

ALTMAR PARISH WILLIAMSTOWN CENTRAL SCHOOL DISTRICT

ALTMAR PARISH
WILLIAMSTOWN
PROFESSIONAL
DEVELOPMENT PLAN

7/20/2016

ALTMAR PARISH WILLIAMSTOWN PROFESSIONAL DEVELOPMENT PLAN 2016 – 2018

Introduction

Professional Development in the Altmar Parish Williamstown Central School District is experiencing a change in focus; a focus from traditional professional development to professional learning. This is a move towards high quality professional learning experiences where adults engage in more than an activity - they engage in the critical work that is focused on improvement of student performance and achievement.

This plan reflects a paradigm shift as the District's Professional Development Committee moves into a consultation role by providing support and resources to schools to support improving the academic performance of all APW students. This plan supports each school's capacity for School-Based Decision Making and directly links professional learning to academic goals, the Regent's Reform Agenda, District Goals and expectations as well as individual professional interest goals. Collaborative professional learning, school leadership and a focus on instruction from both administrator and teacher (Annual Professional Performance Review- APPR) are the catalysts for embedded professional learning that leads to effective use of performance data (Data Driven Instruction) to achieve strong student learning.

Philosophy

We believe that when every educator engages in effective professional learning every day, every student achieves. Effective professional learning engages adult learners in authentic tasks and experiences directly linked to the needs of their students that is based on specific data. Adult learning is most effective when experienced through collaborative job-embedded experiences. Through these experiences, the adult learner becomes part of the "engine that drives school improvement."

Vision

A – Academics at their Best

P – Pursuit of Excellence

W – Where Students Come First

Current Shifts in Professional Development within APWCSD to become a Professional Learning Organization

Fragmented disconnected improvement efforts (band aid approach)	Comprehensive sustained, intensive professional learning
One time workshops and stand-alone trainings	Ongoing, scaffold series of meaningful experiences
Professional development primarily focused on teachers	Continuous improvement for all who impact student learning
A focus on teacher interests	A data driven, results driven focus on student needs
Insignificant non-essential professional development	Essential professional learning aligned with the District Goals
Solely district workshops conducted	A school based collaborative model professional learning with teams of educators focusing on continuous improvement
Limited opportunities for differentiated approaches to learning	Multiple forms of learning to support the transfer of new/enhanced knowledge, strategies and skills, including classroom based coaching, online content and online resources
Paid offerings, workshops training i.e. PDI, stipend	Enhancement of professional learning to focus on student achievement enticing educators to improve one's own practice to increase student achievement
Predominately presentation/workshop design for professional development	A variety of research based learning designs to actively engage participants in a continuous cycle of improvement and increase educator effectiveness with an opportunity for teachers to take leadership roles in the process.
Limited resources to support the work	Expanded number of resources to directly guide and support the work
Minimal follow-through on monitoring and evaluation of implementation and application of new learning	Increased accountability using multiple measures and the implementation of district wide protocols

THE FRAMEWORK FOR PROFESSIONAL LEARNING

The design of professional learning experiences that support the implementation of the New York State Regents Reform Agenda and individual school improvement efforts are grounded on National Standards for Professional Learning. These standards outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. The standards were developed by the National Staff Development Council. The New York State Professional Development Standards, *which* are aligned to the national standards, make it clear from the beginning that collaboration among educators is essential to their professional learning, especially if it is to produce long-term changes in educator practice and student learning. The standards also stress that every educator has a role in planning, implementing, and evaluating effective professional learning.

National Standards for Professional Learning	Core elements of each standard
<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in continuous improvement. <input type="checkbox"/> Develop collective responsibility. <input type="checkbox"/> Create alignment and accountability.
<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop capacity for learning and leading. <input type="checkbox"/> Advocate for professional learning. <input type="checkbox"/> Create support systems and structures.
<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prioritize human, fiscal, material, technology, and time resources. <input type="checkbox"/> Monitor resources. <input type="checkbox"/> Coordinate resources.
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze student, educator, and system data. <input type="checkbox"/> Assess progress. <input type="checkbox"/> Evaluate professional learning.
<p>LEARNING DESIGNS: Professional Learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes on change and sustains support for implementation of professional learning for long-term change.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply learning theories, research, and models. <input type="checkbox"/> Select learning designs. <input type="checkbox"/> Promote active engagement <input type="checkbox"/> Provide productive feedback.
<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meet performance standards. <input type="checkbox"/> Address learning outcomes. <input type="checkbox"/> Build coherence.

