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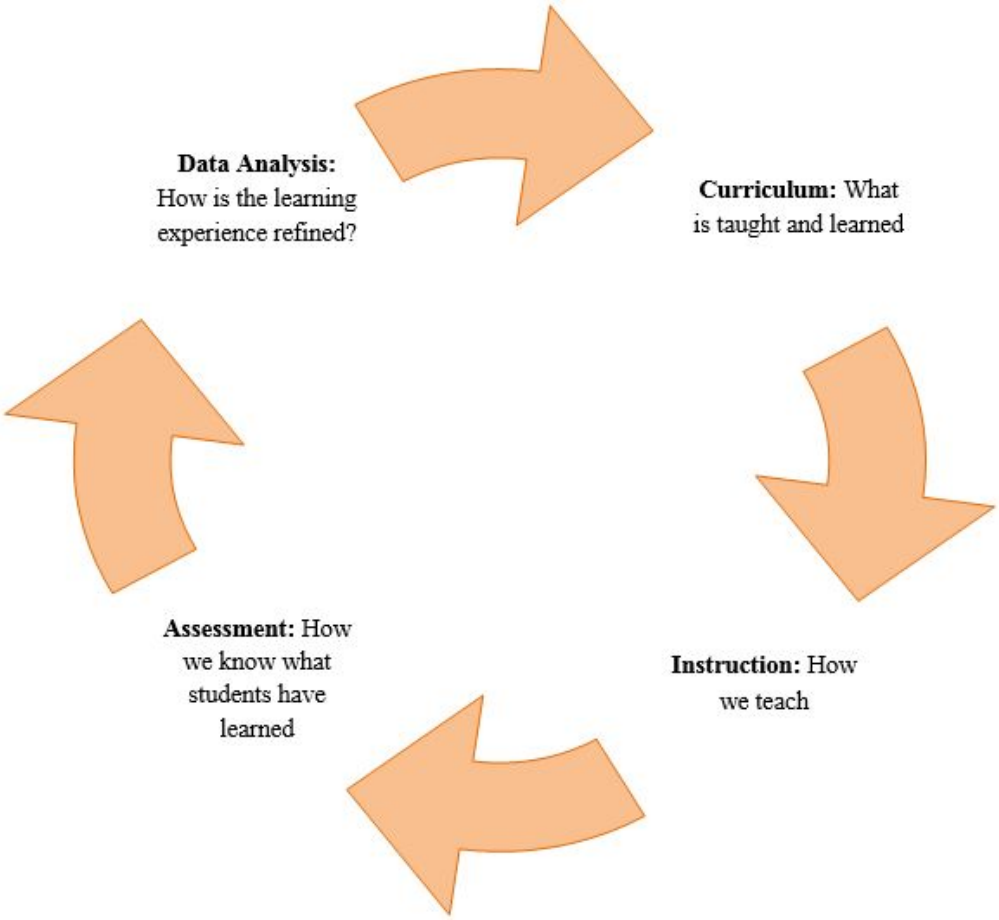
PROFESSIONAL DEVELOPMENT PLAN
2018-2019



Updated: October 2021

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EAST ROCHESTER PROFESSIONAL DEVELOPMENT
MISSION, VISION, AND BELIEFS

Education for all students in the East Rochester School District is delivered by highly qualified teachers and staff, with the level of rigor as outlined in the Next Generation Learning Standards, and in alignment with the beliefs and goals of the District. The District recognizes the correlation between student success and skilled tier one instruction.

The East Rochester School District is committed to the success of each child in a safe, supportive, and stimulating learning environment. We believe that all students develop intellectually, emotionally, physically, and socially at different paces. Our school district will inspire high student achievement and demonstrate commitment to diversity. The following statements describe the mission, vision, and beliefs developed by a committee of school-district stakeholders.

MISSION:
The Mission of the East Rochester School District is to prepare students to be college and career ready and to provide a quality education in a safe environment where all students develop the abilities, attitudes and values necessary for responsible, productive citizenship.

VISION:
The Vision of the East Rochester School District is that students will learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.

