efficacy and further needs analyses	Office of Instruction, Building Principals, Instructional support staff, Special Education Director, QIP team	ngoing
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Objective 3.2: Content Area Development: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Next Generation learning standards and best practices in respective disciplines.

Essential Question: How can professional development strengthen content knowledge and pedagogy of all content area teachers?

- Activities and Strategies**
- **Content Area Development** – Learning research-based instructional techniques to improve student achievement in content areas
 - o Reading, Writing, and Language Arts approaches, including use of rigorous vocabulary/Guidance for Balanced Literacy including Guided Reading and Writing, etc.,
 - o Math, Science and Social Studies
 - o Special Education including Speech and Language, OT, PT
 - o Foreign Language
 - o Counseling/Guidance
 - o Fine Arts including Music and Art
 - o Physical Education and Health
 - o Library, Media, and Instructional Technology
 - o CTE/Career Pathways
 - o Business Education, Technology Education, and Family and Consumer Science
 - Through orientation and mentoring, provide knowledge of Salmon River programs and their relationship to NYS and NG learning standards
 - Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices
 - Provide PD to help staff design, use, evaluate, and revise instructional practices related to

identified gap groups and student need			
Actions	Evidence	Responsibility	Timeline
Provide responsive and targeted professional development opportunities in all content areas and specialties	PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards. My Learning Plan & reports PD Evaluation/Feedback Forms Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Office of Instruction, Building Principals, BOCES, Director of Special Education	Ongoing
Assess alignment of PD offerings with identified needs (departments and school)	My Learning Plan Regional Survey and District Requests	Superintendent, Office of Instruction, Building Principals, Instructional Staff, Director of Special Education	Ongoing
Develop and implement protocols and procedures for data informed planning for professional development.	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) from PLC's and Interim Analysis Observation/feedback notes from Building Principals Documented evidence of concurrent planning by Instructional Support Team for needs-based professional development	Superintendent, Office of Instruction, Building Principals, Director of Special Education	Ongoing

Objective 3.3: High Quality Assessments – Train and support instructional teams in design, creation and application of high quality assessments.

Essential Question: How can teacher-created high quality assessments be used to improve student learning and achievement?

Activities and Strategies

- Ongoing consultation and training in design of performance-based assessments
- Continue to research and/or develop required assessment tools and databases that target student needs for interventions and DDI process
- Implement selected assessment models. Professional development will be provided to ensure fidelity in administration and scoring and effective use of data
- Identify and review annually the progress monitoring assessments required for RTI, special education and AIS
- Provide PD to administrators, teachers and support staff for the transition to NG- aligned assessments

Actions	Evidence	Responsibility	Timeline
Provide ongoing consultation and training in development of performance-based assessments including interim assessments and curriculum-based assessments	Subject and/or grade-level based performance-based assessments Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) Procedures for administration and scoring of assessments Creation of high quality rubrics	Office of Instruction, Director of Special Education, Building Principals, Instructional technology team, Instructional Support team	ongoing

Review scoring and use of assessments for instruction (i.e., state tests, Regents, pre/post tests for APPR where applicable)	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) Training on written protocols of test directions and test administration completed	Office of Instruction, Director of Special Education, Building Principals, Instructional Staff	ongoing
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<p>Objective 3.4: Differentiated Instruction- Provide professional development to help staff design, use, evaluate, and revise instructional techniques pertaining to differentiated instruction</p> <p><i>Essential Question: How can differentiated instructional practices improve student learning and support our transition to a comprehensive response to intervention model?</i></p>			
<p>Activities and Strategies</p> <ul style="list-style-type: none"> • Plan and implement PD programs designed to prepare staff to meet individual student needs through targeted and differentiated instruction • Build capacity and skill amongst staff via study groups, building teams, grade level teams, and department task forces • Construct tools and mechanisms for timely exchange of ideas, strategies and instructional applications to individualize teaching through differentiated instruction • Facilitate and support action research in differentiated instruction 			
Actions	Evidence	Responsibility	Timeline
Plan and implement opportunities for collaborative study of differentiated instructional practices (study groups, inservice, peer observation,	PD evaluation surveys to measure participation rates and collegial sharing related to differentiated instruction Inclusion of instructional practices in lesson plans	Office of Instruction, Building Principals, QIP team, Instructional Support	Ongoing

etc)	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)		
Monitor through direct observation the correlation between differentiated instruction and identified needs for successful implementation of Tier I interventions	Communication Artifacts from school RTI teams (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) Observation/feedback notes from Building Principals	Office of Instruction, Building Principals, Special Education Director	Ongoing
Develop differentiated instructional practices to inform lesson planning and Tier I interventions.	Inclusion of instructional practices in lesson plans	Office of Instruction, Building Principals, Instructional Staff, Special Education Director	ongoing

Goal #4: Establish a community focused on the prevention of harassment and discriminatory behaviors through the promotion of education measures meant to positively impact school culture and climate.