Leading Instructional Change

Two priorities of the Regents Reform Agenda are preparing students to be Career and College Ready and improving graduation rates for all students which begins with solid, standards based academic foundation. Improving student outcomes in both of these areas requires a focus on classroom instruction supporting diverse student populations. This translates into a critical need for focused professional learning based on the Danielson Instructionally Focused Rubric 2015.

Leading Instructional Change will serve as the district protocol. This protocol is adapted from elements of engageny.org, the Common Core State Standards, Danielson's Instructional Framework for Teaching 2015. The leading Instructional protocol provides central office, school leaders, and teachers with a common language around rigorous expectations and instructional expectations. Leading Instructional Change promotes teacher flexibility and allows students to take the lead in their own learning as they progress through the acquisition, application, assimilation and adaptation stages of rigor. Teachers act as instructors, facilitators, and guides as students take ownership of learning new knowledge and concepts on their journey to becoming Career and College Ready.



Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



Professional Development Plan of Work Summary 2016 – 2018

Strategic Goal	Objective 2016 - 2018	Benchmarks for Building/ District PD Team(s)
Increase student achievement	<ul style="list-style-type: none"> • Implement teacher generated/ approved Common Core Learning Standards Units • Implement Teacher/Leader Evaluation/APPR • Increase focus on college and career readiness • Better align professional development/ learning opportunities with student achievement goals • Focus on student data 	<ul style="list-style-type: none"> • Develop Guidelines for approving of professional development experiences • Develop an auditing protocol to ensure alignment of training to district and building initiatives and goals • Measure effectiveness of professional learning/ development through the use of student data and staff response • Develop and deliver orientation training for new teachers based on district goals • Develop and deliver summer and school year training based on teacher need and data collected via rubric walkthroughs, teacher request and PD committee recommendations. • Develop and deliver protocols and professional learning/ development opportunities for guidance staff to understand new state regulations around multiple pathways options for students.
Increase Parental Family and Community Engagement and Communication	<ul style="list-style-type: none"> • Provide parents/guardians with diverse opportunities for active family participation in their student's education • Involve parents/ guardians as well 	<ul style="list-style-type: none"> • Create opportunities for parents to participate in a variety of school activities • Provide bi yearly academic planning workshops etc. for

	<p>as students in academic planning.</p> <ul style="list-style-type: none"> • Increase attendance and participation in CSE meetings and decision making for students. • Ensure that parents/ guardians are comfortable with transition years by offering programs, services and orientation programs for adults and students. 	<p>parents to participate in academic planning for students (including post graduate opportunities).</p> <ul style="list-style-type: none"> • Develop protocols for CSE parent participation that teachers, support staff and members of the committee clearly understand (including VESID and transition services)
Effectively and Efficiently allocate school and district of resources for professional learning/ development	<ul style="list-style-type: none"> • Utilize district and building professional development committee(s) to plan and implement PD activities including budgeting for PD. • Efficiently utilize Title 1 and 2 funds for professional learning activities. • Identify local resources and PD opportunities. • Identify mechanisms for utilizing collaborative time for job embedded professional development. • Create mechanisms for teachers to utilize internal resources for PD 	<ul style="list-style-type: none"> • Evaluate past professional development via a survey of all staff • Evaluate all current PD using a consistent tool or mechanism • Work with BOCES, CiTi and local teacher centers to identify PD opportunities for staff. • Utilize data to identify local staff and resources available for PD. • Create a process for effectiveness of internal resources and job embedded professional development.

District Wide Professional Development/ Learning

The District-wide professional development/ learning team will work collaboratively with CiTi BOCES to fund and provide professional learning experiences to district staff. This includes instructors for multi-session courses determined by the district professional development/ learning team. These professional learning experiences will be aligned to APPR expectations (Domains and rubrics for highly effective ratings) and other training deemed critical by the professional development/ learning committee. In collaboration with the building professional development committees, the district-wide committee will assist in supporting teacher and leader effectiveness to improve the quality of teaching and learning through a wider knowledge base about curriculum and pedagogies in order to ensure students are an important part of the instructional process and making it equitable for all.