DISTRICT CORE VALUES:

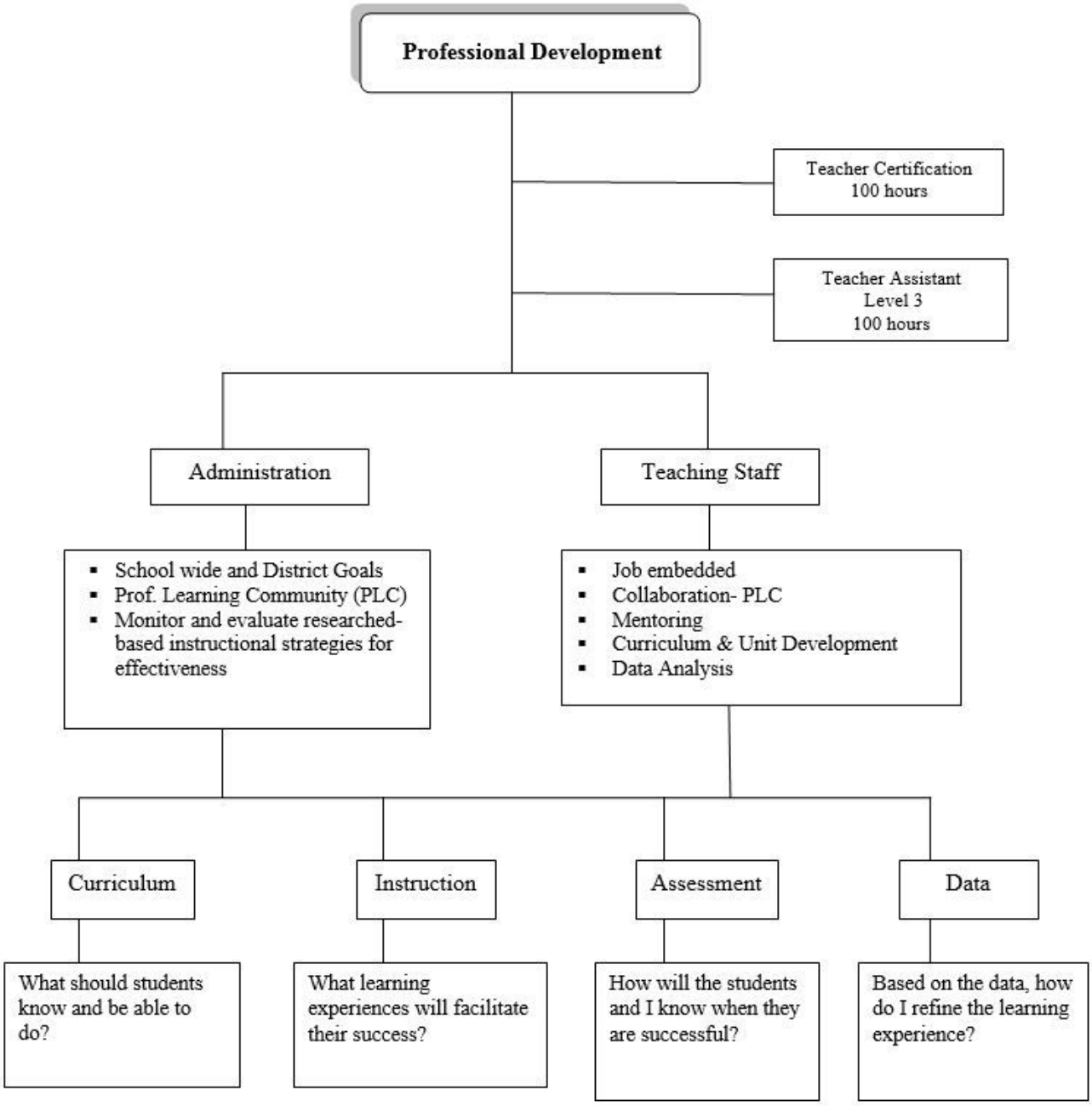
Students First
Students are our first priority. We dedicate ourselves to holistic student development in a safe, nurturing environment.

Opportunity
We provide every student equal access to strong academic programs, clubs, teams and events that enable students to reach their fullest potential.

Achievement
Everyone can improve. We collaborate to learn, observe, measure and grow. We proudly celebrate achievements.

Responsibility
We are all accountable to ourselves, to our students and to each other. Our shared responsibility is to be respectful.

Strength
Together, we will accomplish excellence.