Objective 4.1: School Culture, Climate and Safety - Provide professional development to help staff understand and follow DASA regulations, all revisions to the District’s Code of Conduct and Board policies, mental health education, and social and emotional programming.

Essential Question: How can a safe and respectful school community foster learning and student achievement?

Activities and Strategies

- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations articulated in DASA regulations and the Code-of-Conduct and Board policies

<ul style="list-style-type: none"> • Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for Cultural Diversity and Inclusion, Safe and Respectful Schools, promotion of Social and Emotional Learning, and mental health education. • Facilitate and support action research in the areas of bullying and school climate, cultural diversity, social and emotional learning and mental health education. 			
Actions	Evidence	Responsibility	Timeline
<p>Plan and implement opportunities for presentation of:</p> <ul style="list-style-type: none"> • DASA • Mental Health standards and programming • Civics lessons integration in High School • code-of-conduct developed for district at all levels 	<p>Inclusion of instructional practices in common curriculum and school-wide presentations</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p> <p>PLCs</p> <p>Grade Level Meetings</p> <p>Department Meetings</p>	<p>Office of Instruction, Building Principals, Building Level Culture Committees, Instructional Staff, Mental Health Professionals: psychologists, counselors</p>	<p>Ongoing</p>
<p>Prepare and distribute to all stakeholders developmentally appropriate versions of the codes-of-conduct</p>	<p>Inclusion of revised codes-of-conduct in all parent and student handbooks</p> <p>Posting of all codes and policies on district web site</p> <p>Promotion of behavioral expectations in all schools and classrooms</p>	<p>Building Principals , Dean of Students, Staff</p>	<p>Ongoing</p>

Elementary and Middle School: Training for PBIS and Second Step Curriculum High School : Develop curricular links and modeling which promote civility, citizenship, and character education on a consistent and ongoing basis	Inclusion of instructional practices in curriculum documents/maps Direct observation of instructional practices by evaluators Reinforce Character Education practices through Student of the Month celebrations, Book of the Month Activities	Office of Instruction, Building Principals Instructional Support	Ongoing
PBIS and consistent use of effective behavioral strategies	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Office of Instruction, Building Principals, counselors, psychologists, behavior specialist, Special Education Director, Instructional Staff	Ongoing

Other Annual Professional Development Commitments

Goal: To continuously improve teaching and learning by being demonstrating competence in knowledge of skills both in area of specialization and methods of teaching.

Objective: To induct, train and support new teachers.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
New Teacher Training	Standards/Best Practices DDI (Data Driven Instruction) Cultural Responsiveness APPR Responsive	New teachers, Instructional Support Staff, Administrators	Annually	My Learning Plan

	Classroom techniques School District Tour Lifelines/Suicide Prevention			
Mentor Program	Guidance from Teacher Mentors Classroom Management Instructional Strategies Practices and Procedures	Mentors, Teachers, New Teachers, Asst. Supt. for Curriculum and Instruction	Ongoing	Mentor Logs
Violence Prevention/ Bullying Awareness/Sexual Harassment Trainings	Training during Superintendent's Day	District Staff, New Teachers, Teaching Assistants	Throughout the School Year	My Learning Plan Completion Certificates
Additional New Teacher support on curriculum, standards, and assessment, APPR evaluation	Department meetings Faculty meetings Grade Level Meetings PLC Meetings New Teacher meetings	New Staff, Teacher Mentors, Instructional Support Staff, Building Principals, BOCES, Asst. Supt. for Curriculum and Instruction	Ongoing	Agendas, Meeting Minutes, My Learning Plan

		Objective: To use technology as a tool for curriculum development.		
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
Teacher and TA Technology Topics Training Planbookedu.com, Teachingchannel.com,	Workshops	Teachers, Technology Committee, BOCES NERIC, Staff	Ongoing	Teacher Feedback, Teacher Usage, Student Projects