Use of My Learning Plan to track and evaluate professional development/ learning

The district wide professional learning/ development committee will suggest professional learning opportunities for district staff. This team will also coordinate professional learning opportunities for building-based staff and work with building based committees to ensure alignment. The District uses the MLP system to advertise, register, monitor and evaluate the professional learning opportunities for district staff. The professional learning/ development team will utilize this program to track and evaluate professional learning opportunities. The MLP system provides the opportunity for staff to search for course opportunities by content alignment, domain alignment, or by course type.

Data Analysis

New York State data analysis indicates three main areas in need of improvement at APW: literacy (Language Arts Data), mathematics and improvement of academics for students with special needs. Additional data analysis indicates the need for improvement in the following supporting areas: providing rigorous coursework, good first teaching, and

collaborative teaching. All of these focus areas will be integrated into the professional development/ professional learning processes.

New York State Required Professional Development – 100 Hour Requirement

The District provides multiple opportunities for district teachers and district paraprofessionals to participate in the 175 hour or 75 hour requirement for training. The list below defines the hours that have pre-determined credit hours for each type of professional development/ learning.

- Mentoring in any one year – professional development/ learning credit granted for each hour worked with the assigned new teacher.
- Obtaining National Board Certification – 175 hours during the one five year period in which the credential is awarded.
- Graduate courses, per Commissioner’s Regulations, so that 3 credit hours of credit are paid under the current contract and are equal to 45 hours of professional development.
- Sabbatical related to content specialty or enhancement of teaching strategies – one year potential for teachers and administrators.
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes – equal 45 hours of professional development/ learning credit.

A maximum of 40 hours of credit per activity shall be determined by building professional development or shared decision making teams for the following:

- Collaborating with other teachers to examine student work and development.
- Assessing student academic plans.
- Engaging in research projects that are collaborative and action oriented.
- Participating in study/collegial circle structured guided reflection activities focused on student learning.
- Curriculum planning and development.
- Participating in reviews of class performance data over time to make decisions about one’s own professional development, based on student outcomes.
- Developing or collaborating on the development of new programs and instructional methods
- Delivering professional development.
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional techniques or content knowledge, which may or may not be in pursuit of a teaching or advance teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification; Pursuing National Board Certification or re-certification
- Participating in Professional Development School activities or other school-college teacher development partnerships.

Teachers may apply to the Districtwide Professional Development Committee that approves PD offerings to receive credit for the following documented activities:

- Teacher of the Year activities.
- Development of statewide curriculum.
- Service as an elected officer in professional organizations
- Service as teacher center director
- Service on the State Professional Standards and Practices Board
- Publishing in educational journals
- Developing and presenting a major paper.

Professional Development/ Learning Planning Guide:

The following template will be utilized for planning purposes for all building and district wide professional development/ learning. District and building professional development/ learning committees will utilize this template to approve professional development/ learning opportunities.

<i>Planning Process Statements</i>	<i>Student Performance Data Or Rationale(s)</i>	<i>Adult Expected Outcomes</i>	<i>Student Expected Outcomes</i>	<i>Resources</i>	<i>Professional Learning Experiences /Method(s)</i>	<i>Initial Outcomes</i>	<i>Intermediate Outcomes</i>	<i>Results</i>	<i>People Responsible</i>	<i>Time Frame</i>	<i>Methods for Monitoring/ Evaluating</i>
<i>Narrative of Professional Learning</i>	The data shows _____;	therefore, adults need to identify and implement_____	so that students will be able to_____.	We have _____ accessible to us;	therefore, adults will participate in _____/_____.	Initially adults will _____.	Midway through the experience/method adults will _____ and/or _____.	Students will _____.	_____ will take the lead on this experience/met hod.	From _____ to _____	Progress and competition will be measured by _____.

As follows is an illustrative example of how this template might be utilized for professional learning/ development planning.