Professional Development
Teacher Certification
100 hours
Teacher Assistant
Level 3
100 hours
Administration
Teaching Staff
School wide and District Goals
Prof. Learning Community (PLC)
Monitor and evaluate researched-based instructional strategies for effectiveness
Job embedded
Collaboration- PLC
Mentoring
Curriculum & Unit Development
Data Analysis
Curriculum
Instruction
Assessment
Data
What should students know and be able to do?
What learning experiences will facilitate their success?
How will the students and I know when they are successful?
Based on the data, how do I refine the learning experience?

PROFESSIONAL DEVELOPMENT PLAN (PDP)
NEEDS ASSESSMENT PRIORITIZING

Student and teacher needs, along with district goals and objectives, will determine the Plan's priorities as it guides us in 21st Century learning. Our ongoing analysis of the school district's summative and formative assessments, evaluation of professional development opportunities and ongoing communications / feedback has identified the following areas of focus:

BELIEFS:

1. High quality professional development is focused, sustained, work embedded, collaborative and purposeful professional learning that results in student achievement.

2. District Administrators are instructional leaders who support staff in assuming leadership roles to enhance learning communities.

3. Monroe BOCES #1 supports and guides common themes that arise that could be addressed through professional development or other resources.

4. Professional Development encourages lifelong learning and empowers staff members to fully develop their potential, thereby enabling them to respond effectively to a variety of challenges in the educational system.

ESSENTIAL QUESTIONS:

- If professional learning communities are the solution, then what is the problem?
    - How are PLCs supporting district initiatives? i.e. technology initiative of 1 to 1 devices for all students

- To what extent can the successful implementation of professional learning communities' impact student engagement and achievement?

- To what extent do successfully implemented professional learning communities support the standards of high quality professional growth?

INTRODUCTION

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires that by September 1, 2000, and annually by September 1 of each school year thereafter, school districts adopt a professional development plan. The purpose of this multi-year plan is to continue to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession while meeting the learning needs of their students.

High-quality professional development fosters change in classroom practice resulting in increased academic achievement for all students. We can ensure professional development is "time well spent" if we provide professional development opportunities that are job-embedded, sustained over time, centered on active learning, and focused on student outcomes.

We need to be creative in how future professional development opportunities could be provided. "Early release" days could provide the opportunity to build the foundation for professional learning communities to study student work, lesson design, assessments, technology integration, and other job-embedded practices to impact student achievement. Currently time is allocated one hour per month for the learning team to work together to use data to understand what students are not learning and to find instructional gaps, determine what the teachers need to do to help close those gaps, and implement the new strategies.

Additional support for the professional learning communities needs to be provided during the school day. The current structure somewhat supports effective professional learning communities. At the Elementary level, common planning time for grade level teams is built in the schedule. This is also true at the Middle level which provides flexibility for grade level teams to collaborate. At the High School level, other alternatives are considered in order to provide department or team collaborative time.

GOALS / ENDURING UNDERSTANDINGS:

Professional development is a key component of assuring quality instruction by knowledgeable and effective educators for all students in the district. To that end, the East Rochester UFSD Professional Development Plan has the following goals and enduring understandings:

East Rochester stakeholders will understand that:

- Professional learning communities are an ongoing process used to establish a school wide culture that is based on a fundamental belief in building teacher leadership in school improvement efforts
    - Professional learning communities are not a prescription, a new program, a model, or an innovation to be implemented. Rather, a PLC is an infrastructure or a way of working together that results in continuous school improvement
- Through participation in professional learning communities, teachers enhance their leadership capacity as they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning through job-embedded professional development
    - To capitalize on the in-district professional knowledge and expertise to create coherence, continuity and capacity in the professional growth of the district
    - Maintain the flexibility to meet the professional development needs of individual teachers, administrators, and paraprofessionals in all subject areas, grade levels, job descriptions, and levels of experience
    - Knowledge is situated in the day-to-day experiences of teachers and is best understood through critical reflection with others who share the same experiences. Actively engaging teachers in professional learning communities will increase their professional knowledge and enhance student learning (Vescio, Ross, & Adams, 2006)
- Develop goals, objectives, and programs in response to student data. Analysis of student data by grade level teams, departments, or district curriculum committees is essential for program or instructional change / improvement to occur
    - Establish a set of protocols and procedures, including viable needs assessment(s), to establish, assess, and maintain responsive, sustained, relevant and accessible professional development that meets the needs and demands of district professionals
- The content of the East Rochester Union Free School District Professional Development and Mentor Plan is being supported in part by BOCES (Mid-West, JMT), RBERN, and RSE-TASC Teacher Centers and their approved CTLE providers.