Schooltool, Reading A-Z, School website, My Learning Plan, Khan Academy, Edocrina, Reading Plus, I- READY				
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Objective: To meet the needs of diverse students in the classroom.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
Continued coaching and planning for Bully Prevention/Cultural Responsiveness in classrooms	Review and planning using Second Step materials and PBIS best practices to preventing bullying	Principals, Teachers	Ongoing	My Learning Plan
Strategies to support Mindfulness, Growth Mindset, Teaching Students in Poverty	Workshops, book studies, meetings, PLCs, TurnKey Training	Principals, Teachers, TAs	Ongoing	Teacher feedback, observation
Classroom Management	Workshops on effective strategies for classroom management	Teachers, Teacher Assistants	Annually	Teacher Feedback, Observations
DASA	Workshops, Meetings, Speakers (as needed)	Asst. Supt. for Curriculum and Instruction , Building Principals, BOCES	Yearly	My Learning Plan
Student Engagement - Active Learning Strategies	Workshops, PLCs	Teachers, BOCES Network Team, QIP team, SETRC	Ongoing	Teacher Usage, Classroom Walkthroughs
Interim Assessment Analysis	Meetings	Teachers, Instructional Support Staff, Building Principal	Quarterly	Interim Analysis Action Plan

Objective: To support teaching and learning by integrating New York State NG Learning Standards into curriculum and to address meaningful assessment.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure

Grade Level and Department meetings on standards, assessments, and curriculum mapping	Meetings held monthly PLC Meetings	Principals, Teachers	Ongoing	My Learning Plan, Meeting Minutes, Curriculum Calendars
Summer Curriculum Projects	Summer work to align curriculum with New York State NG Learning Standards, Create integrated PBL projects for authentic learning	Teachers	Annually each summer	Projects, project dissemination, teacher self-evaluation
Conferences – A + Educators/ Effective Schools conference, Model Schools conference (Bill Daggett), Native American Educators Conference, Behavior Management, Advanced Placement Courses	Teacher and Administrator Workshops	Teachers, Administrators, Instructional Support Staff , Teachers	Ongoing	Feedback through reports from teachers, administrators, and staff
Student Engagement, Higher level questioning, Writing Workshop in Elementary and Middle School Grades	Workshops for Pre K-8 Teachers, Special Education Teachers	Asst. Supt. for Curriculum and Instruction, Instructional Support, Principals	Ongoing	Teacher evaluation
Student Engagement, Higher level questioning, Writing in Middle/High Level	Secondary teachers	Asst. Supt. for Curriculum and Instruction, Instructional Support, Principals	Ongoing	Teacher evaluation
Data Teams, Data Driven Instructional Strategies	Meeting with teams from each building.	Superintendent, Asst. Supt. for Curriculum and Instruction , Building Principals, Teachers	Ongoing	My Learning Plan
Evidence Based Practices/Strategies with a focus on higher level thinking and engagement	Workshops	Consultants, Building Principals, Teachers, Director of Special Education, Asst. Supt. for Curriculum and Instruction	Ongoing	My Learning Plan
Project-Based Learning	Workshops	Buck Institute, OCM BOCES, Teachers and Instructional Support Team	Annually	My Learning Plan

Appendix A
Salmon River Central School
Professional Development Plan

NEW TEACHER MENTORING PLAN

I. New Teacher Mentoring

The New Teacher Mentoring Program is designed to ensure that every new teacher is successful and effective during his or her first years of teaching. New teachers certified after 2/2/04 who are seeking the professional certificate are required to have a mentored experience in the first year of employment unless the candidate completed two years of teaching experience prior to such teaching in the public schools. Also substitute teachers in teaching assignments for forty plus days are required to have a mentored experience.

- II. The Mentor Program will help ensure success for all newly hired teachers through collaboration, observation, inquiry and dialogue about excellent teaching with excellent teachers serving as positive role models.

III. Beliefs

We believe that successful mentoring:

- a. Gives new teachers explicit expectations, training in those expectations and coaching/feedback to implement and master those techniques.
- b. Involves all members of the educational community.
- c. Enhances recruitment and retention of newly hired teachers.
- d. Provides a structured system for teachers to gain new ideas, share their expertise, and seek advice.
- e. Provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
- f. Contributes to student success through the use of instructional methods of best practice.
- g. Promotes the development of a common vocabulary relative to effective teaching practices.

IV. Effective Monitoring

As a result of participating in an effective mentoring program new teachers will:

- a. Become confident in themselves, their practice and their place in the classroom.
- b. Feel valued and supported by the entire school community.
- c. Be able to verbalize a clear understanding of effective teaching and learning.
- d. Consistently plan and deliver effective, sound fundamental lessons/instructions.
- e. Assess student learning and make adjustment as needed.
- f. Confidently practice strong classroom management skills.