Advanced Placement

Student Performance Data	Adult Expected Outcomes	Student Expected Outcomes	Resources	Professional Learning Experience(s) /Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Time Frame	Methods for Monitoring/ Evaluating
The data shows ____;	therefore, adults need to identify and implement____	so that students will be able to____.	We have ____ accessible to us;	therefore, adults will participate in ____/____.	Initially adults will ____.	Midway through the experience/method adults will ____ and/or ____.	Students will ____.	____ will take the lead on this experience/method.	From ____ to ____	Progress and completion will be measured by ____.
Many students are NOT scoring 4 or 5 on the AP exams	the creation of Common Formative Assessments for AP courses, review student work, and share successes.	increase the number of students who earn a 3,4,5 on AP exams by 10% per year	College Board/ University Training	Content Departments; Workshops; Professional Learning Communities; Looking at student work protocol	Create and give Common Formative Assessments	Review student work to determine responses	Independently demonstrate learning on the common formative assessments	Department Chairs Principals	Sept, 2016-May, 2018	Assessment results; Walk through
It is unclear whether or not the syllabi for each class is finished before the AP exams	the creation of a common syllabi of AP courses by subject	Increase the content covered during AP classes to ensure students are exposed to content needed for AP Exam	Department Chairs College Board Syllabus Review	Content Departments; Action Committees	Create common syllabi for AP courses	Review progress on syllabi implementation	Be exposed to the content that is indicated in the syllabi	AP Teachers; Principals	August, 2016-May, 2018	Development of common Syllabi

Initial evaluation of professional development/ learning:

Before planning professional development, the districtwide committee on professional development/ learning recognizes the need to evaluate past professional development for impact on a change in practice leading to increased student achievement. In order to do so, the committee needs to consider both the purpose of past professional development and operationalizing practices of assessment as critical parts of all professional learning experiences.

The Districtwide Professional Development/ Learning committee will request that each staff member complete a survey on professional development/ learning. The survey is intended to:

- Provide information to the committee about teachers', administrators' and support staffs' perceptions of professional learning;
- Reveal the degree of success or challenges APW faces with professional learning practices and implementation; and
- Provide decision-makers with data on the quality of professional learning
- Provide guidelines about future professional development/ learning opportunities.

Evaluation of ongoing professional development/ learning:

The districtwide committee on professional development/ learning will evaluate all professional development opportunities with a mechanism adapted from Paul Bambrick Santoyo's 2011 work. The following will be utilized to evaluate all professional development/ learning:

- Participant learning will be measured before the end of every session using a standardized evaluation tool.
- The impact of professional development/ learning will be measured over time by
 - Student achievement and learning
 - Organizational change
 - Participants use of new knowledge and skills (observed during walkthroughs and formal observation)

Supplemental Chart for Professional Development/ Learning Committee:

Actions	Initial Changes		Intermediated Changes	Results
<p>Initial Survey; Building Level Planning ; All staff which apply based on survey results; Develop PL models</p>	<ul style="list-style-type: none"> • Reveal the degree of success or challenges the school/ district faces with PL practices • Using the data derived for the survey and implement PL for educators and administrators • Provide decision makers with data on the quality of PL 	<ul style="list-style-type: none"> • Administrator has a pulse on school climate • Educators understand what is needed to prepare students for college and career readiness • Committees will understand what PL educators need to acquire the knowledge, skills, and practices to prepare students for college and career readiness • Identify the strength and weaknesses of the school/ district • Identify which departments/ teachers/ administrators could assist with PL 	<ul style="list-style-type: none"> • Educators take PL courses that applies to their needs to change their practice in the classrooms • Administrators work with educators to determine if their needs are being met and applied in the classrooms • Work collaboratively with necessary departments to ensure training is in place for educators/administrators 	<ul style="list-style-type: none"> • Educators will be able to apply their learning from PL to increase student achievement • Educators will learn how to analyze the data from PL to assess their success in the classroom • Administrators will work pre, mid, and post with educators to follow-through with the PL to ensure implementation in the classroom with an evaluation of results
<p>Data Driven Instruction and implementation of Standards based curriculum</p>		<ul style="list-style-type: none"> • Students and educators will understand their areas of improvements or needs of enrichment • Educators will use data to drive instruction for 	<ul style="list-style-type: none"> • Educators will use data to establish checkpoints for students • Students will understand their data to set goals for themselves • Educators will use post-assessments to see if gains in knowledge are significant 	<ul style="list-style-type: none"> • Increase in student achievement • Educator's ability to evaluate data to drive instruction for pre and post assessments • Rigorous planning from educators • Student's needs identified and met through the use of the data