PROFESSIONAL DEVELOPMENT PLAN SOURCES USED:

As part of the ongoing professional development planning cycle, the East Rochester School District reviews multiple data sources. The following documents are analyzed annually to determine the focus and content of the Professional Development Plan:

School Report Card

New York Grades 3 – 8 Assessment Data

Student Attendance Rates

ESSA Disapline Reports

New York State Regents Reports

Graduation and Drop-out Rates

Special Education Classification Rates and Annual Reviews

State & District Benchmarks for Student Performance

Advanced Placement Test Results

Historical Data Comparison

Formative and Summative Assessment Data

RTI Universal Screening and Progress Monitoring

Professional Development Needs Assessment Survey,
Evaluations and Feedback

Review of this data, leads East Rochester School District to identification of the following Professional Development objectives.

OBJECTIVES:

- Increase student achievement for ALL students by the successful implementation of professional learning communities that are high functioning collaborative learning teams.

    - To increase ongoing collaboration within departments and teams with emphasis on collaborative unit development, alignment of resources throughout grade levels, departments and buildings, and development of common assessments

    - To put into practice research-based instructional strategies that are monitored and evaluated for effectiveness (using summative and formative assessments to inform instructional needs)

    - To increase and strengthen teacher knowledge, subject/content matter and classroom management skills in order to ensure that all reach high academic achievement

- To provide a mentoring program that will improve new teachers' abilities to assist students in meeting Next Generation Learning Standards, increase retention of new teachers, and provide guidance and support

    - Teachers will participate in professional development:
        - work sessions for 1.0 hr. for six (6) meetings scheduled within the months from Sept. – June
        - that increases their understanding of the instructional, content and curricular shift within the Next Generation Learning Standards
        - that addresses the needs of diverse learners – differentiated instruction strategies
        - that improves the learning of all students by collaborating with others to improve instruction and increase student engagement and achievement
        - that improves teachers understanding of the value of common formative and summative assessments
        - to understand what the data represents; make decisions based on analysis of student work and to make changes or improve instructional strategies

SUMMARY OF PROFESSIONAL DEVELOPMENT GOALS:

District Professional Development Goal	*Teacher Content/Practice Need(s)*	*Resources to be Used*
Improving student academic achievement	**Differentiated Instruction** –instructional techniques based upon the research of learning styles, multiple intelligences, and brain research **Teaming and co-teaching** –collaborative teams per grade levels and inclusion models **Student Engagement** – teacher and student reflection on the level of student engagement and level of engaging activities **Data analysis and program/curriculum evaluation** –analyzing student assessment data and adjusting instruction	The PD provided by district staff and or from BOCES organizations within this area will give East Rochester the immediate, quality, and on-going support that focus on the four areas identified. ERUFSD staff BOCES (Monroe 1, 2, WFL, Genesee Valley, Erie 1, RSE-TASC, Midwest RBERN)
Supporting Teaching and Instructional Practices as described in the Next Generation State Learning Standards(NGSLS) Literacy Integration	**Unit writing & curriculum mapping -** Create an awareness, foster fluency, and develop a common language supporting Common Core implementation. To continually build on our understanding of the Common Core State Standards, the 6 shifts for both ELA and Mathematics, encourage coherence in the sequence, pacing, and units of study for grade-level curricula as new and updated standards are developed **Literacy in all content areas** – learning research-based instructional techniques and curriculum content to improve literacy across all content areas.	Supporting teachers through the revision process of curriculum development and alignment to NGSLS is an ongoing process in which district staff and area BOCES and other organizations' expertise can be tapped into for guidance and support. ERUFSD staff BOCES (Monroe 1, 2, WFL, Genesee Valley, Erie 1, RSE-TASC, Midwest RBERN) AP/College Board Rochester Area Literacy Council
Integration of technology within East Rochester School District K-12 curricula.	Provide knowledge and skills to utilize **a technology-rich learning environment** in supporting student attainment of NGSLS. **Infuse technology** into the classroom curriculum and use instructional technology resources to enhance and differentiate instruction.	Key resources are ones that provided hand-on experience. The use of district staff and experience users in technology integration have the opportunity give support and guidance in unit development. ERUFSD staff BOCES (Monroe 1, 2, WFL, Genesee Valley, Erie 1, RSE-TASC, Midwest RBERN, GVSBI) Int'l Society for Technology in Education (ISTE)