V. Characteristics of Effective Mentors

- a. Attitude and Character
 1. Possesses a clear understanding of the Salmon River School District philosophy of teaching and learning.
 2. Will be a role model for other teachers.
 3. Exhibits strong commitment to the teaching profession.
 4. Willing to receive training to improve mentoring skills.
 5. Demonstrates a commitment to life long learning.
 6. Is reflective and able to learn from experiences.
 7. Is eager to share information and ideas with colleagues.
 8. Is resilient, flexible, persistent and open-minded.
 9. Exhibits good humor and resourcefulness.
 10. Enjoys new challenges and solving problems.
- b. Communication Skills

1. Is able to articulate effective instructional strategies
 2. Listens attentively.
 3. Ask questions that prompt reflection and understanding
 4. Provides feedback in positive/productive ways.
 5. Is efficient with use of time.
 6. Conveys enthusiasm for teaching.
 7. Maintains confidentiality.
 8. Practices effective principles of feedback
- c. Professional Competence and Experience
1. Is regarded by colleagues as an outstanding teacher.
 2. Has excellent knowledge of subject matter and standards.
 3. Demonstrates excellent classroom management skills.
 4. Feels comfortable being observed by other teachers.
 5. Collaborates well with other teachers and administrators.
 6. Is willing to learn new teaching strategies to share with and model for new teachers.
 7. Can model expected practice.
 8. Can verbalize teaching/learning expectations.
- d. Interpersonal Skills
1. Is able to maintain a trusting professional relationship.
 2. Is approachable; easily establishes rapport with others.
 3. Is patient.

VI. Mentoring Roles and Responsibilities

- a. The mentor role is providing guidance and support.
- b. The mentors' responsibilities include but are not limited to:
 1. Attend mentor training
 2. May attend new teacher orientation
 3. Collaboratively develop a plan of activities with the new teacher to provide:
 - a. Goal setting
 - b. Feedback on lesson design
 - c. Observation of mentor and other teachers
 - d. Observe new teachers
 - e. Timeline for implementation
 - f. Guidance on curriculum
 - g. Assist new teachers in developing appropriate contacts
 - h. Lesson design feedback/co-planning
 - i. Assessment design/analysis
 - j. Classroom management strategies/case studies
 - k. Discussion/Reflection

4. Facilitate completion of the mentoring activity log.
5. Maintain Confidentiality

VII. Mentoring Activities

The Mentor will submit a monthly plan to the Director of Instruction. This plan will include approximate time and dates and which mentoring activities will be conducted. Listed below are the approximate outside school day hours that will be available for mentoring:

August/September	5 hours
October	5 hours
November	5 hours
December	4 hours
January	4 hours
February	4 hours
March	3 hours
April	3 hours
May	3 hours
June	<u>4 hours</u>
 Total	 40 hours

Listed below are some possible mentoring activities:

- A. Modeling instruction
- B. Observations
- C. Joint lesson planning
- D. Team teaching
- E. Reflecting with the new teacher on lesson outcomes
- F. Coaching
- G. Orientation to the school culture
- H. Discussion of practice
- I. Discussion/Reflection
- J. Lesson design feedback/co-planning
- K. Assessment design/analysis
- L. Classroom management strategies/Case studies
- M. Relationship building
- N. Routines and procedures
- O. Discussion of individual needs and possible resources

VIII. Mentor Administrative Coordinator

The Director of Instruction working in partnership with the mentors will be responsible for coordinating and facilitating the mentoring program. Inherent in this position is an understanding and respect for the confidential nature of the new teacher/mentor relationship. The administrative coordinator will have responsibilities including:

- A. Facilitating the mentor program.
- B. Identifying and distributing resources supporting mentoring
- C. Supporting the district mentors by:
 - 1. Planning and facilitating mentor training and meetings
 - 2. Facilitating the creation, distribution, collection and collating of forms including the mentoring activities log
- D. Making individual contact with, answering questions and providing support for mentors.
- E. Contacting/collaborating with other mentoring programs
- F. Fulfilling the mandated recording and documentation of mentoring activities.

IX. Mentor Pool

The Salmon River Central School District will maintain a mentor pool. Positions for mentors will be posted and mentors will be hired as soon as possible at the beginning of each new school year, according to the Salmon River Teachers Association.

Mentors will be matched with new teachers based upon:

- A. Common Building
- B. Common Certification
- C. Common Teaching Assignment

X. Mentor Preparation

Mentor training will include, but not be limited to:

- A. Peer/cognitive coaching training
- B. Adult learning theory
- C. Teacher development theory (inc. beginning teacher needs)
- D. Conferencing skills
- E. Reflective questioning skills
- F. Time management
- G. Reading/Writing in and across the content areas
- H. Teaching Standards

- I. APPR-related topics
- J. Other topics as needed, content area support for example