Continue to facilitate student intellectual, social and emotional growth which in turn contributes to increased student performance	Provide staff with approaches to help students realize appropriate social, behavioral, and emotional responses to their learning environments. Implementation of PBIS into the Jr/Sr High School and continue evaluation of the PBIS program in the Elementary School.	Local and National agencies with expertise in social / emotional programs will be a key resource for staff in understanding the ever changing needs of primary age children, adolescent, and young adults. ERUFSD staff BOCES (Monroe 1, 2, WFL, Genesee Valley, Erie 1, RSE-TASC, Midwest RBERN) Delphi Drun and Alcohol Council (YMHFA) Donna Riter (LSCI) Bivona Child Advocacy Center Gay Alliance National Center for Missing & Exploited Children
Recruiting teachers - New Teacher Orientation, Mentoring and ongoing support for all teachers	Provide teachers assistance in using appropriate teaching strategies and in becoming familiar with district policies and regulations.	Experienced staff will be identified and selected to support and implement the ER Mentor Program. ERUFSD staff BOCES (Monroe 1, 2, WFL, Genesee Valley, Erie 1, RSE-TASC, Midwest RBERN)

State educational resources along with other vendors/independent consultants which may be providing professional development in their area of expertise for effective implementation to the ERUFSD may include but not limited to:

New York State Association of Foreign Language Teacher (NYSAFLT)
New York State Art Teachers Association (NYSATA)
New York State School Music Association (NYSSMA)
New York State Middle School Association (NYSMSA)
Association of Mathematics Teachers of New York State (AMTNYS)
New York State Reading Association (NYSRA)
New York State United Teachers Education & Learning Trust (NYSUTELT)
New York State Council for Social Studies (NYSCSS)
New York State Association for Supervision and Curriculum Development (NYASCD)
Science Teachers Association of New York State (STANYS)
New York State Association for Computers and Technology in Education (NYSCATE)
Local Higher Ed Insts. (St. John Fisher, Nazareth, Univeristy of Rochester, MCC)
Donna Johnson
Literacy Education and Resource Network
Solution Tree

Bureau of Education & Research (BER), Quest, PESI, Summit, Cross Country
Lindamood Bell
Michael Sapienza (music)
Greater Rochester Orff-Schulwerk Assoc. (music)
System Provider/Trainers:
(Learning A-Z, Scholastic, Inc., i-Ready / Curriculum Associates, Castle Learning, IXL Learning, Mindex/SchoolTool, FuelEd/Aventa, Edoctrina, Houghton Mifflin Harcourt)

PROFESSIONAL DEVELOPMENT ACTIVITIES - Designed for focus on content area, pedagogy and leadership, increasing student performance for all students and language acquisition for MLLs.

Coaching	providing professional development for teachers through additional support when needed to implement instructional programs and practices
Collaboration	providing professional development where two or more teachers work collaboratively on research-based practices and instructional procedures
Conferences/Workshops/ Webinars	providing professional development opportunities for teachers with select topics in local or state conferences or workshops
Curriculum Development	providing professional development which supports curriculum development in all content areas
Differentiated Instruction	providing professional development for teachers to employ research-based best practices in adapting instruction to maximize student learning
District led Staff Development Activities	participate in a minimum of two professional development conference days (opening day and one or two within the school year)
Grade Level Meetings	providing professional development through grade-level meetings
Job Embedded	providing professional development that will support instructional programs and teaching
Mentoring	providing professional development to support teachers and to increase their skills to better prepare them for the transition from preparation to practice to improve student achievement
Modeling	providing professional development where an experienced teacher or expert observes in a classroom and then provides an opportunity for teachers to see the expert or experienced teacher model a lesson or best practice
Professional Learning Communities (PLC)	providing professional development through focused meetings of all content areas in one grade level (i.e. all 1st grade teachers, 7th grade English, Social Studies, Math, and Science teachers)
Vertical Team Meetings	providing professional development through focused meetings with all grade levels in the same content areas (i.e. 6th, 7th and 8th grade teachers of Science)

EVALUATION STANDARDS

- Professional development workshops offered by the East Rochester School District will be evaluated by feedback received from the participants. (PD evaluation attached - pg. 18 & 19)

- Teacher observations will document changes in teacher practices.

- School improvement efforts will be supported with the development of understanding and addressing district goals.

- APPR evaluations.

When our school functions as a PLC we will:

- Collectively pursue shared mission, vision, values and goals
- Work interdependently in collaborative teams focused on learning
- Engage in ongoing collective inquiry into best practice and the "current reality" of student achievement and the prevailing practices of the school
- Demonstrate an action orientation and experimentation
- Participate in systematic processes to promote continuous improvement
- Maintain an unrelenting focus on results

In their subsequent work Dr. DuFour, Dr. Eaker, and Rebecca DuFour argue that these characteristics are driven by "Three Big Ideas" that guide the daily work of educators in a PLC:

1. The fundamental purpose of the school is to ensure high levels of learning for all students, and the extent to which the school is successful in achieving that purpose will have a profound effect on the short-term and long-term success of students. The **relevant** question in a PLC is not "Was it taught?" but rather, "Was it learned?" The shift from a focus on teaching to a focus on learning underpins the work of a PLC.

2. Educators cannot fulfill the fundamental purpose of learning for all if they work in isolation. Therefore, they must work together collaboratively to address those issues that have the greatest impact on student learning and must take collective responsibility to ensure the learning takes place.

3. Educators will not know the extent to which students are learning unless they have a results orientation, constantly seeking evidence and indicators of student learning. They will use that evidence to identify students who need additional time and support for learning and to inform and improve their own practice in the classroom.

www.allthingsplc.info/about/evolution.php

East Rochester Union Free School District
Continuing Teacher & Leader Education (CTLE) Requirements - (100 hrs)
http://www.highered.nysed.gov/tcert/pdf/Registration%20Table06022016.pdf

In an effort to support professional development and tracking and maintenance of professional certifications, the office of Professional Development has streamlined the professional development registration and tracking process as follows:

Registration

Commencing with the 2018-2019 school year, any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

is to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES.
Registration will be completed through the TEACH system.

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued on or after July 1, 2016**, they shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

Responsibilities

The District is committed to helping teachers and Level III Teaching Assistants complete 100 hours of professional development every five years through approved sponsored schools and Monroe BOCES organizations that meet the requirements of Subpart 80-6 for approved CTLE. This maintains the validity of the PDP consistent with 100.2 (dd) of the Commissioner's Regulations.

Record Keeping

The teacher must keep a record of all professional development completed during their professional development period, including that provided by the school district. Required documentation elements include:

- Program/event title
- Provider name
- Date and location of the program/activity
- * Accrual of hours of program/activity
- * Attendance verification

Records should be kept as current with activity completion as possible. Records must be kept *seven years* and be made available to the NY State Education Dept. in the event of an audit. My Learning Plan, an on-line professional development catalog will be used by the district as a support record keeping tool.
Reporting - How are the 100 hours tracked in the TEACH account?

The Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration. He/she will also be responsible to retain a record of the CTLE programs attended and the number of hours completed. Certificate holders will attest that they have completed the 100 hours of required CTLE, must retain records of completed CTLE, and must provide documentation if requested showing that they have complied with the CTLE requirement.

TO DO List

- Establish your TEACH account. Go to http://www.highered.nysed.gov/tcert/teach/ for step by step directions.
- Talk with your school administrator and review the approved professional development activities
- Periodically check your professional development record on TEACH to make sure it is accurate and up-to-date.
- Alert the curriculum & instruction office early to any problems with hours reported to TEACH
- Keep your own records of all PD you complete for 7 years.

Allowable Activities

The East Rochester School District has approved the following professional development activities to accrue towards teachers continuing professional development requirements. The activities must be related to study in the content area, pedagogy, leadership, increasing student performance, or language acquisition for Multi Language Learners.

Approved Activity	Hours
Professional Development Workshops (attended)	Actual seat hours
Professional Development Workshops (presenter)	Actual hours
College Coursework beyond Initial Master's Degree in area of certification or on-line training for certification (Prior approval required)	15 hours per 1 college credit
Professional Development Conference Day (as scheduled)	3 to 6 hours
Professional Development Faculty Meetings	Up to 1 hr per month if designated as PD
PLC Department or Team Meetings within the school day (agenda and meeting notes required)	Up to 10 hrs per school year
Mentoring New Teachers	50 hours
Sponsoring - Supervising college level field placement work for undergraduate and graduate students	10 hours (per semester)
Completion of entire National Board Certification program (within 5 year window)	100 hours
Professional Committee participation (district & building) in any of the following committees: LIT, IST, QIP, PBIS, Technology. (check for prior approval for other committees)	Actual hours
Other Activities as listed: ● Engaging in professional reading, research (book study- pre approved) (outside the school day) ● Curriculum development (framework creation/review, common assessment) (outside the school day) ● Online webinars ● Participation in national, state, or regional professional organizations	Actual hours

EAST ROCHESTER PROFESSIONAL DEVELOPMENT PLAN
DISTRICT RESOURCES

Fiscal Resources:

- Every Student Suceeds Act (ESSA) Funds
- Consolidated Applications: Title I, Title IIa
- IDEA Funds
- District Funds – Professional Development Budget
- Federal Grants

Staff Resources:

- Teachers
- Mentors
- Support Staff

Community:

- Community-based organizations
- Parents
- PTA

East Rochester School District **BEDS CODE: 261313030000**

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- ✓ Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.

- ✓ The plan focuses on improving student performance and teacher practice as identified through data analysis.

- ✓ The plan describes professional development that:
  - o is aligned with state content and student performance standards
  - o is articulated within and across grade levels
  - o is continuous and sustained
  - o indicates how classroom instruction and teacher practice will be improved and assessed
  - o reflects congruence between student and teacher needs and district goals and objectives

- ✓ The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

- ✓ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Dr. Mark Linton
Signature (Superintendent of Schools)

September 2018
(Date)

East Rochester Union Free School District
Professional Development Evaluation Sheet

The East Rochester Union Free School District is committed to quality in professional development and continuous improvement. Your feedback will assist us in maintaining and improving the quality and relevance of (future) professional development courses. It will also help us in providing professional development activities that will meet your needs. As such, please complete this feedback sheet and return it to the Curr., Instruct. & Prof. Dev. Office.

Workshop: _____

Facilitator: _____ Date: _____

Please circle your response to each statement.				
1. Workshop quality	Excellent	Good	Fair	Poor
2. Workshop content	Excellent	Good	Fair	Poor
3. Relevance to your discipline / position	Very Useful	Somewhat	Minimal	Not at all
4. I gained new information about the topic of this workshop	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I learned useful strategies	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I plan to implement information and/or strategies learned	Strongly Agree	Agree	Disagree	Strongly Disagree
What was the major idea or concept learned and how will you apply it?				
7. Presenter(s) aligned the objectives of the activities with your professional development needs.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. Materials presented were pertinent and useful.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. An appropriate balance between presentation and interaction was achieved.	Strongly Agree	Agree	Disagree	Strongly Disagree
What did you value most about your presenter(s)?				

Have you any suggestions about how this workshop could be improved?
What would you suggest as a change for future workshops?

10. A supportive climate of professional community was created.	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Opportunities to network and learn from colleagues were supported.	Strongly Agree	Agree	Disagree	Strongly Disagree

Further Comments including ideas for future professional development: (Please write your name and contact details here should you wish to be contacted about your feedback or would like to share areas of professional development that you would be willing to co-facilitate or facilitate).

Thank you very much for your feedback

Office of Curriculum, Instruction & Professional Development
East Rochester Union Free School District 300 Woodbine Ave. East Rochester, NY 14445 (585) 248-6332

Committee Chairperson:

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Curriculum, Instruction & Professional Development

Yvonne Benson, Administrative Assistant
Curr., Instruct. & Prof. Dev.

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Pat Walsh, Physical Education
Rosemary Pleninger, Fine Arts
Adam Laycock, Mental Health
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Margi Linder, Speech & MLL